



COLLEGE OF OSTEOPATHIC MEDICINE

ACADEMIC CATALOG AND STUDENT HANDBOOK

2022-2023



1858 West Grandview Boulevard • Erie, PA 16509 • (814) 866-6641
5000 Lakewood Ranch Boulevard • Bradenton, FL 34211 • (941) 756-0690
20 Seton Hill Drive • Greensburg, PA 15601 • (724) 552- 2880
1 LECOM Place • Elmira, NY 14901 • (607) –442-3500

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LECOM
College of Medicine
Erie, Bradenton, LECOM at Seton Hill, LECOM at Elmira
2022-2023 Academic Calendar

May 30, 2022	Academic Year Begins – 3 rd & 4 th year rotations
July 22, 2022	Registration day
July 25, 2022	Orientation for the Class of 2026 Academic Year Begins
August 1, 2022	Academic Year Begins – 2 nd year students
September 5, 2022	Labor Day (No Classes)
November 23-25, 2022	Thanksgiving Break (No Classes)
November 28, 2022	Classes Resume
December 16, 2022	Semester Ends
January 3, 2023	Second Semester Begins – 1 st & 2 nd year
January 16, 2023	MLK Day (No Classes)
May 12, 2023	Semester End Date – 2 nd year
May 19, 2023	Semester End Date – 1 st year
May 26, 2023	Academic year ends – 3 rd & 4 th year rotations
May 28, 2023	Commencement Erie & LECOM at Seton Hill
June 4, 2023	Commencement Bradenton



1. GENERAL INFORMATION

1.1. DESCRIPTION AND PURPOSE OF ACADEMIC CATALOG AND STUDENT HANDBOOK

This publication is a reference guide for students in all programs offered by LECOM's College of Osteopathic Medicine, leading to the degrees of Doctor of Osteopathic Medicine (D.O.). 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, 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. POLICY AND STATEMENT OF NONDISCRIMINATION

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

LECOM seeks to admit qualified students and hire qualified employees for the creation of a diverse

body of thought and interest within its community of scholars. Our definition of diversity includes race/ethnicity, religion, sexual orientation, and more, but is certainly not limited to those considerations. The candidate's background in the sciences, future career intentions, unique abilities, personality, and general accomplishments also are carefully reviewed in seeking to have a diverse student body. For instance, a student who has demonstrated unique talents and skills in research, or who has a unique life mission in public health service, brings to our student body another important measure of diversity.

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

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

1.3. EDUCATIONAL GOALS OF THE COLLEGE OF OSTEOPATHIC MEDICINE

The primary goal of LECOM is to educate students to become physicians who practice within the osteopathic concept. Additionally, the college's goal is to educate and develop primary care physicians who will practice in the osteopathic tradition. The college imparts to its students a firm academic background, enabling them to pursue advanced training in medical specialties within osteopathic medicine. The college encourages its students to participate in research and life-long learning to further advance his or her chosen profession.

Educational Goals of the institution are outlined as follows:

1. Graduates will be able to demonstrate knowledge of osteopathic principles and practice, demonstrate and apply knowledge of somatic dysfunction diagnosis and Osteopathic Manipulative Treatment.
2. Graduates will be able to provide safe patient care that incorporates sound clinical judgment, applied medical knowledge, osteopathic principles and practice, using a patient-centered approach.
3. Graduates will be able to demonstrate knowledge of the larger systems context of health care and identify system resources to maximize the health of the individual and the community or population at large.
4. Graduates will be able to demonstrate humanistic behavior; responsiveness to the needs of patients that supersedes self-interest; accountability to patients, society, and the profession; a commitment to excellence and ongoing professional development; respect

for the patient as a person; knowledge and application of ethical principles in practice and research; and awareness and proper attention to the issues within cultural diversity.

5. Graduates will be able to demonstrate the understanding and application of foundational biomedical and clinical sciences integral to the practice of osteopathic patient-centered care.
6. Graduates will be able to articulate and apply fundamental biostatistical and epidemiologic concepts, clinical decision-making skills, and evidence-based medicine principles and practices to provide effective patient-centered osteopathic medical care.
7. Graduates will be able to demonstrate the knowledge, behaviors, and attitudes that facilitate accurate and efficient information gathering, empathetic rapport building, and effective information giving in interactions with the patient, the patient's family members and caregivers, physician colleagues, and other members of the interprofessional collaborative team.

1.4. MISSION STATEMENT OF THE COLLEGE OF OSTEOPATHIC MEDICINE

The mission of the Lake Erie College of Osteopathic Medicine is to prepare students to become osteopathic physicians through a program of excellence in education, research, clinical care, and community service to enhance the quality of life through improved health for all humanity. The osteopathic medical program is dedicated to serve all students through innovative curriculum and the development of postdoctoral education and interprofessional experiences

1.5 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 himself or herself - for each defines the future of medicine.

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

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

1.6 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 AWARDED AND PROFESSIONAL LICENSURE

1.7.1 LECOM Degrees Awarded

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

Doctor of Dental Medicine (D.M.D.)
 Doctor of Healthcare Administration (D.H.A.)
 Doctor of Osteopathic Medicine (D.O.)
 Doctor of Pharmacy (Pharm.D.)
 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.)

1.7.2 Notification of Professional Licensure

Please note that the D.O. degree earned by graduates of the Lake Erie College of Osteopathic Medicine (LECOM) meets the medical school education requirement for licensure of osteopathic physicians in all states in the United States. LECOM is accredited by a recognized regional accreditor, the Middle States Commission on Higher Education, and the Doctor of Osteopathic Medicine program is specifically accredited by the Commission on Osteopathic College Accreditation. Attainment of the D.O. 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.

1.8 ACCREDITATION AND LICENSURE

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

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

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

LECOM is also accredited by the Middle States Commission on Higher Education.
1007 North Orange Street
4th Floor, MB #166
Wilmington, DE 19801

The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

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

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

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

1.9 WRITTEN AGREEMENTS

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

1.10 EARLY ACCEPTANCE PROGRAM

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

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

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

1.11 INTERNATIONAL STUDENTS

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

- International students applying for admission to LECOM must meet all general admissions requirements as stated in our admissions policy as well as the required AACOMAS (College of Medicine), PHARMCAS (School of Pharmacy), AADSAS (School of Dental Medicine) and Supplemental Applications.
- A minimum of 75% of credits required for an earned baccalaureate degree must be completed at a regionally accredited United States or Canadian institution of higher education prior to consideration for admission to LECOM. Proficiency in the English language; both written and spoken, is required.
- All course work taken at foreign institutions must be evaluated by World Education Services, Inc., P.O. Box 745, Old Chelsea Station, New York, NY 10011, (212) 966-6311 or Josef Silny & Associates, Inc., International Education Consultants, P.O. Box 248233, Coral Gables, FL, 33124 (305) 666-0233.

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

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

2. ACADEMIC PROGRAM - COLLEGE OF MEDICINE

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

2.1. COVID-19 POLICY

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. Officials with LECOM are closely monitoring developments surrounding the Coronavirus (COVID-19), including guidelines and bulletins issued by the Centers for Disease Control and Prevention (CDC), the Pennsylvania, Florida, and New York Departments of Health, and the World Health Organization.

LECOM has protocols in place and has taken a series of precautions to mitigate the community spread of COVID-19 to best protect its campuses in Erie and Greensburg, Pennsylvania, Bradenton, Florida, and Elmira, New York.

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) monitors and evaluates infectious disease situations, based on federal, state, and local government guidelines, including, but not limited to, World Health Organization (“WHO”), and Centers for Disease Control and Prevention (“CDC”) guidelines.

In accordance with these guidelines, LECOM is encouraging COVID-19 vaccination of all students, faculty, and staff and continuing mitigation efforts, inclusive of social distancing, mask wearing, daily screening form prior to entry, temperature checks, and handwashing, among additional preventive precautions. COVID-19 testing is performed 1) if symptomatic, 2) after travel or other possible exposures, and 3) as a regular screening measure for all faculty, staff, and students on campus.

2.2. INTRODUCTION

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

The LECOM Erie campus is located on a 53-acre campus overlooking beautiful Lake Erie. In addition to the main campus, the College also has a facility on the Erie bayfront, a fitness center, a clinical assessment center and a student center also located off campus. Erie is known for its maritime

history and year-round recreational activities. The city enjoys a safe, "small-town" atmosphere with "big city" amenities. The city is within a two-hour drive of Cleveland, Ohio; Buffalo, New York; and Pittsburgh, Pennsylvania.

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

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

The LECOM at Elmira campus matriculated its first class in July 2020. Offering 120 seats, LECOM at Elmira is housed in a beautiful new building adjacent to the Elmira College campus and offers the PBL learning pathway. LECOM at Elmira students have access to all of the educational/recreational amenities available at Elmira College and may choose from a vast array of clinical rotation sites with numerous GME opportunities in New York State.

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

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

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

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

Research is a key part of the LECOM mission to prepare well-qualified healthcare professionals. The Office of Research maintains laboratories at the campuses in Erie and Bradenton including the 26,000 square foot LECOM West Research Center that opened in 2016 on the main campus in Erie. At

LECOM at Seton Hill, via agreement with Seton Hill University, LECOM faculty may obtain access to the University's laboratory facilities.

2.2.1. The Philosophy of Osteopathic Medicine

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

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

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

2.2.2. Admissions Requirements

Applicants shall meet these minimum requirements:

- A. Applicants will have completed a baccalaureate degree from a regionally accredited U.S. or Canadian college or university by the time of enrollment. Applicants participating in special affiliated programs with LECOM and other exceptions to this policy will be considered on an individual basis, but in no case will an applicant be admitted who does not have at least 75 percent of the credits required for a baccalaureate degree from a college or university accredited by an agency recognized by the United States Department of Education.
- B. Applicants must submit all MCAT scores. A minimum score of 497 on an exam taken within the past five (5) years is required. However, LECOM recognizes that alternative measures can be used to demonstrate the ability to handle its challenging curriculum and that GPA is more predictive of successful completion of medical school. Thus, LECOM has implemented the Academic Index Score, which uses undergraduate and graduate GPAs in formula calculation with ACT and/or SAT Critical Reading and Math scores. This Index may be used in consideration of offering interviews for applicants who have not taken the MCAT or do not have the minimum required score. The minimum required score for the AIS is 110.

C. Specific course requirements are as follows:

- Biology: A minimum of eight semester hours, of which a minimum of two hours of laboratory work must be completed.
- Inorganic Chemistry: A minimum of eight semester hours, including two semester hours of laboratory work.
- Organic Chemistry: Organic 1 – Four credits with one credit lab; Organic 2 – Four credits with one credit lab (or a student may substitute 3 credits of Biochemistry for Organic 2).
- Physics: A minimum of four semester hours, including one hour of laboratory work.
- English: A minimum of six semester hours of composition and literature.
- Behavioral Sciences: A minimum of six semester hours of courses in the behavioral sciences; i.e., psychology, sociology, or anthropology.

A student must earn a “C” or better in a required course in order for the credits to be counted as satisfying the requirement.

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

LECOM requires that all applicants have a 2.7 overall or higher GPA (includes all coursework at the college and graduate level combined) in order to receive a supplemental application.

**MCAT score results change with each testing cohort; A minimum score of 497 is required; This score varies between the 38th and 42nd percentile.*

APAP Applicant Prerequisites

Many APAP applicants will have taken all of the standard medical school prerequisites of physics, organic and inorganic chemistries in their undergraduate studies or during their academic training to become a Physician Assistant. However, each application will be assessed individually with courses completed under accreditation standards for Physician Assistant Programs being considered and approved as substitutions as appropriate.

2.2.3. Application Procedure

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

2.2.3.1. AACOMAS Application

LECOM participates in a centralized application service, the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS), for the collection of

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

2.2.3.2. LECOM Supplemental Application

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

Applicants who do not meet the minimal MCAT requirement will receive an email advising them information on how to submit ACT and/or SAT scores for consideration of an interview based on the LECOM Academic Index Score (AIS) in lieu of the MCAT. Applicants must have either an MCAT or AIS as calculated through the ACT and/or SAT in order to be considered for admission. No consideration for interview can be given without the MCAT or AIS.

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

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

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

- A letter of recommendation from a pre-professional or similar committee; or
- Two letters of recommendation from undergraduate or graduate college/university science professors.
- For the Accelerated Physician Assistant Pathway two letters of recommendation from supervising physicians will be accepted.
- A letter of recommendation from an osteopathic physician is *recommended*.

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

2.2.4. Admissions Information

For further information about the College of Medicine, please contact the Office of Admissions for LECOM Erie at (814) 866-6641, LECOM at Seton Hill at (724) 552-2869, the LECOM at Elmira office at (607) 442-3500 or the Office of Admissions for LECOM Bradenton at (941)756-0690.

Accepted students who are found to have provided false written or oral information or falsified/modified documents to LECOM are subject to the rescission of an offer of acceptance or expulsion. Additionally, any infraction of published LECOM rules and regulations by an accepted student before matriculation may result in rescission of the offer of acceptance.

2.2.5. Transfer Policy for College of Medicine

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

Students requesting to transfer into LECOM must provide the following:

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

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

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

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

college they are currently attending.

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

2.2.6. Tuition and Fees – College of Medicine

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

Application Fee - (LECOM Supplemental)		\$50	
<i>Nonrefundable fee (payable upon submission of application for admission)</i>			
Matriculation Fee		\$2,000	
<i>Nonrefundable fee (payment credited to the tuition fee upon matriculation)</i>			
Bradenton Tuition - MS 1	(FL Resident)	\$36,545	
MS 2	(FL Resident)	\$36,545	
MS 3	(FL Resident)	\$39,560	
MS 4	(FL Resident)	\$35,385	
Bradenton Tuition - MS 1	(Out-of-State)	\$38,395	
MS 2	(Out-of-State)	\$38,395	
MS 3	(Out-of-State)	\$41,435	
MS 4	(Out-of-State)	\$37,935	
Erie Tuition	MS 1	(All students)	\$37,740
	MS 2	(All students)	\$37,740
	MS 3	(All students)	\$40,770
	MS 4	(All Students)	\$36,570
LECOM at Seton Hill – MS 1	(All students)	\$37,740	
MS 2	(All students)	\$37,740	
MS 3	(All students)	\$40,770	
MS 4	(All Students)	\$36,570	
LECOM at Elmira	MS 1	(All students)	\$40,495
	MS 2	(All Students)	\$40,495
	MS 3	(All students)	\$43,565
Curriculum Fee		\$350	
Technology Fee		\$300	

Graduation Fee	\$300
Board Prep Fee	\$200
Student Government Fee	\$50
Fourth Year Student ERAS fee (plus transcript fee)	\$494
Disability Insurance (Mandatory)	Variable Age Dependent
Health Insurance (Mandatory Unless Approved for Waiver)	\$4,623

2.2.7. Additional Fees

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

***Clinical Rotation additional tuition costs**

Class of 2026, College of Medicine - \$5,000, years three and four

Class of 2025, College of Medicine - \$4,500, years three and four

Class of 2024, College of Medicine - \$3,500, years three and four

Class of 2025, College of Medicine, APAP and PCSP - \$4,500, year three

Class of 2024, College of Medicine, APAP and PCSP - \$3,500, year three

All students in the College of Medicine **are required to purchase** the Sphygmomanometer (BP cuff and gauge) and the Diagnostic Kits (otoscope and ophthalmoscope) from the Welch-Alllyn

Instrument Sale in the Fall of the 1st year. Required equipment and price list are provided in the matriculation agreement sent upon acceptance. The student's Financial Aid Cost of Education Budget includes necessary funds for the purchase of this required diagnostic medical equipment for all pathways in all locations.

2.2.8. Curriculum

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

2.2.9. Erie Learning Pathways

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

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

At LECOM at Seton Hill, all students, including the Accelerated Physician Assistant Program (APAP) students, undergo the PBL curriculum. LECOM Bradenton and LECOM at Elmira also participate in the PBL curriculum.

Number of curricular weeks:

LDP/PBL/DSP:	176 weeks
PCSP:	144 weeks
APAP:	140 weeks

2.2.9.1. Pathway Change Policy and Procedure

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

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

- Submit a formal written request to the Associate Dean of Academic Affairs outlining the desired change in pathway or transfer request.
- Meet with the Associate Dean of Academic Affairs outlining the requested change in pathway or the transfer request.

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

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

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

NOTE: Students transferring into LECOM Erie, LECOM at Seton Hill or LECOM at Elmira from LECOM Bradenton will be responsible for paying an additional fee for the VitalSource E-Books program.

2.2.10. The Lecture Discussion Pathway

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

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

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

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

2.2.10.1. Core Curriculum – Phase I

The beginning of the first year is designed to introduce students to the basic concepts of Gross Anatomy, Embryology, Histology, Biochemistry, Genetics, Immunology, Microbiology, Pathology, Pharmacology, and Physiology. Coursework and clinical training in Osteopathic Principles and

Practice (OPP) and History and Physical Examination are also interwoven throughout the Phase I curriculum. An introduction to medical ethics is also presented parallel to the core curriculum.

Lecture Discussion Pathway Course Titles and Credit Hours

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

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

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

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

CLB 1004 – Histology - 1.0 Credit Hour

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

ANT 1004 – Clinical Human Gross Anatomy – 9.0 Credit Hours

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

EMB 1001 – Human Embryology – 1.0 Credit Hour

Embryology is the study of developmental anatomy, beginning with the development of gametes

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

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

MCB 1001 – Microbiology/Immunology – 4.0 Credit Hours

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

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

Osteopathic Principles and Practice (OPP):

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

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

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

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

The Osteopathic Principles and Practice course is designed as an introduction to the basic philosophy, principles and practice of osteopathic health care. The course is offered continually throughout the four semesters of the first two years of study. Emphasis is placed on the sequential development of palpatory diagnostic and therapeutic skills used to assess health and disease. The overall course integrates the osteopathic philosophy of patient care with the Systems approach of medical education. Also included is course content related to spirituality, medicine and ethics. The course teaches osteopathic philosophy, problem solving and patient management, and how to incorporate multiple osteopathic manipulative techniques as appropriate, including muscle energy, fascial

release, high velocity - low amplitude, counter-strain, articular techniques, trigger point and osteopathic medicine in the cranial field. Application of these principles and practice continues throughout the clinical rotations.

PTH 1003 – Pathology – 1.0 Credit Hour

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

PHC 1002 – Pharmacology – 2.0 Credit Hours

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

PHY 1010 – Physiology – 3.0 Credit Hours

Physiology presents an integrated approach to the fundamental concepts of systems physiology and overall homeostatic balance. Basic physiological terminology and concepts are introduced and clinically relevant examples of homeostatic control are presented. An overall understanding of the homeostatic functions of the autonomic nervous system and how physiological cell membranes regulate intercellular communication via ionic (electrical) conduction, as well as the maintenance of the body fluids, is essential to understanding the body as a whole. The cellular functioning of skeletal, cardiac, and smooth muscle is also discussed. The Core course is designed to provide first-year students with a solid foundation of basic physiological principles that will be built upon in the subsequent Systems courses and clinical applications.

2.2.10.2. Systems Curriculum – Phase II

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

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

Instructional materials presented within each system expand upon basic principles mastered during

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

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

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

2.2.10.3. Systems Courses

First Year

SYS 1001 – Musculoskeletal System – 5.0 Credit Hours

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

NAT 1003 – Basic Neuroscience – 5.5 Credit Hours

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

central nervous system, sensory and special sensory systems, motor systems, higher cognitive functions and stroke syndromes.

NAT 1004 – Clinical Neuroscience – 7.0 Credit Hours

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

Second Year

SYS 1006 – Digestive System – 7.5 Credit Hours

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

SYS 1004 – Cardiovascular System – 9.0 Credit Hours

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

SYS 1010 – Respiratory System – 5.0 Credit Hours

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

SYS 1003 – Renal System – 5.0 Credit Hours

The Renal System focuses on the medical knowledge in basic sciences and clinical applications pertaining to the urinary system necessary for the general primary care physician. Through the implementation of lectures, case presentations, interactive case-based labs and team based learning

the course instructs the student toward understanding the function of the urinary system and its importance for the whole human body, in being prepared to read and interpret urinalyses and to utilize medical knowledge for diagnostic purposes and in making clinical treatment decisions.

HMO 1002 – Hematology/Oncology System – 3.5 Credit Hours

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

SYS 1007 – Endocrine System – 3.0 Credit Hours

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

SYS 1009 – Reproductive System – 5.0 Credit Hours

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

SYS 1005 – Integumentary System – 3.0 Credit Hours

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

2.2.10.4. Non-System Courses

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

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

(B.L.S.), which students have during History and Physical Examination.

History and Physical Examination Series

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

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

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

HPO 1007 – History and Physical Examination II – 2.5 Credit Hours

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

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

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

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

HPO 1009 – History and Physical Examination IV – 2.5 Credit Hours

This course is the completion of the history and physical examination series and prepares the student for clinical rotations of the MSIII and MSIV training years. Having documented competency in obtaining histories and physical examinations, all students are now prepared to participate in clinical preceptor encounters. These encounters occur at the clinical preceptor's offices where students will have the opportunity to actively participate in actual patient encounters, obtaining histories and performing examinations. Clinical Skill Competencies will include instruction and demonstration of competency in performing aseptic technique with gowning and gloving, suturing, venipuncture, IV placement and injections. Students also experience specialized patient encounters via Micro SimMan and standardized patient encounters. Students also perform and document complete history and physical examinations on hospitalized patients.

HCM 1004 – Healthcare Management – 1.0 Credit Hour

In addition to mastering basic science and medical principles, students must understand the settings in which they will be practicing medicine. The HCM 1004 course acquaints the students with the U.S. health care system. Topics covered include the locations where health care is delivered, who provides the health care, how health care delivery is regulated, health care financing mechanisms, and evaluation of aspects of the health care system.

GER 1001 – Geriatric Medicine – 1.0 Credit Hour

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

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

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

LAW-1001 - Medical Jurisprudence - 1.0 Credit Hour

The course provides an overview of basic concepts and the requirements in the legal environment pertinent to the practicing physician. Topics include the overview of the U.S. legal system; relevant legal concepts; physician licensure; pertinent federal law including the Health Insurance Portability and Accountability Act (HIPAA), the Affordable Care Act (ACA), the Emergency Medical Treatment and Labor Act (EMTALA) and various federal fraud and abuse laws; malpractice and professional liability; public duties of physicians; workplace law, the medical record and the physician-patient relationship.(NOTE: Students must successfully pass the HIPAA section of the course in order to pass the overall course.)

BHS-1005 - Human Sexuality - 1.0 Credit Hour

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

human sexual behavior are explored.

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

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

BHS 1001 – Psychiatry – 2.5 Credit Hours

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

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

ADM 1014 – Biomedical Sciences & Osteopathic Principles Convergence – 4.0 Credit Hours

This course serves to reinforce integration of biomedical and clinical science knowledge and highlights the application of clinical osteopathic knowledge.

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

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

Medical Spanish Level 3: Completion due by the end of Semester 2, Year 2.

Medical Spanish is an online course presented by Canopy Apps. The course covers a wide breadth of medical concepts and Spanish grammar. Students can progress through the program at their own pace. The content focuses on medical terminology with quizzes, audio conversations, practice with pronunciation and introduction to cultural factors. The course is constructed for individuals at any level of Spanish from beginner to fluent speakers.

WRK2020 -- Emergency Preparedness Professional Development Course – P/F noncredit

This course introduces students to emergency preparedness training, planning and practices.

2.2.11. The Problem-Based Learning Pathway at LECOM Erie, LECOM at Seton Hill, & LECOM at Elmira

In Problem-Based Learning (PBL), studies are based around patient cases that provide the context for acquiring the underlying knowledge and understanding of medical science. This method of

learning promotes critical thinking and clinical reasoning skills, and retention of knowledge is enhanced through its contextual nature. Since the PBL process principally involves small group discussion and personal study, it also strongly promotes interpersonal skills and independent learning. Consequently, PBL is widely considered to facilitate the development of key professional competencies.

2.2.11.1. Program Description

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

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

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

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

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

The Tutorial Process in Problem-Based Learning

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

The PBL cases are based on actual patients. The Progressive Disclosure Model is used. Initially, only the name, age, gender and chief complaint of the patient are made available. Following discussion, the group will request additional information, such as the results of a history and physical

examination. Additional discussion follows and the students begin to form an initial differential diagnosis. After this discussion, the group will request new data, such as the results of an EKG or an MRI, and again, discussion follows. During the process, the students raise "learning issues", topics that they need to know more about. Following completion of a case, the students submit their final learning issues to the PBL office. The final learning issues serve as the basis for examination questions.

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

The Group Tutorial Process

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

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

Outside the tutorial session, the students engage in independent and small group study, addressing the learning issues adopted in the group session. Appropriate resources for acquiring this knowledge include textbooks, journals, X-rays and tomographic scans, audio-visual materials, and designated resource faculty, who may upon request provide information on a topic.

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

Role of Participants

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

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

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

Student Assessment

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

Problem Based Learning (PBL): CREDITS

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

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

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

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

Erie and LECOM at Seton Hill PBL and LECOM at Elmira

ANNUAL COURSE SEQUENCE AND CREDIT HOURS

Year 1 – Semester 1

ANT-1004	Clinical Human Anatomy	9.0
CLB-1004	Histology	1.0
EMB-1001	Embryology	1.0
HPO-1006	History & Physical I	1.5
OPP-1001	OPP I	4.0
PBL-1001	PBL I	10.0
RES-1008	Intro to Biostats & Research Methodology	1.0
WRK-2020	Emergency Preparedness Course	P/F non-credit

Year 1 – Semester 2

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

Year 2 – Semester 1

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

Year 2- Semester 2

HPO-1009	History & Physical IV	2.0 (2.5)**
OPP-1004	OPP IV	2.0
ADM-1014	Biomedical Sciences/Osteopathic Principles Convergence	4.0
CLS-1001	Adv. Cardiac Life Support	1.0
PBL-1004	PBL IV	14.5

Pre-Clinical Total Hours 118.5

*LECOM at Seton Hill only

**LECOM Erie and LECOM at Elmira

2.2.12. The Directed Study Pathway

Introduction

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

The DSP stresses the students' self-directed learning capabilities. Compared to the more traditional

LDP medical curriculum, which, during the first two years, may involve an average of 25 hours of mandatory class attendance per week, class time is greatly reduced in the DSP.

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

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

Program Description

Initial matriculation at LECOM involves a group of anatomical science courses including Gross Anatomy, Embryology and Histology, with mandatory attendance. Following this course load, DSP students study other basic sciences using lists of highly structured learning objectives compiled into “module” booklets, used in combination with textbooks and other educational resources, in order to master the materials typically in a small group environment. Students proceed through these modules with certain time limits in place and examinations are administered on specific dates by which time the students are expected to have mastered all learning objectives outlined in the module.

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

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

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

First Year Modules:

BCH 1003 – Biochemistry
 BCH 1005 – Medical Genetics
 MCB 1001 – Microbiology/
 Immunology

First Year Courses:

ANT 1004 – Gross Anatomy
 CLB 1004 – Histology

PTH 1003 – Pathology
 PHC 1002 – Pharmacology
 PHY 1010 – Physiology
 SYS 1001 – Musculoskeletal
 System
 NAT 1003 – Basic Neuroscience
 NAT 1004 – Clinical Neuroscience

EMB 1001 – Embryology
 OPP 1001 & OPP 1002 - Osteopathic
 Principles and Practices I, II
 HCM 1004 - Healthcare
 Management
 HPO 1006 & HPO 1007 – History and
 Physical Examination I & II
 BHS 1005 – Human Sexuality
 RES 1008 - Biostatistics and Research
 Methodology
 WRK 2020 - Emergency Preparedness

Second Year Modules:

SYS 1004 – Cardiovascular System
 SYS 1010 – Respiratory System
 HMO 1002 – Hematology/Oncology
 System
 SYS 1003 – Renal System
 SYS 1006 – Digestive System
 SYS 1007 – Endocrine System
 SYS 1009 – Reproductive System
 SYS 1005 – Dermatology System

Second Year Courses:

HPO 1008 & HPO 1009 – *History* and
 Physical Examination III and IV
 PUB 1001 – Public Health and Preventative
 Medicine m
 OPP 1003 & OPP 1004 – Osteopathic
 Principles and Practices III, IV
 LAW 1001 – Medical jurisprudence
 (distance learning, first semester)
 CLS 1001 – Advanced Cardiac Life Support (end
 of second semester)
 BHS 1003 – Psychiatry
 ADM 1030- Medical Spanish
 GER 1001 – Geriatric Medicine
 ADM-1014 Biomedical
 Sciences/Osteopathic Principles
 Convergence

Students from all pathways are integrated into the clinical clerkships.

The DSP Curriculum Calendar

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

2.2.13. Accelerated Physician Assistant Pathway

Introduction

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

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

Growth in demand for primary care (Family Medicine, General Internal Medicine, and General Pediatrics) physicians will increase by more than 15 percent over the next decade. As many PAs chose to work in primary care, they represent excellent candidates to become primary care physicians. APAP currently has twelve slots for this pathway, six of which are designated as primary care, where participants will be required to select primary care residencies thus helping to decrease projected primary care physician shortages. Those students matriculating under the primary care slots further commit to practice primary care medicine for a minimum of five (5) years following the successful completion of a primary care residency.

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

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

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

Curriculum

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

2.2.14. Primary Care Scholars Pathway

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

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

The PCSP curriculum is based on the DSP model, which is structured on the self-directed modular system. For more information, see the detailed description of the DSP program outlined in section 2.1.12. Although the PCSP is modular based study, there are some differences compared with the DSP. Students in the PCSP have classes during their first summer term. Since there is only a two-week vacation after completion of the first academic year, remediation differs for the PCSP program.

2.2.15. Clinical Curriculum

2.2.15.1. Clinical Curriculum for LDP, PBL and DSP

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

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

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

The clinical curriculum provides training on a rotational basis at a wide variety of geographically diverse sites. It is based on a Regional Campus model. Students are assigned to a core year-long training site for their third and fourth year of clinical training. LECOM year-long training sites may provide all core rotations, but some sites will require that the student will complete some core rotations at another LECOM affiliated training site determined by Clinical Education. While most of these sites are throughout Pennsylvania and Florida, a large number of training sites are located in Ohio, New York, Michigan, West Virginia and California. Students might expect and should be prepared for inter-state travel.

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

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

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

Third Year Rotations

<input type="checkbox"/>	CEE 1001 – Clinical Educational Enrichment	4 weeks	10 Credits
<input type="checkbox"/>	DOR 1006 – Internal Medicine I	4 weeks	10 Credits
<input type="checkbox"/>	DOR 1008 – Internal Medicine II	4 weeks	10 Credits
<input type="checkbox"/>	DOR 1032 - Internal Medicine III	4 weeks	10 Credits
<input type="checkbox"/>	DOR 1007 – Surgery I	4 weeks	10 Credits
<input type="checkbox"/>	DOR 1009 – Surgery II	4 weeks	10 Credits
<input type="checkbox"/>	DOR 1010 – Obstetrics/Gynecology	4 weeks	10 Credits
<input type="checkbox"/>	DOR 1022 – Family Medicine	4 weeks	10 Credits
<input type="checkbox"/>	DOR 1018 – Pediatrics	4 weeks	10 Credits
<input type="checkbox"/>	DOR 1027 – Geriatrics/OPP	4 weeks	10 Credits
<input type="checkbox"/>	DOE 1001 – Elective I	4 weeks	10 Credits
<input type="checkbox"/>	DOR 1011– Psychiatry/Behavioral Health	4 weeks	10 Credits
<input type="checkbox"/>	Vacation	4 weeks	

Fourth Year Rotations

<input type="checkbox"/>	DOR 1020 Emergency Medicine	4 weeks	10 Credits
<input type="checkbox"/>	DOR 1036 Senior Capstone	4 weeks	10 credits
<input type="checkbox"/>	DOE 1010 – Medicine Selective	4 weeks	10 Credits
<input type="checkbox"/>	DOE 1011 – Primary Care Selective	4 weeks	10 Credits
<input type="checkbox"/>	DOE 1012 – Surgery Selective	4 weeks	10 Credits
<input type="checkbox"/>	DOR 1003 – Ambulatory Medicine I	4 weeks	10 Credits
<input type="checkbox"/>	DOR 1031 – Ambulatory Medicine II	4 weeks	10 Credits

<input type="checkbox"/>	DOR 1013 – Rural/Underserved Ambulatory Medicine	4 weeks	10 Credits
<input type="checkbox"/>	DOE 1003 – Elective I	4 weeks	10 Credits
<input type="checkbox"/>	DOE 1004 – Elective II	4 weeks	10 Credits
<input type="checkbox"/>	DOE 1006 – Elective III	4 weeks	10 Credits
<input type="checkbox"/>	DOE 1007 – Clinical Competency Development	4 weeks	10 Credits
<input type="checkbox"/>	Vacation	4 weeks	

Students are required to take and successfully complete end of rotation examinations in all core clinical rotations in the third and fourth year. This may require the student to return to campus, go to an approved site or complete a virtual proctored exam depending on geographic location of core year-long training site. Students will not be allowed to sit for the COMLEX-USA Level 2-CE examination or proceed into their fourth-year clinical rotations until all exams have been successfully completed and they have scored >450 on the assigned COMSAE exam given at the end of the third year.

COMLEX LEVEL 2-PE

The PE exam has been cancelled indefinitely. When further information is provided, the clinical education department will update students accordingly.

2.2.15.2. Clinical Curriculum for APAP

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

First Summer Session (two rotations) - Second Year Rotations

DOE 1023 – Family Practice/OMM, 4 weeks AND
DOR 1027 – Geriatric Medicine, 4 weeks

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

DOR 1010 – OB/GYN
DOR 1006 – Internal Medicine I
DOR 1008 – Internal Medicine II
DOR 1032 – Internal Medicine III
DOR 1018 – Pediatrics
DOR 1011 – Psychiatry
DOR 1007 – Surgery I
DOR 1009 – Surgery II
DOR 1003 – Ambulatory Medicine I
DOR 1022 – Family Medicine
DOR 1020 – Emergency Medicine
DOE 1022 – Osteopathic Manipulative/Rural/Underserved
DOE 1021 – Sub-Internship

2.2.15.3. Clinical Curriculum for PCSP

Students enrolled in the PCSP must complete 16 rotations during years two and three. Clinical

rotations for PCSP students are assigned by the Associate Dean of Clinical Education. All PCSP students in a specific class proceed through rotations on the same schedule. Within each clinical

rotation, the PCSP students are required to attend a capstone experience on the third Thursday of every month. Through these experiences, students come together as a group to review basic and clinical sciences in the context of case studies in a modified problem-based learning format. Primary care physicians will facilitate these discussions. These sessions include an Osteopathic Principles and Practices portion with OPP Department members. Students also are required to continue their mentorship with the primary care physician at their core site during the second year; during rotations they attend a session with their mentor for four hours each rotation.

Second Year Rotations (March to June, 4-week rotations)

DOR 1022 – Family Medicine
 DOR 1006 – Internal Medicine I
 DOE 1015 – Clinical Overview

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

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

2.2.15.4. PCSP Clinical Rotation Descriptions—Additional Coursework

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

DOE 1015 – Clinical Overview - 10 Credit Hours 4 weeks

The Clinical Overview Rotation occurs in the curriculum immediately before the COMLEX Level 1 exam is taken. The rotation includes PCSP group sessions, which are held to enhance conceptual problem solving and assure retention of information. Review of biomedical concepts are incorporated

within select clinical vignettes and used for clarification and retention of medical knowledge. During this Clinical Overview key medical concepts in family and internal medicine are discussed in detail since students have just completed clinical rotations in these clinical areas.

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

This is the first of two medical selectives for PCSP students. The goal of this selective rotation is to enhance and improve students' knowledge and skills in a medical subspecialty area and to stand as the third internal medicine rotation for PCSP. The subject matter is chosen and approved by the clinical director of the pathway before a decision is made. Due to the fact the PCSP students have only 2 IM rotations and 2 selectives dedicated to IM, these selectives must be chosen wisely in order to adequately prepare them for post graduate education and high stakes examinations. Topics for the two medical selectives are determined after an analysis of the experiences within previous rotations. This selective rotation is four weeks in duration. It is imperative that students be goal directed in their choice of selectives, so they will receive the maximum benefit from their experiences.

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

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

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

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

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

During the “Comprehensive Review” portion of the OMM Rotations, the PCSP students participate in a review of clinical medicine to make an assessment of their clinical medicine knowledge to

prepare them for the COMLEX-USA Level 2-CE. These sessions are conducted by the PCSP Faculty and involve discussion groups and testing modalities that provide an extensive reinforcement of the concepts in clinical medicine. The time spent on campus studying during this rotation is monitored to advocate for sufficient study time.

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

This is the second of two medical selectives for PCSP students. The goal of this selective rotation is to enhance and improve students' knowledge and skills in a medical subspecialty area. The subject matter is chosen and approved by the clinical director of the pathway before a decision is made. Due to the fact the PCSP students have only 2 IM rotations and 2 selectives dedicated to IM, these selectives must be chosen wisely in order to adequately prepare them for post graduate education and high stakes examinations. Topics for the two medical selectives are determined after an analysis of the experiences within previous rotations. This selective rotation is four weeks in duration. It is imperative that students be goal directed in their choice of selectives, so they will receive the maximum benefit from their experiences.

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

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

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

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

Grading

Grades for each of these PCSP rotations are contingent on a Patient Log and a Mentor Log having been approved by the clinical director of the pathway along with participation in the rotation Capstone Experience. Grades for all of these rotations are determined by using the LECOM Clinical Clerkship Student Evaluation Form. The core rotation grades are determined by the related subject exam, the end of rotation quiz from the on-line curriculum, and the Evaluation form.

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

2.2.15.5. Descriptions for LDP, PBL, DSP and selected ASAP and PCSP rotations

DOR 1022 – Family Medicine – 10 Credit Hours

Family Medicine rotations provide students with the opportunity to begin acquiring an understanding of the unique role of the osteopathic family practitioner and the basic knowledge, skills, and attitudes necessary for a "family doctor" to care for patients of all ages. Students gain the skills, knowledge, and attitudes by engaging in structured learning activities, both outpatient and inpatient. These will represent a core of behaviors encompassed by the family physician, which prepare the student for a unique role in patient management, problem solving counseling, and coordination of health care for the individual and for the family unit. Health Care Management (HCM 3000) will also be presented to prepare students for establishing a family medicine practice and understanding the critical role of family medicine in the transformation of the U.S. health care system.

DOR 1006 - Internal Medicine I

DOR 1008 - Internal Medicine II

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

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

DOR 1010 – Obstetrics/Gynecology – 10 Credit Hours

Obstetrics/Gynecology is a clinic clerkship focused on all aspects of women's health. The clinical experiences vary in both inpatient and outpatient settings. Inpatient experiences may involve Labor and Deliver floors, surgical suites, inpatient floors and emergency medicine departments. Outpatient clinical experiences may be integrated into the rotation to provide students with an understanding of routine OB/GYN care performed in the physician's office, as well as gynecologic care and the management of all aspects pertinent to women's health. The outpatient experiences may be in a clinic or a preceptor's private office.

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

DOR 1018 – Pediatrics – 10 Credit Hours

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

During the inpatient experiences, students will complete history and physical examinations on pediatric medical admissions. Students should have pertinent lab data, physical findings, etc.,

available for thorough rounds with the Attending/Preceptor. Orders will be written when possible and appropriate. Discharge summaries may be required at the discretion of the attending faculty.

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

DOR 1011 – Psychiatry/Behavioral Health – 10 Credit Hours

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

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

The Geriatric Medicine/Osteopathic Principles and Practice clerkship is designed to prepare medical students to provide evidence-based, competent, and compassionate, whole-person Osteopathic care for older adults; to improve quality of life for older adults who often have multiple co-existing conditions and complex needs; and to achieve the minimum geriatric competencies. Students participate in a structured rotation with didactics, directed readings, hands on presentations and assessments of both knowledge and skills. During the clerkship, students are given the opportunity to apply the principles of osteopathic medicine while under the supervision of the attending staff. Students may rotate through various departments and facilities for their clerkship such as the Acute Care of the Elderly Unit, Skilled Nursing Facilities, and Inpatient Rehabilitation Unit. Students will view video presentations on core geriatrics topics to complement the Osteopathic Principles and Practice (OPP) virtual curriculum, giving a solid foundation in both Geriatrics and OPP. Students will be assigned in groups with a mentor to complete a group Osteopathic research poster project. This scholarly activity is an opportunity to advance the students understanding of osteopathic concepts.

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

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

DOE 1001– Elective– 10 Credit Hours

One four-week Elective is included in Year Three. Students can select an elective rotation and attain

knowledge and skills in areas of special medical interest. This rotation allows students to begin making judgments about the quality of continuing education experiences that will enhance their professional development and performance as future osteopathic physicians. Elective rotations can include any medical or surgical specialty or subspecialty and/or a special elective of interest to the individual student. Students are strongly encouraged to utilize this time to strengthen areas of weakness and/or obtain a well-rounded education and not to concentrate in one specific area of medicine. All elective rotations should be patient-care oriented. Students requesting to use an elective for research, must be approved by Clinical Education.

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

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

Health Care Management (HCM 4000 and HCM 5000) will be presented to teach students vital skills in medical documentation, evaluation and management (E/M) services needed to reduce risk and achieve timely reimbursement for services provided.

DOR 1020-Emergency Medicine - 10 Credit Hours

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

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

The student will complete one four-week rural/underserved (R/U) rotation in Year Four. Rural and/or Underserved area (R/U) medicine offers a unique set of problems and challenges in many specialties in medicine and surgery in various areas around the country that are designated as rural and/or underserved. The general aim of this experience is to offer students an opportunity to enhance their knowledge, skills, and attitudes that are essential to a successful and satisfying rural practice. Students should be able to outline the personnel and material requirements of a rural practice, outline the steps one takes in identifying community medical needs, be comfortable in providing home-care services, and understand the physician's role in the community. These skills will be learned in both ambulatory centers and hospitals.

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

Three four-week Electives are allowed in Year-Four. Students will have the opportunity to select rotations and attain knowledge and skills in areas of special medical interest. These rotations allow students to begin making judgments about the quality of continuing education experiences that will enhance their professional development and performance as future osteopathic physicians. Electives include any medical or surgical specialty or subspecialty and/or a special elective of interest to the individual student. Students are strongly encouraged to utilize this time to strengthen areas of weakness and/or obtain a well-rounded education and not to concentrate in one specific area of medicine. Electives may be split into two (2) two-week periods. All electives should be patient care oriented. Students requesting using an elective for research, must be approved by Clinical Education.

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

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

DOE 1007 – Clinical Competency Development-10 credit hours

Clinical Competency Development (CCD) is a structured fourth-year course designed to provide the student additional experience in all or a portion of the seven core competencies. This clinical virtual rotation includes modules in Clinical Reasoning, scheduled didactics and required learning modules, as well as protected time for concentrated self-directed learning. The grade for the CCD is determined by performance on the COMLEX Level 2-CE national board examination along with comprehensive clinical (board-like) exams and completing assigned Clinical Reasoning coursework.

DOR- 1036 – Senior Capstone – 10 credit hours

The Senior Capstone is a 4th-year clinical rotation to provide the student additional coursework in interprofessional education, osteopathic principles and practices, physician wellness, disaster preparedness and self-directed learning. A career counseling meeting will complement the self-directed learning activities students identify to enhance their career goals. The senior capstone offers a two-week period for a clinical audition rotation. The intention is to offer an additional exposure to strengthen every student's application for residency. In the event that a virtual rotation is requested, then it must be approved by both the Regional Dean and Clinical Education.

The student will receive a Pass/Fail for their grade, which is determined by completing all rotation assignments, including submission of self-reflective papers to their portfolio.

2.2.15.6. APAP Clinical Rotation Descriptions– Additional Coursework***DOE 1023 – Family Medicine/OMM – 10 Credit Hours***

This rural, underserved Family Medicine rotation designed to be completed with an osteopathic physician board certified in OMM provides students with the opportunity to begin acquiring an understanding of the unique role of the osteopathic family practitioner and the basic knowledge, skills, and attitudes necessary for a "family doctor" to care for patients of all ages. This early

introduction into the clinical practice of OMM will allow students to gain the skills, knowledge, and attitudes of osteopathic physicians who incorporate manipulation into the care of their patients. These will represent a core of behaviors encompassed by the family physician, which prepare him/her for a unique role in patient management, problem solving counseling, and coordination of health care for the individual and for the family unit.

2.2.15.7. Clinical Education Online Case-based Curriculum

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

Participation in the web-based curriculum located on CANVAS is mandatory for all OMS3 and OMS4 core rotations. If a student does not participate in the program regularly, they will not be eligible to receive credit for the online portion, which is worth 20% of the grade. Of the 20%, 50% will be from the end of the rotation quiz on the True Learn Platform and the other 50% will be awarded based on completion of the required weekly questions. In order to receive any credit, the student must achieve at least a 70% on the end of rotation quiz and have completed all other coursework. The exam is due on the last Wednesday of the rotation by 10 pm eastern and will not be accepted late.

For each of these core rotations there is a webpage and curriculum dedicated to that rotation. This includes goals, objectives and required reading articles during that respective rotation. Please refer to the Clinical Clerkship Handbook for more details on grading and course materials.

2.2.15.8. Additional Clinical Course Requirements for All Pathways

HCM 3000- Health Care Management

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

HCM 4000- Health Care Management

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

HCM 5000- Health Care Management

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

2.2.16. LECOM Bradenton College of Osteopathic Medicine Curriculum and Course Description

COURSE INFORMATION - YEARS 1 & 2

Problem Based Learning (PBL):

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

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

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

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

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

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

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

ANT-1009 - Clinical Human Anatomy - 11.0 Credit Hours

Clinical Human Anatomy is a lecture-discussion/pro-section course wherein didactic lectures provide the student with knowledge necessary for sequential discovery of the structural and functional relationships of the human body. The course integrates basic concepts of embryology, histology, and neuroanatomy along with gross anatomy through clinical application in both lectures and laboratory settings. The knowledge gained from this experience leads the student to develop a fine appreciation for not only the structure of the human body, but also how each part is related to every other part. Clinical correlations are included within the lecture and laboratory sessions of this course to familiarize the student with clinical situations he or she may encounter in clinical medicine. Models, radiographs, computer software and laboratory assignments are used to facilitate self-directed learning. Emphasis is placed throughout, on structure-function relationships and the clinical applications of such knowledge.

Clinical Examination:

CLE-1002 - Semester 1 Year 1 – 3.0 Credit Hours

CLE-1003 - Semester 2 Year 1 – 3.0 Credit Hours

CLE-1004 - Semester 1 Year 2 – 3.0 Credit Hours

CLE-1005 - Semester 2 Year 2 – 3.0 Credit Hours

CLE-1002 - Semester 1 Year 1 – 3.0 Credit Hours

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

CLE-1003 - Semester 2 Year 1 – 3.0 Credit Hours

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

CLE-1004 - Semester 1 Year 2 – 3.0 Credit Hours

This semester introduces an intensive practice component. Lectures will expand upon creating a pertinent differential diagnosis, pathophysiology, ordering and interpreting tests, and clinical decision making. Working with standardized patients and faculty, students will perform focused (problem-oriented) history and physical examinations, including OMM when indicated. The SCF Simulation Center will provide practice in clinical and humanistic skills. Written examinations will link technical skills and findings to basic science and clinical constructs. At the end of this course, the student will have a thorough understanding of the problem-focused vs. extended history and physical exam, be proficient in clinical skills, and produce a well-constructed SOAP note.

CLE-1005 - Semester 2 Year 2 – 3.0 Credit Hours

The final semester centers on the extensive practice of clinical examination skills. Faculty and standardized patients will provide direct feedback during clinical encounters, as well as a written evaluation of SOAP notes. Emphasis will be placed on the assessment and plan. The SCF Simulation Center will provide practice in clinical and humanistic skills. Lectures will expand upon clinical topics of interest, along with clinical reasoning through a differential diagnosis. Written examinations will focus on logical synthesis of data. Emphasis will be on the faculty grading of the SOAP note. At the end of this course, the student will be well-prepared for clinical rotations.

Osteopathic Principles and Practice (OPP):***OPP-1001 - Semester 1 Year 1 – 4.0 Credit Hours******OPP-1002 - Semester 2 Year 1 – 3.5 Credit Hours******OPP-1003 - Semester 1 Year 2 – 3.0 Credit Hours******OPP-1004 - Semester 2 Year 2 – 2.0 Credit Hours***

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

GER-1002 – Geriatric Medicine - 1.0 Credit Hour

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

HCM-1004 - Healthcare Management - 1.0 Credit Hour

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

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

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

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

The Behavioral Science and Substance Abuse course is designed to provide a basic overview of the subject and to prepare a primary care physician to recognize and deal with patient's behavior and substance abuse problems, including opioid abuse. The goal of the course is to assist the student in developing personal skills and to provide background knowledge on the use of ancillary personnel and specialized cooperative psychiatric care. The student is also introduced to the complex issues relating to alcohol and drug abuse. The pharmacology of the major drugs of abuse is presented, followed by detailed considerations of the causes, manifestations, and treatment of alcoholism and other forms of drug dependence. The role of the family physician is discussed, and opportunity is

provided for the exploration of attitudes toward substance abuse and possible solutions to the substance abuse problems.

LAW-1001 - Medical Jurisprudence - 1.0 Credit Hour

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

BHS-1005 - Human Sexuality - 1.0 Credit Hour

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

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

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

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

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

ADM 1014 – Biomedical Sciences & Osteopathic Principles Convergence – 4.0 Credit Hours

This course serves to reinforce integration of biomedical and clinical science knowledge and highlights the application of clinical osteopathic knowledge.

Bradenton - ANNUAL COURSE SEQUENCE AND CREDIT HOURSYear 1 – Semester 1

OPP-1001	OPP I	4.0
CLE-1002	Clinical Examination I	3.0
PBL-1001	PBL I	10.0
ANT-1009	Clinical Human Anatomy	11.0
RES-1008	Introduction to Biostatistics And Research Methodology	1.0
Total		29.0

Year 1 – Semester 2

OPP-1002.....	OPP II	3.5
CLE-1003.....	Clinical Examination II	3.0
PBL-1002.....	PBL II	22.5
PUB-1002.....	Public Health/Preventive Medicine	1.0
HCM 1004.....	Healthcare Management	1.0
Total		31

Year 2 – Semester 1

OPP-1003.....	OPP III	3.0
CLE-1004.....	Clinical Examination III	3.0
PBL-1003.....	PBL III	26.5
GER-1002.....	Geriatric Medicine	1.0
LAW-1001....	Medical Jurisprudence	1.0
BHS-1001.....	Behavioral Science/Substance Abuse	2.5
BHS-1005.....	Human Sexuality	1.0
Total		38

Year 2- Semester 2

OPP-1004.....	OPP IV	2.0
CLE-1005.....	Clinical Examination IV	3.0
PBL-1004.....	PBL IV	14.5
CLS-1001.....	Adv. Cardiac Life Support	1.0
ADM- 1014...	Biomedical Sciences/Osteopathic Principles Convergence	4.0
Total		24.5

Pre-Clinical Total Hours 122.5

2.3. ACADEMIC POLICIES AND PROCEDURES

2.3.1. Policy and Procedure for Final Grade Appeals

2.3.1.1. Cause for Final Grade Appeals

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

- A. Each of the following reasons, if supported by sufficient evidence, shall constitute “good cause”:
- Assignment of a grade that is malicious and/or discriminatory: i.e., in determining the grade, the Course Director or Coordinator, Program Director, Clinical Preceptor or Systems Co-coordinator (“professor”) clearly did not apply the same standards used for grading other members of the class whose work and behavior were similar to those of the appealing student.
 - Assignment of a grade that is arbitrary and/or capricious: i.e., the professor had apparently no discernible rationale for arriving at the grade given.
 - Assignment of a grade that has resulted from human error: i.e., the professor reported an incorrect grade as the consequence of a mistake in computation, in recording or in some other mechanical aspect of the grading process. In such instances, it is assumed that the error will be corrected as a result of Step 1 of the Appeals Procedure (Faculty-Student Conference).
- B. The following reasons do not constitute “good cause” for the purposes of appealing a grade:
- Disagreement with the course or systems requirements established by the professor.
 - Disagreement with the grading standards established by the professor.
 - Disagreement with the judgment of the Professor in applying his/her grading standards so long as he/she has made a reasonable effort in good faith to be fair and consistent in exercising that judgment. Good faith on the professor’s part shall be presumed unless the student can offer convincing arguments to the contrary.
 - The student’s desire or “need” for a particular grade, while compelling to the individual on a personal level, shall not be considered “good cause” for purposes of appeal.
 - Scoring less than 70% on a remediation examination or in a remedial course for the College of Medicine.

2.3.1.2. Procedure for Final Grade Appeals in the College

Step 1: Faculty/Student Conference

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

First and Second Years

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

Third and Fourth Years

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

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

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

- This appeal must be submitted in writing or electronically, addressed to the Chairperson of the SPG Committee, and shall contain the student's reasons for appealing the grade. (See section: Cause for Final Grade Appeal).

- The appeal should be made within ten (10) working days after the student receives the written notification from the Associate/Assistant Dean of Preclinical and/or Clinical Education.
- Within a reasonable period of time, usually five (5) working days, the Chair of the SPG shall notify the student and faculty member in writing or electronically of the date, time and place of a scheduled SPG hearing. The student and faculty member involved will be permitted to attend the meeting and present their concerns to the SPG Committee.
- After considering all the facts, the SPG Committee will make a recommendation to the Dean concerning the adoption, reversal, or revision of the decision of the Associate/Assistant Dean. Following review of the SPG Committee's recommendation, the Dean will render a decision and provide written notice of that decision to the student and the faculty member. The notice shall also inform them of the right to appeal the decision to the President of the College.

Step 3: Appeal to the President

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

2.3.2. Satisfactory Academic Progress Policy

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

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

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

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

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

In the College of Medicine, during the clinical phase of the curriculum, students must pass the NBOME COMLEX-USA Level 1 to continue with their third-year clinical rotations. The NBOME COMLEX-USA Level 2-CE exam must be passed during the fourth-year clinical rotations (third year for PCSP and APAP students). See Section 2.3.7 for more details regarding the NBOME COMLEX USA exams. To progress from year three into year four, students must also pass the six core Subject (Shelf) exams. In the fourth year, students must pass two additional Subject (Shelf) exams in Ambulatory Medicine and Emergency Medicine. These requirements must be fulfilled to be making satisfactory academic progress. Students will be evaluated at the end of each clinical rotation by their preceptor, Regional Dean, and Clinical Education Office.

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

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

If a student fails to achieve satisfactory academic progress while on “Financial Aid Warning” status, he/she **will not** be eligible for financial aid until all requirements for satisfactory academic progress have been achieved. A student may reestablish eligibility to receive assistance under the Title IV, HEA programs by coming into compliance with the rule that all courses, systems, modules, rotations and subject exams are passed. See Section 2.3.5, Remediation. See Section 3.1.6 Satisfactory Academic Progress Standard for Financial Aid Recipients.

2.3.3. Promotion

- Promotion is defined as progression from one academic year to the next.
- Faculty will recommend students to the Dean for promotion.
- A student will **not** be recommended for progression to the next academic year with any outstanding grades of (I) or (F). COM students must have a grade average of 2.0 or above.
- Third year students cannot advance to the fourth year until they have either passed all 6 of the NBME Clinical Subject Examinations or passed the “Comprehensive” exam. Students in the PCSP and APAP Programs must either pass all six (6) NBME Clinical Subject Examinations or pass the “Comprehensive” exam in order to remain in their respective programs and to continue the rotations. Both the third-year and fourth-year students may not be recommended for progression to the next academic year or for graduation with any outstanding grades of (I) or (F).
- Fourth year students must pass Clinical Subject exams in Ambulatory Medicine and Emergency Medicine along with all other requirements in order to graduate. This includes COMLEX Level 2CE plus all required rotations.
- When considering a student for promotion, the student’s professional, ethical, and personal conduct will also be taken into consideration. Therefore, a student must adequately conform to the standards set forth in the Academic Catalog and Student Handbook to be eligible for promotion.
- A student will be promoted only if all academic, legal and financial requirements to LECOM are satisfied.

2.3.4. Probation

- A. Probation is defined as time during which a student’s academic progress will be closely monitored by the SPG Committee and the Dean. The Dean will specify the probationary period.
- B. A student in the College of Medicine may be placed on Conduct or Disciplinary Probation as a result of seriously deficient ethical, professional, personal or illegal conduct.
 - 1) 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.

- 2) The terms of probation for ethical, professional or personal conduct will be specified at the time the student is placed on probation.
- C. A student of the College of Medicine may be placed on academic probation upon failure of a course, system, module or for other cause as stated in this document, such as seriously deficient ethical, professional, personal or illegal conduct.
- D. When a student is placed on probation, the appropriate dean will notify the student in writing or electronically of the reasons for probation. A copy of this letter will be distributed to the Chairperson of the SPG Committee and the student's faculty advisor. The Committee will ascertain when the terms of the probation have been satisfied and recommend to the appropriate dean that probation can be rescinded. The student's faculty advisor will also be notified. A copy of this letter will be placed in the student's permanent file if the probation is labeled "Disciplinary" as opposed to "Conduct."
- E. A student on probation may not serve as an officer of an official LECOM club or organization or receive any LECOM scholarship funding and shall not engage in time consuming extracurricular activities.
- F. A first-year or second-year student of the College on probation must meet with his or her faculty advisor at least every two weeks. A third-year or fourth-year student on probation must contact the Office of Clinical Education monthly. The student will remain on probation until the following minimally acceptable standards are met:
- 1) The student will be removed from probation when the specified courses, systems, modules or rotations have been remediated according to the following remediation section.
 - 2) The student will be removed from probation when the specified terms of probation for ethical, professional, or personal conduct are met.
 - 3) Students in their final year are subject to SPG Committee review prior to removal from probation.
- G. Probation should be regarded as a serious matter and is official notice to the student that the quality of the student's performance during the probationary period must improve in order to remain eligible to continue in the College of Medicine. Any student, who fails to improve his /her performance in the areas identified by the SPG Committee during the probationary period may continue on probation, be suspended, be asked to withdraw, or be dismissed from LECOM.
- H. Any student charged with a felony will be suspended until the charges are resolved. Time off during suspension will be counted in calculation for the six-year rule.

2.3.5. Remediation

2.3.5.1. Policy Statement

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

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

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

2.3.5.2. Procedures for the College of Medicine

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

- A. The SPG Committee will consider all failure (F) grades for a course, module, etc. as requiring remediation. Students failing PBL below 65% will not be eligible for remediation but are subject to dismissal or repeating the year. Students with multiple failures within the academic year may be required to remediate, to repeat the year or may be dismissed. Courses, systems, modules of three credit hours or more are classified as major courses and failure of two major courses or a combination of one major and two minor courses (including remedial courses) may result in the student having to repeat the year or being dismissed.
- B. Educational objectives in remediation are the same as the educational objectives used for the regular curriculum. Where deemed appropriate, the SPG Committee, after consultation with the Course Instructor, Systems Co-Coordinator, Director of LDP, Director of PBL, Director of DSP, Director of PSCP, Director of APAP or the appropriate Dean may recommend **any** of the options listed below for the student according to their learning pathway.
- C. Students who do not achieve a cumulative grade point average of 2.0 or greater by the end of the academic year will be required to repeat the year, regardless of the number of courses failed, subject to review by the SPG Committee.
- D. Students who fail to reach and maintain appropriate academic achievement are identified as "at risk". They will be monitored by the Associate/Assistant Preclinical Deans. College of Medicine students who are below a 2.5 grade point average at the end of the first year or fall below a 2.5 during the second year are identified as high

risk students for failing COMLEX-USA Level 1 Examination and will be closely monitored during the Convergence Course and Clinical Education Enrichment rotation. Underperformance on any preclinical diagnostic exams during the Convergence Course may result in the student being required to use additional time for COMLEX-USA Level 1 preparation. Adequate performance in the Convergence Course and Clinical Education Enrichment rotation—as determined by the Board Preparation Team will be required for the student to sit for the COMLEX-USA Level 1 examination.

- E. College students on the Bradenton campus who fail to reach and maintain an average grade of 75% in their PBL courses for the 3rd and 4th semesters will be identified as high risk for failing COMLEX-USA Level 1. These students will be required to undergo a mandatory on campus Clinical Educational Enrichment under the direction of the Assistant Deans of Preclinical and Clinical Education.
- F. A student who is granted the opportunity to repeat an academic year due to academic hardship or other types of hardship will be permitted to repeat only one, singular academic year during their matriculation at LECOM. Repeating successive, or multiple years will not be permitted. In these circumstances, any future academic underperformance that would typically result in repeating that academic year will result in dismissal of a student who has already been granted a repeat year previously.

Lecture Discussion Pathway

Students scoring between 65% and 69% in a course or system will take a comprehensive remediation examination.

- A remedial examination fee will be assessed to all individuals taking a remedial exam. The fee must be paid to the Pre-clinical Office prior to the student taking the remedial exam.
- Failure of the remedial exam will result in the student being considered in a similar manner to those students receiving less than 65% in a course or system. (See below).

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

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

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

Problem-Based Learning Pathway

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

- A remedial examination fee will be assessed to all individuals taking a remedial exam. The fee must be paid to the Pre-clinical Office prior to the student taking the remedial exam.
- Students scoring between 65% and 69% for a module will take a comprehensive remedial examination. The remedial examination will be comprised of questions on learning issues from the PBL pathway course/module failed.
- Failure of the comprehensive remedial examination will result in the student being retested on areas that were identified as deficiencies.
- If a student scores below a 65% in a PBL pathway course/module, the SPG Committee may recommend the student for dismissal or for repeating the year.
- Bradenton students permitted to remediate will undertake a four week on-campus remediation curriculum and comprehensive remedial examination. The curriculum will focus on areas where knowledge competencies have not been demonstrated. The remedial examination will be comprised of questions on learning issues from the PBL pathway course/module failed.

Directed Study Pathway

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

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

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

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

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

Primary Care Scholars Pathway

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

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

- The student scoring 70% or greater on the remedial examination will be permitted to continue in the PCSP program.
- The student scoring less than 70%:
 - Option 1: The student may be removed from the PCSP program and switched to a different pathway, as determined by SPG. The student will follow the procedures indicated in the handbook for remediation of the LDP pathway.
 - Option 2: The student may be dismissed.

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

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

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

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

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

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

Accelerated Physician Assistant Pathway

Students matriculating under the APAP enroll under the PBL pathway at LECOM at Seton Hill.

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

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

Remediation of Clinical Rotations

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

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

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

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

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

- Failing any subject exam will require the student to complete a remediation process of the pertinent material as directed by the Associate Dean of Clinical Assessment and Integration.
- Students with three failures are required to take and pass a Comprehensive Exam even if they have successfully remediated one or more of the failures.
- Students who fail their first Comprehensive exam will not be able to move into their 4th year and will be placed off schedule until they pass the Comprehensive exam.
- Students who fail their second Comprehensive exam will be required to take a formal board review course before they take their third Comprehensive exam. The student will remain off cycle until they are able to pass their Comprehensive exam.
- When it has been determined that a student should repeat their third year, they will take the Comprehensive Exam following their completion. If a student is

unsuccessful on the Comprehensive Exam, they will be permitted one more attempt. If a student is unsuccessful on this attempt, the SPG Committee will recommend dismissal.

- The highest grade a student may earn through remediation is a C (70%). The remediation grade will be recorded on the transcript along with the original failed grade.
- Any student who is required to remediate a rotation will be notified electronically or in writing by the Clinical Education Office within a reasonable period of time, generally within fifteen (15) working days after receiving the student's grades from the preceptor to the Clinical Education Office or Office of the Registrar.

Grades earned during an attempted remediation will be reviewed by the SPG Committee and the Dean of Academic Affairs. Failure to earn a passing level of 70% in remediation may result in dismissal from the College.

Decisions regarding remediation of a rotation will be made on an individual basis after considering all pertinent circumstances. The decision will be made by the Dean of Academic Affairs based upon the recommendations of the SPG Committee. The SPG Committee will base its recommendations on the student's academic record and consideration after consultation with the Preceptor, and/or the Associate/Assistant Dean of Clinical Education, as well as the student involved, when appropriate.

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

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

2.3.5.3. Repeating the Year

A student granted permission to repeat the academic year may do so only once, for one singular year, during their matriculation at LECOM. Permission will not be granted for any additional repeat years. Failure to make academic progress after repeating the year will result in dismissal. A repeating student shall be responsible to pay all tuition and fees through private financing as federal loans are not available until academic progress is made. Repeating students must pay 25% of tuition and fees and their full balance due for disability insurance and health insurance prior to returning as a repeater. Funds for their remaining balance must be in place prior to the end of the second week of the semester to be permitted to continue attending LECOM as a repeater. Any repeated year is counted against the six-year limit rule mandated by AOA-COCA (see **Maximum Timeframe to Complete DO Program in section 2.3.20 below**).

2.3.6. Dismissal

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

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

- A. Receiving a grade of (F) or below 70% in a remediated course, system, module, or clinical rotation for the College of Medicine
- B. A student fails any additional course after being permitted to repeat an academic year.
- C. Receiving a grade of (F) in two clinical rotations.
- D. Receive two failures in one semester of an academic year.
- E. Unsatisfactory professional or personal behavior in any of the following areas:
 - 1. Attendance;
 - 2. Cooperation with instructors;
 - 3. Interaction with fellow students, associates, LECOM or clinical site personnel;
 - 4. Approach to and interaction with patients; or
 - 5. Personal appearance not in compliance with the LECOM dress code.
- F. Failure to demonstrate continued academic and professional growth and achievement.
- G. Failure to successfully complete NBME Clinical Subject Examinations.
- H. Failing the Comprehensive Osteopathic Licensing Examinations (COMLEX) as set forth in the policies of LECOM, by the National Board of Osteopathic Medical Examiners (NBOME) Inc. and meeting the standard set forth by COCA. (See section regarding National Board of Osteopathic Medical Examiners, Inc. Examination).
- I. Conviction of a felony or a crime involving moral turpitude.

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

2.3.7. National Board of Osteopathic Medical Examiners, Inc. Examination (NBOME)

The examination given by the National Board of Osteopathic Medical Examiners (NBOME) is divided into three levels, referred to as the Comprehensive Osteopathic Medical Licensing

Examination (COMLEX). The COMLEX-USA Level 1 examination is taken at the end of the second year. The COMLEX-USA Level 2-Cognitive Evaluation (CE) is taken at the end of the third year or after successful completion of the subject examinations for the PCSP and APAP students per the Procedure Manual. The COMLEX-USA Level 3 examination may be taken in accordance with NBOME policy. LECOM encourages students to take the exam as early as possible following graduation. Students are responsible for the examination fees required for each examination administration.

All medical students are required to pass COMLEX-USA Level 1, COMLEX-USA Level 2-CE and COMLEX-USA Level 2-PE of the National Board of Osteopathic Medical Examiners examination as required by AOA COCA. **The COMLEX Level 2-PE is currently permanently suspended by AOA-COCA and NBOME – the COCA Element 6.12 has not yet been updated, however, and still includes the Level 2 PE in the requirements. AOA-COCA’s most recent published update on January 25, 2022 extended the suspension of this requirement through the 2021-22 academic year.*

- A. Passing the COMLEX-USA Level 1 is a requirement for advancing in the clinical phase; passing COMLEX-USA Level 2-CE is a requirement for graduation.
- B. A student may not take the COMLEX-USA Level 1 and COMLEX-USA Level 2-CE, and examinations more than three times each. Sponsorship to take a second or third examination is not automatic; permission must be obtained through the Student Promotion and Graduation (SPG) Committee and the Dean of Academic Affairs. Permission to repeat the examination will be based on a review of the student's overall academic performance and professional behavior. If the SPG Committee denies permission to repeat an NBOME examination, the Committee will recommend dismissal from LECOM to the Dean of Academic Affairs.
- C. If a student takes the COMLEX-USA Level 1 and COMLEX-USA Level 2-CE three times without passing, a recommendation for dismissal will be made by the SPG Committee to the Dean of Academic Affairs.

COMLEX-USA LEVEL 1

All students are required to take COMLEX-USA Level 1 exam following successful completion of the preclinical curriculum. Students must obtain approval from the Board Review Team in order to take the COMLEX Level 1 exam. Students will be required to take a COMSAE during the Convergence Course in the spring semester. Those scoring >500 will be allowed to sit for the exam once it opens in May. Those not meeting this benchmark must use the Clinical Enrichment Elective (CEE) rotation to study in addition to completing CEE requirements. Students in CEE must take another COMSAE prior to sitting for the exam and score >450. All COMSAE results must be shared with the Board Review Team. Grading for the CEE rotation is described in the Clinical Clerkship Handbook and the course syllabus. The Board Review Team on each campus will monitor student performance until each student has successfully passed the COMLEX-USA Level 1 Exam. The Board Review Team on the Erie/Greensburg/Elmira campuses is overseen by the Director/Assistant Director of Board Preparation, Associate/Assistant Dean of Preclinical Education and Associate Dean of Clinical Curriculum Integration and Assessment. On the Bradenton campus, the Board Review Team, Assistant/Associate Dean of Preclinical Education and Associate Dean of Clinical Curriculum Integration and Assessment oversee student progress.

DSP/LDP/PBL Pathways

The deadline for taking the examination is August 1st unless a student has received permission from the Board Review Team, Associate Dean of Clinical Curriculum Integration and Assessment or the SPG Committee to have additional time for preparation. Once scheduled, any changes in the date of the exam are reported to the Board Review Team immediately.

In addition to the time provided during the preclinical curriculum, students in the four-year-pathways have dedicated time during their first rotation of the third year as a Clinical Education Enrichment (CEE). This virtual rotation provides a combination of clinical reasoning skills along with preparation for the COMLEX-USA Level 1 exam.

Any student who requires additional time beyond the **two** rotation timeslots will be “Off Schedule”. Students in this circumstance will be required to enroll in a commercial review program approved by the Board Review Team and Associate Dean of Clinical Curriculum Integration and Assessment. Students requiring additional time to prepare will not be guaranteed their original rotation site or sequence. The Office of Clinical Education will assign the student to a site and sequence once the student has taken the COMLEX-USA Level 1 exam and returned to rotations. Failure to take the exam within 12 months of completing the preclinical curriculum will result in the student being recommended for dismissal by the Student Promotion and Graduation Committee.

Students requiring a third timeslot for preparation will be required to utilize either their vacation or an elective month. The student will be required to maintain contact with the Board Review Team and Associate Dean of Clinical Curriculum Integration and Assessment and take a COMSAE a minimum of seven (7) days prior to taking the exam.

Any student who requires additional time beyond the three rotation timeslots will be “Off Schedule”. Students in this circumstance will be required to enroll in a commercial review program approved by the Board Review Team and Associate Dean of Clinical Curriculum Integration and Assessment. Students requiring additional time to prepare will not be guaranteed their original rotation site or sequence. The Office of Clinical Education will assign the student to a site and sequence once the student has taken the COMLEX-USA Level 1 exam and returned to rotations. Failure to take the exam within 12 months of completing the preclinical curriculum will result in the student being recommended for dismissal by the Student Promotion and Graduation Committee.

If a student utilizes an elective for preparation for COMLEX Level 1, the grade for the rotation will be based on the score received. Failure of COMLEX Level 1 would result in failure of the rotation and a required remediation timeslot which will be reflected on the transcript as “Off-schedule”.

Students need to be aware that any time off-schedule for board preparation will count towards length of time to complete the DO degree. AOA Accreditation Standards require completion of the DO degree within six (6) years following matriculation. (Element 6.3 COCA Accreditation Standards, July 2019).

PCSP Pathway

Students in the Primary Care Scholars Pathway (PCSP) have a rotation during the month of May dedicated to COMLEX-USA Level 1 preparation. A COMSAE will be administered at the beginning

and end of the rotation to determine student readiness. If a PCSP student requires additional study time, they may be required to transition from the three-year pathway to the four-year pathway. If a PCSP student fails COMLEX-USA Level 1, the student will transition to the four-year pathway.

APAP Pathway

Students in the Accelerated Physician Assistant Program will have the same designated time as other PBL students during the Preclinical curriculum to prepare for the COMLEX-USA Level 1 Exam. A COMSAE will be utilized during the Convergence Course to determine student readiness. If an APAP student requires additional study time, they may be required to transition from the three-year pathway to the four-year pathway. If an APAP student fails COMLEX-USA Level 1, the student will transition to the four-year pathway.

FAILURE OF COMLEX USA LEVEL 1 EXAM

First failure:

1. Students who fail the COMLEX USA Level 1 exam will immediately be placed on academic probation and withdrawn from clinical rotations at the conclusion of the current timeslot.
2. Students will be closely monitored by the Board Preparation Team while preparing to retake the exam.
3. Once the student has retaken the examination, s/he will be permitted to return to rotations.
4. If a student has a vacation available, this will be used for the first post-failure study block. If no vacation is available, the student will be off schedule. The time off schedule is counted towards length of time to complete the DO degree.
5. Since a student who fails is not making satisfactory academic progress, financial aid will be suspended until the student returns to rotations after retaking COMLEX-USA Level 1. Students will be placed back on rotations as soon as possible following their retake of the COMLEX-USA Level 1 examination.

Second failure

1. If a student fails COMLEX USA Level 1 for a second time, he/she will be removed from rotations and must petition the SPG Committee for permission to take the exam for a third time.
2. The student will be off schedule until a passing score is obtained. This time off is counted towards length of time to complete the DO degree.
3. Since a student who fails is not making satisfactory academic progress, financial aid will be suspended until the student returns to rotations after passing COMLEX-USA Level 1.
4. Students will be placed back on rotations as soon as possible following their -successful passing of the COMLEX-USA Level 1 examination.
5. The student will be required to enroll in a commercial board preparation course and maintain weekly contact with the Board Review Team. Failure to comply with this requirement could result in dismissal.

Third failure

If a student fails COMLEX USA Level 1 for a third time, the SPG Committee will recommend dismissal to the Dean of Academic Affairs.

Sponsorship for COMLEX USA Exams

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

USMLE STEP 1 EXAM

Sitting for either USMLE Step 1 or Step 2 is optional for all students. If the student chooses to take USMLE Step 1 during their third year, it must be completed no later than August 1st. This date coincides with the deadline for COMLEX Level 1. Even though taking the USMLE is optional, approval from the The Board Review Team will be required in order to clear a student to take this exam. The Board Review Team will use the NBME CBSE, NBME subject exams and/or NBME Self-Assessment Exams as appropriate to judge student readiness for USMLE .

COMLEX-USA LEVEL 2-CE:

All students in the four-year pathways are required to take COMLEX USA Level 2-CE exams following successful completion of the OMS3 year and no later than August 1st. This includes either passing all required NBME subject exams or the required Comprehensive exam (NBME or COMSAE).

1. The first timeslot of the fourth year is a Clinical Competency Development (CCD) rotation, which includes preparation for the COMLEX-USA Level 2-CE exam. The grade for the CCD rotation is based on the outcome of the COMLEX-USA Level 2-CE exam in addition to other comprehensive board-like exams and required coursework. See the Clinical Clerkship Handbook for more information on grading.
2. Students are required to take a COMSAE at least one week prior to taking the COMLEX-USA Level 2-CE exam. Failure to do so could result in the student's exam being cancelled.
3. Students scoring >500 on the initial COMSAE exam are eligible to sit for the exam once it opens. Those scoring <500 must utilize the CCD rotation to prepare for COMLEX-USA Level 2-CE in addition to the CCD curriculum.
4. If a student is not adequately prepared to take the COMLEX-USA Level 2-CE at the end of the first timeslot (those scoring <450 on their repeat COMSAE or as determined by the Clinical Education Assistant/Associate Deans), he/she must use their vacation during the second timeslot to continue preparation for the exam. If a vacation slot is not available, the student will be off schedule (OS). Students need to be aware that any time off-schedule for board preparation will count towards length of time to complete the DO degree. AOA Accreditation Standards require completion of the DO degree within 6 years following matriculation. (Element 6.3 COCA Accreditation Standards, July 2019).
5. If a student is not adequately prepared to take the COMLEX-USA Level 2-CE exam at the end of the second timeslot, must use their vacation during the second timeslot to continue preparation for the exam. If a vacation slot is not available, the student will be off schedule (OS). Students need to be aware that any time off-schedule for board preparation will count towards length of time to complete the DO degree. AOA Accreditation Standards require completion of the DO degree within 6 years following matriculation. (Element 6.3 COCA Accreditation Standards, July 2019).
6. Should the student require additional time to prepare for the COMLEX-USA Level 2-CE exam, he/she will be removed from rotations and be Off-Schedule. Students need to be aware that any time off-schedule for board preparation will count towards length of time to complete the DO degree. AOA Accreditation Standards require completion of the DO degree within 6 years following matriculation. (Element 6.3 COCA Accreditation Standards, July 2019).

7. The student will be deemed to not be making satisfactory progress and financial aid will be suspended until the student returns to rotations after sitting for COMLEX-USA Level 2-CE.
8. Any student requiring additional preparation time may be removed from her/his assigned rotation sequence. After taking COMLEX-USA Level 2-CE, the Office of Clinical Education will develop a rotation schedule based on the availability of sites and rotations. A student will not necessarily retain the original site selected during her/his second year.
9. Failure to take the COMLEX-USA Level 2-CE within 12 months of finishing requirements for the third year may result in a recommendation of dismissal by the Student Promotion and Graduation Committee to the Dean.

PCSP Pathway

PCSP students have two rotations that include time for preparation for COMLEX-USA Level 2CE. Students must have passed all six (6) required end-of-rotation Subject exams prior to taking Level 2CE. A failure of the Level 2CE may lead to the student transitioning to the 4-year-pathway.

APAP Pathway

Students must have passed all six (6) required end-of-rotation Subject exams prior to taking Level 2CE. A failure of the Level 2CE may lead to the student transitioning to the 4-year-pathway.

FAILURE OF COMLEX-USA LEVEL 2-CE EXAM

First Failure

Students who fail the COMLEX-USA Level 2-CE exam will immediately be placed on probation and withdrawn from clinical rotations at the conclusion of the current rotation. Students will be required to meet with the Associate/Assistant Dean of Clinical Education and Associate Dean of Clinical Integration and Assessment to develop a study plan. Failure of the COMLEX-USA Level 2CE Exam may result in the student failing the CCD rotation, and remediation will be required for that timeslot.

If a student has an elective available, it may be used for a study month to prepare to retake COMLEX USA Level 2-CE. If no elective is available, the student will be deemed off-schedule. The student will be considered to not be making satisfactory academic progress and financial aid will be suspended until the student returns to rotations.

The student will return to rotations at the beginning of the next timeslot after retaking COMLEX-USA Level 2-CE.

Second Failure

If a student fails COMLEX-USA Level 2-CE for a second time, he/she will be removed from rotations and be off schedule. S/he must petition the SPG Committee for permission to take the exam for a third time. The student will not be permitted to return to rotations until a passing score is obtained. All time off is counted towards length of time to complete the DO degree.

Third Failure

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

COMLEX-USA LEVEL 2-PE

The COMLEX-USA Level 2 PE has been suspended indefinitely as of April 2021. As of December 14, 2021, the NBOME extended the use of enhanced attestation guidelines to the Class of 2023. The enhanced attestation avenue allows schools to verify the clinical competencies of students who are not able to take the PE exam due to its suspension.

2.3.7.1. COMLEX-USA Examination Results

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

2.3.8. Letter of Evaluation of the Academic Dean of the College

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

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

2.3.9. Health and Technical Standards

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

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

- A. **Observation.** The candidate must be able to observe demonstrations, laboratory sessions, experiments in the basic sciences, including but not limited to: anatomic, physiologic, pharmacologic and microbiologic demonstrations, the gross anatomy laboratory and OPP demonstrations. A candidate should be able to observe patients of both sexes accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision, somatic sensation and smell. Students must also be able to assess asymmetry, range of motion and tissue texture changes. Thus, it is necessary for students to have adequate visual capabilities to carry out these functions and for proper evaluation and treatment integration of all patients.
- B. **Communication.** A candidate must be able to speak, to hear, and to observe patients in order to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications. A candidate should be able to communicate effectively and sensitively with patients, peers and faculty. Communication includes not only speech, but also listening, reading, writing and the use of computers and other devices. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of a health care team.
- C. **Motor.** D.O. Candidates must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic and manipulative maneuvers. The candidate must be able to do basic laboratory tests (urinalysis, CBC, etc.), carry out diagnostic procedures (proctoscopy, paracentesis, etc.), and read EKG's and X-rays. A candidate must be able to reasonably execute motor movements required to provide general care, osteopathic manipulation and emergency treatment to patients of both sexes. Examples include cardio-pulmonary resuscitation, administration of intravenous medication, application of pressure to stop bleeding, opening of obstructed airways, suturing of simple wounds and the performance of obstetrical maneuvers.

All candidates for LECOM degrees require coordination of both gross and fine

muscular movements, equilibrium and the functional use of the senses of touch, hearing and vision. All students must be able to actively participate in laboratory sessions, including anatomy, OPP and history and physical examination. This requires standing for long periods of time, palpation, auscultation, percussion and other diagnostic skills. In the history and physical course, the student must also be able to perform functions such as male and female genital exams, eye examinations, phlebotomy, scrub technique and suturing. Students must be able to endure physically and emotionally taxing workloads. Osteopathic treatment requires that the student be able to maintain upright posture with enough lower extremity and body strength to carry out a wide variety of treatments. Students must also be able to effectively respond to patient emergencies and to perform physically exerting treatments such as CPR. Finally, students must have the ability to attend school on a regular basis and to get to and meet attendance requirement of all rotation sites.

- D. **Intellectual, Conceptual, Integrative, and Quantitative Abilities.** These abilities required of the candidates include measurement, calculations, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of physicians, requires all listed intellectual abilities. In addition, the candidates should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Students must be able to evaluate complex situations quickly; discern solutions; and to communicate their thoughts clearly, effectively and expeditiously, often under significant stress.
- E. **Behavioral and Social.** Candidates must possess the emotional health required for full use of their intellect, the exercise of good judgment, the prompt completion of all responsibilities in the diagnosis and care of patients and the development of mature, sensitive and effective relationships with patients and colleagues. The candidate must be able to cope with strenuous workloads and changing environments with flexibility, and to cope with ambiguity in decision making. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that are essential for the successful functioning physician. Candidates must demonstrate an empathic and humanistic approach to colleagues and patients.

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

The candidate must be free of psychopathic or sociopathic behaviors which are contrary to professional and ethical standards. Emotional stability of the student is required, along with successful completion of the curriculum, to succeed. If the emotional stability of a student becomes a concern to the administration, an evaluation by a mental health professional may be required. Any of the above behaviors are inconsistent with the standards of LECOM and will result in denial of admission or expulsion from LECOM. In addition, candidates with a history of use of illegal drugs, improper use of prescribed medications or the intemperate use of alcohol will typically not be eligible for admission into the program. Any student who is identified after admission as having such behaviors will be referred to/required to participate in the Physicians Health Program/PRN/Elmira NYS provider.

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. Submitting false statements may be grounds for rescinding acceptance.

- D. **General Health.** The candidate must have enough 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.
- E. **Compliance with Monitoring Program.** 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. 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.

2.3.10. Implementation of Health and Technical Standards

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

2.3.11. Special Environments

2.3.11.1. Introduction

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

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

2.3.11.2. Students Who Believe They Are Sensitive to Chemicals

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

- A. The student will be directed to the Office of Student Affairs which will inform the student of the following options:
 - The student may wish, at the student's expense, to be medically evaluated. The Office of Student Affairs will assist in identifying a Board-Certified Allergist and may, upon request from the student, assist the student in obtaining an appointment at the earliest possible opportunity.
 - If the student wishes to reduce exposure to the chemicals in question, this may be accomplished by wearing extra clothing and gloves. Students should also consider wearing an appropriate mask.

- B. The student will be given three (3) working days in which to decide on the two options. During this period, if the student decides not to attend the class in question, the absences will not be counted. The student will, however, be held responsible for the material covered and examinations given during the absences. After three (3) working days, if the student has not decided in writing to the Director of Student Affairs, any further absence from courses will be counted against his/her attendance record, which could result in consideration for dismissal from LECOM.

2.3.11.3. The Pregnant Student

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

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

- Obtain, at her own expense, appropriate clothing to reduce her exposure to the potentially harmful chemicals or an appropriate filter mask;
- Take a Leave of Absence from school and resume coursework the following year after the birth of the baby;
- Drop the course and, at her own expense, take an approved course at another institution during the subsequent summer session. This option would have to be approved by the SPG Committee as equivalent. The number of courses permitted during the summer

session would be extremely limited. This would have to be approved pending review of the student's overall record by the appropriate dean.

2.3.11.4. Participation in Osteopathic Principles and Practices

This is a requirement for College admissions consideration and graduation. One important distinction between the training in osteopathic and non-osteopathic medical schools is the time spent developing the palpatory skills used for diagnosis and treatment. Osteopathic physicians understand that palpation means examination with the hands and fingers, touching, feeling, or perceiving by the sense of touch. In other words, palpation is the use of touch to examine the body. Palpatory skills are used in all areas of medical practice and are especially important in the evaluation and treatment of the musculoskeletal system. Development of palpatory skills takes place in the first-year and second-year Osteopathic Principles and Practice (OPP) courses. This requires active participation in all laboratory sessions. During the two years, each student will palpate a variety of people, representing both genders and different body types. This simulates the variety of patients seen in practice. Equally important is the experience of being palpated by other students. The experience of being palpated helps the student to understand how palpation feels from the patient's perspective. It also enables students to give important feedback to their partners to help them develop their palpatory skills.

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

Rarely does a student have a specific physical problem that may contraindicate a specific type of manipulation in a specific location. Any student with a physical problem that contraindicates manipulation is required to contact the Director of Student Affairs before the beginning of the course and present documentation from the treating physician describing the problem. The Director of OPP will review the submitted documentation and formulate a plan for the student to participate in the course. If the problem is confirmed by the examination and review of the documentation, special arrangements will be made concerning the specific problem. Active participation will be required in all laboratory sessions not affected by the problem.

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

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

psychosocial skills required for effective doctor-patient communication.

2.3.12. Veterans Education

LECOM is an approved institution for the training of students eligible for veterans' benefits. LECOM will consider veteran status in a positive fashion in making decisions regarding admission. The Office of Financial Aid VA-certified official provides personal support and current information on assistance available to the veteran. In accordance with Title 38 US Code 3679 subsection (e), LECOM adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. LECOM will not:

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

2.3.13. Registration

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

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

LECOM reserves the right to rescind the acceptance or make acceptance contingent on the student entering an alcohol or drug treatment program if:

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

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

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

2.3.14. Academic Advisement

Students are assigned a faculty advisor upon matriculation. If either the student or faculty member does not find the relationship helpful, either is free to seek a change in writing to the appropriate dean or campus director.

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

2.3.15. Grading and Credit Hours

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

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

Grade Points

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

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

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

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

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

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

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

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

2.3.16. Timing of and Attendance at Examinations

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

2.3.17. Examination Decorum

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

For ExamSoft exams and other computer-based exams on campus, #2 pencils and blank paper or a dry erase marker and laminated sheet will be provided. The student may only bring their computer into the examination site. For exams incorporating audio in the exam scenarios, students will be instructed to also bring wired headphones for those exams.

Any exams taken remotely will require electronic video proctoring. The exam taker must provide a second mobile device with secure internet access in addition to their testing computer. The area in and around the student test area and the surrounding room will be scanned visually using the mobile device and then placed under the direction of the proctor for continuous video monitoring. The remote test taker must use a small (approximate 8.5 x 11 inch) whiteboard or laminated paper with dry erase markers that will be shown to be fully erased before and at the completion of the exam.

All other materials are prohibited unless explicitly and specifically designated by the course director. The presence of any prohibited material in an examination room or in an area accessible to examinees (e.g., nearby restrooms, hallways, trash cans, etc.) is considered academic dishonesty and will result in a score of zero on the examination and referral for disciplinary action, whether or not cheating on the particular examination actually occurred.

This would include taking an electronic exam from an offsite location not approved for administration of the exam or furnishing an exam code for an exam to another student. Incidences of dishonesty will be referred to the SPG Committee for investigation.

2.3.18. Interruptions During an Examination

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

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

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

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

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

2.3.19. Counseling after Failed Examinations

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

2.3.20. Leave of Absence

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 his/her advisor and/or appropriate Associate/Assistant Dean 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 (DO/MD) 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. The appropriate Dean must approve the extension.

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 his/her 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 s/he intends 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)

Maximum time frame to Complete DO Program:

The Commission on Osteopathic College Accreditation, Accreditation of Colleges of Osteopathic Medicine: COM Continuing Accreditation Standards Effective July 1, 2019, state in Element 6.3: Maximum Length of Completion “A COM must ensure that each single degree DO student completes the DO degree within 150% of the standard time to achieve the degree (six (6) years following matriculation).

If a student is unable to return within the timeframe necessary to meet the 6-year-rule for graduation, s/he must receive permission from the AOA-COCA for permission to extend her/his education past the six (6) years from the date of original matriculation. Element 6.3 does not specify any exceptions to the six (6) year rule, therefore LECOM counts all time from date of matriculation. If a student reaches the 6-year time frame, the student will be considered withdrawn from matriculation. It is the student’s responsibility to approach the AOA COCA for an exception based on any extenuating circumstances.

2.3.21. Mandatory Leave of Absence

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

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

A student on a mandatory leave of absence may request reinstatement when the circumstances that resulted in the leave no longer exist or have moderated in severity such that the student no longer poses a significant risk to the health or safety of others or an actual risk to their own safety. The request shall provide evidence of the change in circumstances. Reinstatement may be granted by the same official who imposed the mandatory leave. If a request is denied on grounds of health or safety, the decision may be appealed in writing to the President, within seven (7) business days of notification of denial.

A student on a mandatory leave of absence must also complete the curriculum within the 6-year maximum required by AOA-COCA which is Element 6.3 and the LECOM requirements for graduation. A student placed on a mandatory leave of absence may be required to take an examination prior to being permitted to return.

If the student is unable to return within two years and has received permission from the AOA-COCA to continue matriculation, all coursework must be repeated.

2.3.22. Withdrawal Policy

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

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

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

- A. The student is encouraged to consult with his or her faculty advisor and/or the appropriate Associate/Assistant Dean. If still wishing to withdraw, obtain a withdrawal form from the advisor or from the Office of Student Affairs.
- B. The student should submit the completed withdrawal form to the Office of Student Affairs at his or her location (see Appendix G).
- C. If the withdrawal occurs during the first 50% of the designated length of a course, the

student 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. A student who withdraws and is considered for readmission will be required to complete matriculation within six (6) years of the original matriculation date.

2.3.23. Academic Freedom

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

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

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

2.3.24. Requirements for Graduation

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

- Maintained at least a 70% in each course, system, module and rotation, and have no unremediated failing grades and no grades of Incomplete (I);
- Are at least 21 years of age;
- Completed all legal and financial requirements;

- Exhibited the ethical, professional, behavioral and personal characteristics necessary for the practice of osteopathic medicine or other professional practice.
- Completed the Graduation Clearance Form on the Surveys tab of the LECOM portal (portal.lecom.edu). This form, which must be completed prior to graduation, is placed with the student's permanent electronic record and serves as the students' final clearance from campus;
- Completed an exit interview with the Office of Student Affairs if the student is a recipient of any form of financial aid;
- Attended the Commencement at which the degree is to be awarded. Only in unusual circumstances, and with approval of the President, will a degree be awarded in absentia.
- Matriculated not more than six academic years, at an accredited college of osteopathic medicine or allopathic medicine, the last two years of which must have been at LECOM.
- Passed COMLEX Level 1 and the COMLEX Level 2-CE examinations administered by the NBOME.
- Currently the COMLEX Level 2PE is suspended and it is unknown whether the NBOME will require any additional proof of competency in the Physical Examination. Students will be informed immediately if any additional requirements are required by COCA.

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

2.3.25. Commencement

Attendance at Commencement is mandatory for all graduating students. Commencement shall be held approximately two weeks following the end of the academic year. Requests for awarding of the degree in absentia, such as in the case of incurring a medical condition where participation in graduation would present a significant health hazard, must be submitted to and approved by the President. Each graduate is required to wear the academic regalia designated by LECOM.

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

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

All hooding of graduates will be handled by faculty and Deans of the respective programs. No “Guest” hooders will be accommodated.

2.3.26. 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 located 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. INSTITUTIONAL SERVICES

3.1. FINANCIAL AID/FINANCIAL SERVICES

3.1.1. Purpose of LECOM's Financial Aid Program

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

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

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

Financial assistance to meet the cost of education is primarily available from Federal and private loan programs originated or certified by LECOM. Additional information may be obtained from the Erie Office of Financial Aid at (814) 866-6641 or email financialaid@lecom.edu; the Bradenton Office of Financial Aid at (941) 756-0690 or email BradentonFinAid@lecom.edu; or the LECOM at Seton Hill Office of Financial Aid at (724) 552-2867 or financialaid@lecom.edu. LECOM at Elmira financial aid inquiries can be directed to (607) 442-3500 or by using the financial aid email: financialaid@lecom.edu.

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

3.1.2. Financial Aid Code of Conduct

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

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

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

3.1.3. Financial Aid Application Procedure

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

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

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

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

3.1.4. Student Financial Assistance and Tuition and Fees Payment

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

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

3.1.5. Application for Additional Loan Funding

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

3.1.6. Satisfactory Academic Progress Standard for Financial Aid Recipients

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

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

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

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

3.1.7. Leave of Absence for Financial Aid Recipients

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

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

- A. The student's enrollment status will be reported to the lenders as Leave of Absence.
- B. If the student is notified by his/her lender(s) that his/her loans are in repayment, then the student will need to contact the lenders(s) and request a hardship forbearance or economic hardship deferment.
- C. Upon return from the leave of absence, any and/or all subsequent financial aid disbursements may be delayed until the student again meets the standards for satisfactory academic progress towards the completion of his/her degree.
- D. If the student does not return from the leave of absence, his/her loans will go into repayment based on the start date of the leave of absence. This could result in the depletion of some, or all, of the grace period of the student loan(s).
- E. The leave of absence and any additional leaves of absence must not exceed a total of 180 days in any 12-month period. The 12-month period begins on the first day of the student's official leave of absence.

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

3.1.8. State Residency Status

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

3.1.9. Terms of Payment

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

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

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

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

3.1.10. Late Payment Fee

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

3.1.11. Tuition Refund Policy

A student, who cancels, withdraws for personal or medical reasons, is suspended or is dismissed, will receive a refund of tuition and fees within thirty days of any of the foregoing in accordance with the following schedule: 100 percent during the first week of the semester, 75 percent during the second week, 50 percent during the third week, and 25 percent during the fourth week. No refunds will be granted to students who withdraw or are withdrawn, for any reason, after the fourth week, except as detailed in Sections 3.1.12 (Veterans Benefit Tuition Refund Policy) and 3.1.13 (Treatment of Title IV Funds When A Student Withdraws). Students are financially responsible for any outstanding balance owed upon discontinued enrollment.

3.1.12. Veterans Benefit Tuition Refund Policy

Students receiving Veterans Education Benefits who fail to complete the program, withdraw or are dismissed for any reason prior to the completion of the program, will be charged for tuition, fees and

other charges on a pro rata basis. Charges for the completed portion of the program shall not exceed the approximate pro rata portion of the total charges for tuition, fees and other charges for the full length of the program. LECOM will comply with the provisions of 6E-1.0032 (6)(i), FAC and other applicable federal and state requirements within its refund policy.

3.1.13. Treatment of Title IV Funds When a Student Withdraws

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

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

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

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

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

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

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

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

Questions about Title IV program funds can be made to the Federal Student Aid Information Center

at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at <https://studentaid.gov>.

3.2. INFORMATION/TECHNOLOGY POLICIES

3.2.1. General Guidelines

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

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

It is a violation of policy for any data composed, sent, or retrieved via electronic devices to contain content that may be reasonably considered offensive or disruptive. Offensive content would include, but would not be limited to, derogatory comments that would offend someone on the basis of his or her sex, age, race, color, national origin, religion, disability, veteran status, sexual orientation, gender identity/expression or any other protected class. Students’ use of LECOM electronic devices and e-mail system is also subject to the Anti-Harassment policy.

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

For problems accessing the portal or password resets contact the help desk at 1-844-276-9918 option 4 or e-mail issupport@lecom.edu.

For problems accessing course materials contact the appropriate course coordinator.

3.2.2. E-mail

LECOM will make reasonable efforts to maintain the integrity and effective operation of its electronic mail systems, but users are advised that those systems should in no way be regarded as a secure medium for the communication of sensitive or confidential information.

Because of the nature and technology of electronic communications, LECOM can assure neither the privacy of an individual’s use of the electronic mail resources nor the confidentiality of messages that are transmitted, received or stored.

E-mail will be used as an official means of communication within the LECOM community.

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

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

Unacceptable uses of e-mail include, but are not limited to:

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

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

Please be aware that our firewall may not stop all malicious programs or inappropriate content. Phishing emails are very common. Do not respond to e-mails that ask for personal information or click on any links within them. If you question the validity of an email, please forward it to issupport@lecom.edu for verification. Also, please remember to keep your anti-virus software up to date. If you have any problems or questions, please call IT support at 1-844-276-9918 option 4 or e-mail issupport@lecom.edu.

3.2.3. Internet Usage Policy

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

Unacceptable uses of the Internet include, but are not limited to:

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

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

3.2.4. Cell Phones and Other Electronic Devices

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

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

3.2.5. LECOM Photography Procedures

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

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

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

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

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

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

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

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

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

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

3.2.6. Copyright Materials

All LECOM faculty, staff and students must respect and comply with the rules on copyrights, such

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

3.3. LEARNING RESOURCE CENTER

3.3.1. General Library Information

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

3.3.2. Conduct in the Library and Designated Study/Breakout Rooms

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

3.3.3. Circulation Procedures

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

3.3.4. Online Public Access Catalog

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

3.3.5. Fines and Fees

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

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

3.3.6. Reserve Collection

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

3.3.7. Photocopiers

Photocopiers are available for student use. The machines are in the LRC copy room. Copies are \$.10 each in 8 1/2 by 11-inch format. The copiers also offer a scan-to-email feature.

3.3.8. LRC Computers and Printers

The computers in the LRC provide access to the Internet and to the LRC electronic resources. Network printers are available. The LRC uses Papercut, an account-based printing system. Word processing is also available on the computers.

3.3.9. Interlibrary Loans

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

3.3.10. Electronic Resources

The LRC provides access to MEDLINE, the National Library of Medicine's biomedical database for end user searching. The MEDLINE gateway is available through the Learning Resource Center webpage and at LRC computer workstations. The Core Biomedical collection, I–IV provides access to 85 full text core medical journals, that can be cross searched and printed. Also available is Evidence Based Medicine Reviews. This premier resource in the evidence-based medicine movement combines 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.

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

Another resource is EBSCOHost, a collection of databases that allows searching of medical related literature. There are several searchable databases, all containing access to full text titles that students can search separately or concurrently. The number of full text journals available is approximately 2,700.

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 our collection. The OPAC is web based and can be searched on or off campus.

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

3.3.11. Library Instruction and Literature Searches

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

3.4. CAMPUS SECURITY AND SAFETY

3.4.1. Campus Facilities

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

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

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

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

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

3.4.2. LECOM Police and Security Office

The LECOM Police and Security Service Unit is responsible for the provision of law enforcement and security for LECOM. Its mission is to provide a safe and secure environment for the students, faculty, and staff of LECOM. The LECOM Police and Security Service Unit ensures that the community and facilities remain secure through professional, proactive, and quality prevention, suppression, and investigation of criminal activity or unsafe physical, operational, or environmental conditions on the campuses and properties under the control of LECOM. Campus security is provided twenty-four hours a day, seven days a week.

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

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

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

Security Locations and Phone Numbers

At all locations, call 9-1-1 to contact local law enforcement, fire, or EMS to report an emergency or crime.

Erie, Pennsylvania

Campus Police and Security Office

Located inside the north entrance

1858 West Grandview Boulevard

Erie, Pennsylvania 16509

(814) 866-8415

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

Bradenton, Florida

Security Office for College of Medicine & School of Pharmacy Building

Located inside the southwest entrance

5000 Lakewood Ranch Boulevard

Bradenton, Florida 34211

(941) 782-5908

Security Office for School of Dental Medicine Building

And School of Health Services Administration

Located inside the south entrance

4800 Lakewood Ranch Boulevard

Bradenton, Florida 34211

(941) 405-1520

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

Dial 9-724-830-4999 from LECOM phones

To contact local law enforcement:

Dial 9-1-1 from a LECOM phone

Dial 9-1-1 from a non-LECOM phone

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

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

3.4.3. Campus Safety and Security Programs and Information Systems

Daily Crime Log

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

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

Another exception to the release of information pertaining to a criminal offense may occur when there is clear and convincing evidence that the release of the information would jeopardize an

ongoing criminal investigation or the safety of an individual, or cause a suspect to flee or evade detection, or result in the destruction of evidence. The information will, however, become public when damage is no longer likely to occur as the result of its release.

Campus Security Notification System

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

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

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

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

Campus Security Alerts - Omnilert

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

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

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

3.4.4. Vehicle Registration and Parking Regulations

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

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

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

Infractions shall include but are not limited to:

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

Parking Regulations

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

- No vehicle may be left in the LECOM parking lots overnight.
- Student, faculty or staff parking in spaces designed for visitors is strictly prohibited.

- Parking in spaces designated for handicapped persons without a handicapped license plate or placard is strictly prohibited. Violators are subject to fines and penalties established by the state.
- Parking, stopping or standing in fire lanes is prohibited at all times.
- Parking in areas designated as “Tow-Away Zones” subjects the vehicle to be removed from the campus at the owner’s expense.

3.4.5. Student Responsibility for Safety and Security

3.4.5.1. Introduction

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

- Report any safety or security concerns to the LECOM Department of Security or the University police at Seton Hill University and campus security for LECOM at Elmira.
- Report any suspicious persons or situations on campus to the Campus Security Office immediately upon discovery.
- Use your issued Card/Key every time you enter or exit a building. Report strangers who do not have a badge and “tailgate” you into a building or secured area.
- Strictly obey traffic and parking regulations on campus. This is especially important when driving in congested parking areas and around pedestrian traffic areas.
- Never park, stop or stand in fire lanes. This could cause a serious delay in the response time for fire fighters in the event of a fire emergency on campus.
- Keep personal items inside locked lockers.
- Never leave bags or other personal items in hallways during examinations (they should be in cars or lockers.).
- NO COSTUMES, Dress, or Masks including mascot uniforms, which alter, cloak, or conceal an individual’s identity are permitted on any LECOM property.

3.4.5.2. Campus Crime Prevention Program

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

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

3.4.5.3. Reporting Crime

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

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

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

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 Safety.

3.4.5.4. FIRE DRILL POLICY

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

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

Fire Alarm Evacuation Drills

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

Evacuation is MANDATORY for all occupants during all fire alarm activations. Students who refuse to leave the building will be subject to disciplinary action. Any student who is found in the building after evacuation will be subject to disciplinary action. When the fire alarm sounds, students must leave the building immediately. Never assume the alarm is false or is a drill.

3.4.6. Drugs, Alcohol and Weapons Policy

3.4.6.1. Introduction

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

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

3.4.6.2. Weapons Policy

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

3.4.6.3. Drug-Free Campus

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

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

- While on LECOM premises and while conducting business-related activities off LECOM premises, no employee may use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs.
- No student shall possess, use, manufacture, produce, sell, exchange, or otherwise distribute any drug prohibited by federal or state law at LECOM.
- No student shall possess, consume, furnish, manufacture, sell, exchange, or otherwise distribute any alcoholic beverage except as permitted by state law and LECOM.
- Students found by school application process, security background checks, self-disclosure or other means to have a history of use, possession, transportation or any other interactions with illicit substances and/or alcohol or that otherwise comes to the attention of law enforcement will be referred to the PHP/SARPh at Erie or LECOM at Seton Hill and the Florida PRN or Centerstone in Bradenton, possibly for a psychiatric evaluation. For LECOM at Elmira, referrals will be to the CPH (Committee for Physicians Health for the State of New York). A referral will be made to PHP/CPH/SARPh/PRN/Centerstone regardless of legal standing as in cases in which any sentence was fully served prior to enrollment at LECOM or conviction records were expunged. Students will be expected to be monitored throughout their matriculation at LECOM by way of recommendations from PHP/CPH/SARPh/PRN/Centerstone or by student request in cases of substance dependency.
- Any student who is subject to the terms of an agreement with or recommendations from the Physicians Health Program (Pennsylvania), the Professional Resource Network (Florida), the New York Committee for Physician Health, or any similar program in another jurisdiction must be in compliance with the terms of that agreement or those recommendations throughout their matriculation at LECOM. In particular, no student may engage in clinical activities of any type if deemed unsafe to engage in practice by, or if not in good standing with, one of these programs.

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

3.4.6.4. Substance Abuse Educational Programming

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

3.4.7. Sexual Assault and Other Sexual Misconduct Prevention Program and Procedures

Sexual harassment, sexual exploitation, sexual assault, domestic violence, dating violence, and stalking are forms of discrimination on the basis of sex and are violations of Title IX of the

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

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

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

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

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

LECOM Title IX 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

LECOM Erie

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

Dr. Nancy Carty, Deputy Coordinator
Assistant Dean of Preclinical Education
(814) 866-8418
ncarty@lecom.edu

LECOM Bradenton (including dental clinic at DeFuniak Springs)

Ms. Debra Horne, Deputy Coordinator
 Director of Student Affairs
 (941) 782-5933
dhorne@lecom.edu

Dr. Julie J. Wilkinson, Deputy Coordinator
 Professor of Pharmacy Practice
 (941) 782-5678
jwilkinson@lecom.edu

LECOM at Seton Hill

Dr. Dennis Min, Deputy Coordinator
 Assistant Professor of Gastroenterology
 (724) 552-2892
dmin@lecom.edu

LECOM at Elmira

Dr. Richard Terry, Deputy Coordinator
 Associate Dean of Academic Affairs
 (607) 321-3111
rterry@lecom.edu

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

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

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

- Contact the local police, LECOM Department of Police and Security Office, and/or the Seton Hill University Police Department, the LECOM at Elmira Security Office or Elmira College Campus Safety for assistance and an immediate criminal investigation will be initiated. LECOM personnel will assist a student in notifying these authorities if the student requests this assistance. **See Appendix A in this handbook for law enforcement contact information and the *LECOM Policy Statement on Title IX Compliance and Affirmation of the Prohibition of Sexual Harassment, Misconduct or Violence*. This can be found in**

Appendix J.

- Preserve any physical evidence that may prove that an incident of sexual harassment, sexual exploitation, sexual assault, domestic violence, dating violence, or stalking occurred and/or to obtain a protective order.
- You may need to get an immediate medical examination and treatment.
- The examination will determine if you need treatment for injuries or sexually transmitted diseases or pregnancy.
- The examination will also result in the collection of evidence that can be used to identify and convict your attacker.
- You can seek medical attention on your own instead of in conjunction with a report to the police.
- The hospital will treat you and collect the necessary evidence.
- The hospital will notify the police and rape crisis center on your behalf; however, it is your decision to make if you want that to occur.
- Even if you do not think that you want to press charges at the time of the medical examination and treatment, it is important to obtain the evidence in case you change your mind at a later date.
- You can seek the services of counselors who specialize in assisting victims and the families of victims of these crimes. These counselors can give advice, assistance, and accompany you through the process. LECOM personnel will assist a student in contacting counselor(s) if the student requests this assistance.

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

Consensual Relations Between Students and Faculty/Staff

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

3.4.8. Suicide Intervention Policy

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

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

grounds, vehicle, rental space, affiliated hospital or location of official LECOM function.

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

3.4.9. Violence and/or Threats of Violence Policy

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

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

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

3.4.9.1. Hate Crimes are Strictly Forbidden by LECOM

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

Anyone engaging in such conduct will be subject to expulsion or discharge from LECOM. Anyone who witnesses such conduct, regardless of whether they are the target, should report the conduct pursuant to the “Reporting a Crime” (*Section, 3.4.5.3*). LECOM maintains a zero-tolerance policy as to hate crimes. Hate crimes are also specifically forbidden by the state criminal laws of Pennsylvania, New York and Florida.

3.4.10. Dangerous Person Policy

Any LECOM student engaging in coursework or participating in clinical rotations or practice experiences shall not threaten to, attempt to, or actually perpetuate violence, abusive physical acts, or abusive emotional acts toward another person that is likely to result in physical or emotional injury or pain or the destruction of property. The prohibited acts may be direct or indirect, overt or covert,

serious or in jest. The scope of this policy includes any LECOM program, building, grounds, vehicles, rental space, affiliated hospitals, or locations of official LECOM functions.

Violations of this policy may result in an order for an evaluation by a LECOM approved psychiatrist, psychiatric resident, or psychologist; suspension; or dismissal from LECOM. LECOM has zero tolerance for threats or violent acts.

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

Examples of dangerous comments may include oral or written statements. The statements may be made using paper, emails, websites, social media, or other medium. Examples of prohibited statements include but are not limited to, “*I will kill you; I hate you, I will hurt you, I’m going to hit you, You will be sorry*”. Examples of dangerous behaviors include, but are not limited to: brandishing a firearm or other weapon; stalking; harassing; sending threatening notes; intimidating body mannerisms; threatening to injure an individual or to damage property, knowingly exposing others to dangerous pathogens and retaliating against any individual who, in good faith, reports a violation of this or any policy.

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

3.4.11. Visitors

Only matriculated students, staff, faculty, and invited and escorted guests are permitted in LECOM buildings. LECOM students and employees are required to show their LECOM issued ID badge for entrance to LECOM buildings or other facilities. Prior to allowing access to the building Police & Security may check to ensure they have not been suspended, dismissed, or otherwise to be prevented from entering.

Non-students are not permitted to attend didactic or laboratory sessions without special permission of the appropriate dean. No visitors are permitted in the anatomy laboratory without special permission of the Course Director of Gross Anatomy. These regulations are STRICTLY observed.

Visitors to LECOM should be aware that they must bring a valid state ID. **All persons entering any LECOM building or facility are subject to bag and purse checks as well as metal detection screening where equipped.** Any person refusing such search will not be permitted entry. Alcohol, weapons, or any item that the LECOM Department of Police and Security deems dangerous will be confiscated. Illegal items will be turned over to the appropriate law enforcement jurisdiction.

Persons having business to conduct with LECOM employees will be required to have an appointment. Security must be notified of site visits/guests in advance. If the site visitor/guest does not have a scheduled meeting and an unscheduled meeting is not possible, the guest will be advised to call and make an appointment. The personal office phone number will not be given out, instead the guest will be given the college campus main phone number.

Erie: (814) 866-6641
Bradenton: (941) 756-0690
LECOM at Seton Hill: (724) 552-2880
LECOM at Elmira: (607) 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, an Assistant Dean, or the Vice President for LECOM at Seton Hill.

3.4.11.1. Visitor Policy for Minors

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

3.5. REGISTRAR/EDUCATIONAL RECORDS

3.5.1. Office of the Registrar

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

3.5.1.1. Transcripts

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

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

Requests for an official transcript must allow a minimum of 10 working days for normal processing and three weeks for processing following the end of a semester. Official transcripts will not be provided to students who are delinquent in their financial obligations to LECOM or any of its affiliated hospitals or clinics, delinquent in submitting required health forms, or if clinical rotation requirements are not received by the appropriate offices. If LECOM has knowledge that a student or graduate is in default on any Federal, State, outside agency, institutional loan, or service obligation, LECOM will withhold all official transcripts, letters of recommendation and evaluations for internships, residencies, employment, staff privileges, specialty certification, and licensure.

3.5.1.2. Grade Reports

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

3.5.1.3. Change of Address/Change of Name

The Lake Erie College of Osteopathic Medicine (“LECOM”) requires proof that the student’s name has been legally changed in order to change the name on the student’s official college records such as Financial Aid documents, payroll, billing records, medical records, Federal Immigration documents, tax forms, student loans, and checks and direct deposit files issued by Accounts Payable.

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

SUBMIT ONE of the documents listed below:

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

AND

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

NOTE: the college requests this information to protect the confidentiality of student records, i.e., to

confirm the identity of the person requesting the legal name change and that the request is legitimate.

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

Important note for those who are applying for financial aid:

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

Important note for international students:

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

Important note for degree candidates before graduation:

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

Students wishing to take their maiden name as their middle name must also submit an official document verifying the update. No requests to change one's name in LECOM records will be honored after graduation has occurred. If a name is changed near to graduation, the student's diplomas will not be released to the students until official documentation of the name change is received.

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

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

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

Students are responsible for making certain that the address on file with LECOM is current. A student may complete a change of address form for the registrar if their permanent or current address changes. A change of address may also be submitted in person, by mail, or by fax on the Change of Address

form; by an E-mail originating from the student's LECOM account only and sent to the Registrar. Additionally, a student's address may be updated on the LECOM Portal under the Bursar tab.

A change of name will take place only when the appropriate paperwork is submitted to the Office of the Registrar. Students wishing to change their names should submit proof of marriage or divorce, a second form of ID or other court-ordered documents showing the change of name. Students wishing to take their maiden name as their middle name must also submit an official document verifying the update. No requests to change one's name in LECOM records will be honored after graduation has occurred. If a name is changed near to graduation, the student's diplomas will not be released to the students until official documentation of the name change is received.

3.5.1.4. Class Rank

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

There are instances in which students will not be ranked. Students who repeat a year or switch pathways or campus locations will not be ranked. Students with a grade or grades of Incomplete at the end of the semester will not be ranked. Students who are off schedule in clinical rotations will not be ranked unless they are caught up with the rest of the students in the class by the end of the semester.

Class rank for graduating students is based on the grades up to and including the final rotation of the academic year. Students switching campus location or students completing a rotation or rotations after Block #13 of the academic year will not be ranked with the class. Unranked students may contact the Office of the Registrar upon completion of all requirements for graduation to determine the quartile in which they will be ranked.

3.5.1.5. Diplomas

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

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

Replacement of a lost, damaged or destroyed diploma may be requested through the Office of the Registrar and secured upon payment of a \$100.00 fee per diploma ordered.

3.5.2. Family Educational Rights and Privacy Act

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

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

- A. Eligible students have the right to inspect and review the student's education records maintained by the school within 45 days of any request. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for eligible students to review the records on site. Schools may charge a fee for copies. No charge will be made for retrieving or searching records.
- B. Eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- C. Generally, schools must have written permission from the eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
 - School officials with legitimate educational interest;
 - Other schools to which a student seeks or intends to enroll;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

3.5.3. Educational Records Policy

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

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

Student: Any person who has matriculated at LECOM and commenced classes, and for

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

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

Educational Records:

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

The following are not educational records under FERPA:

- Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute. A "substitute" means an individual who performs on a temporary basis the duties of the personnel who makes the record and does not refer to an individual who permanently succeeds the maker of the record in his or her position.
- An employment record of a student whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment.
- Personal health records of the student, which are used only in connection with the provision of treatment of a student, and not disclosed to anyone other than the individuals providing treatment (provided that the records can be viewed by a physician or other appropriate professional of the student's choice).
- Law enforcement records which are maintained apart from educational records solely for law enforcement purposes, are not disclosed to individuals other than law enforcement officials of the same jurisdiction.
- Alumni records which contain information about a student after he or she is no longer in attendance at LECOM and the records do not relate to the person as a student.

3.5.4. Educational Records

LECOM will maintain the following types of educational records:

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

3.5.5. Annual Notification

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

3.5.6. Procedure to Inspect Educational Records

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

3.5.7. Right of LECOM to Refuse Access

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

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

3.5.8. Record of Requests for Disclosure

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

3.5.9. Disclosure of Directory Information

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

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

3.5.10. Correction of Educational Records

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

- Students must submit their request in writing to Student Affairs to amend a record. In doing so, the student should identify the part of the record he or she wants to be changed and specify why he or she believes that it is inaccurate, misleading, or in violation of his or her privacy rights.
- LECOM may comply with the request, or it may decide not to comply. If it does not comply, LECOM will notify the student of the decision and will advise him or her of the right to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights.
- Upon request, LECOM will arrange for a hearing and notify the student, reasonably in advance, of the date, place and time of the hearing.
- The hearing will be conducted by a hearing officer who is a disinterested party, appointed by the Director of Student Affairs. However, the hearing officer may be a LECOM official. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's Educational Records. The student may be assisted or represented by one or more individuals, including an attorney.
- The hearing officer will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.
- If the hearing officer decides that the challenged information is not inaccurate, misleading, or in violation of the student's right to privacy, it will notify the student of

the right to place in the record a statement commenting on the challenged information and/or statement setting forth reasons for disagreeing with the decision.

3.5.11. FERPA Breach Policy

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

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

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

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

3.5.12. Placement in Employment

Information on the placement in employment and the types of employment secured by graduates of LECOM are available upon request through the Office of Planning, Institutional Assessment and Accreditation and the Office of Student Affairs. LECOM does not guarantee employment upon successful completion of graduation and residency requirements.

4. STUDENT AFFAIRS

4.1.1. Mission Statement of the Office of Student Affairs

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

4.1.2. Behavioral Health Services

Because professional education may be highly stressful as well as rewarding, guidance and referral services are available through the Office of Student Affairs and the Director of Behavioral Health (DBH).

Services to assess students' needs, including the need for referrals to the Director of Behavioral Health or to mental health providers in the community, are available 8:00 a.m. to 4:30 p.m. Monday through Friday in the Office of Student Affairs. Additional hours may be arranged by appointment. Students may also contact the Director of Behavioral Health directly through email, phone, or the Portal.

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

It is important to note that when students consult with the Director of Behavioral Health, as well as all other LECOM employees, they are not acting as the student's individual physician, psychologist, counselor, or therapist. As such there should be no expectation of confidentiality or privacy as information received from a student may be shared with members of the administration or other faculty members on a need-to-know basis.

LECOM has access to the services of various off-campus licensed professionals to refer students to for short or long-term counseling or treatment. The Director of Behavioral Health may make referrals for counseling or treatment as needed to external professionals in the community which may be confidential.

Students consulting with external licensed professionals may be asked to sign an Authorization for Release/Receipt of Information forms allowing for communication and sharing of appropriate information between such specialists and LECOM. Giving this permission is voluntary but advisable, as it is intended to allow the Director of Behavioral Health to monitor services, and thereby facilitating academic progress and treatment compliance through coordination of

supports. Providing the authorization for the release/receipt of information is mandatory in situations involving violation of LECOM zero tolerance policies such as drug and alcohol use or abuse or anti-harassment policies. It is also mandatory when students are referred to independent qualified examiners/evaluators for alcohol and drug screens, to Physicians' Health Programs (PHP), Committee for Physicians Health (CPH) for the State of New York, the Florida PRN service or other state entities as necessary. Payment for an initial visit to an independent qualified examiner/evaluator may be made by LECOM, upon special consideration, when referrals are either highly advised or required by LECOM policy.

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

All LECOM campuses participate in an Institutional Behavioral Intervention Team (BIT) which reviews incidents of behavior of individuals who pose a potential risk to the student, employees and/or the institution. Any student whose conduct violates LECOM policies in a material way may be reviewed by the BIT, especially in cases of violations of zero tolerance policies. BIT has the authority to enforce LECOM policies and to apply specific consequences to students (up to expulsion) or require referral for medical, psychological, or psychiatric treatment as a requirement for continued matriculation.

**** Authorization for the release/receipt of information related to such evaluations and treatment is required to obtain the written documentation necessary to assure compliance and progress of the student in treatment, as well as to assure the safety and wellbeing of all of LECOM. Permission for reciprocal release of information between LECOM and other specialists will likely also be required.

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

On-campus Support:

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

Contacting On-Campus Support

<p>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</p>	<p>Diane A. McKay, Psy.D. Director of Behavioral Health LECOM: Bradenton 5000 Lakewood Ranch Boulevard Bradenton, FL 34211 Office 283 (941) 782-5752 dmckay@lecom.edu</p>
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Note on confidentiality of student information: Information disclosed to Drs. Dunbar and McKay is not disclosed to others *** without the student's consent within the legal and ethical limitations related to safety of the student and others. Drs. Dunbar and McKay adhere to the ethical code of the American Counseling Association.

Emergency and 24/7 Support:

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

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

1. LECOM offers a confidential mental health assistance program through "Student Protection Plus," which can be reached 24 hours a day/(7) 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
Rachael Patten, LMSW (607) 873-6691
Clinical Associates of the Southern Tier (607) 936-1771

4.1.3. Student Health Services

LECOM provides excellent general health care services for its students enrolled in the Highmark Blue Cross/Blue Shield Community Blue Student Insurance Plan. It is mandatory for all students to have healthcare coverage through LECOM's student policy, unless covered by their parent's or spouse's employer's health insurance, TriCare (military), or Medicaid issued by the state where the student will be attending classes. (*see Section 4.3.5*).

In Erie, LECOM, through its partners at Millcreek Community Hospital and Medical Associates of Erie, provides excellent general health care services for students with no co-pay using the Highmark Blue Cross/Blue Shield Community Blue student insurance coverage. If a student's family physician is not in the area or not available, students requiring more immediate attention may opt to visit the Family Practice of Dr. Mark Baker on the Erie campus at 200 West Grandview Blvd. or the Plaza 38 Medical Center located at 2010 W. 38th Street near the Erie campus.

For students without a personal physician in the area, LECOM at Seton Hill has entered into an agreement with the Allegheny Health Network to provide "Student Health Services". These services include:

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

Both practices will accept as new patients any LECOM at Seton Hill students who desire to obtain care. Any LECOM at Seton Hill student who has an urgent or acute matter should contact Forbes Family Medicine and will be seen within 24-hours (or referred to emergency care, if appropriate). In addition, after-hours and weekend calls from LECOM at Seton Hill students to Forbes Family Medicine will be accepted and handled on the same basis as are calls from established patients of the practice.

For students without a personal physician in the area, LECOM at Elmira has entered into an agreement with ArnotHealth 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 Eastside Primary Care
200 Madison Avenue, #2B, Elmira, NY 14901
607-732-1310
- AMS IMAST Internal Medicine
200 Madison Avenue, 3rd Floor, Elmira, NY 14901
607-734-1581
- AMS OB/GYN (Women’s Health Center)
600 Fitch Street, #102, Elmira, NY 14095
607-734-6544

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

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

For students needing to establish primary care services in Bradenton, LECOM refers students to:

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

At LECOM, we prioritize student health. Students must be healthy in order to be successful in the curriculum and to give their best to each patient. Students requiring diagnostic and preventative health services are advised to try to seek those appointments outside of the normal curriculum if at all possible. It is recognized that therapeutic health services are often unpredictable and interruptions

in the curriculum are unavoidable in these circumstances. Whether you are seeking a diagnostic, preventative or therapeutic health service, if it is during a scheduled class period or an exam, you must follow the procedures to request an excused absence as outlined in 4.2.1 of the student handbook. In the case of emergencies, we understand that this is not always possible. We ask that in those cases where prior excused absences are not possible, that you inform the proper personnel as soon as you are able. If you are missing an examination or required laboratory, please also provide documentation regarding the nature of the emergency and the steps taken as soon as you are able to the appropriate personnel as outlined in 4.2.1. Medical appointments planned in advance that require an absence from class require the student to fill out a “Student Request Form For Excused Absence” in advance of the planned absence.

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

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

4.1.4. Protocol for Managing Students in Distress

LECOM utilizes an Emergency Paging Response System to provide immediate response in the event of an emergency 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, especially involving a zero-tolerance policy violation, the Director of Behavioral Health will be consulted and assist with intervention.
10. The student will not be allowed back in school without designated (e.g., psychiatric/psychological) medical/clinical professional clearance through written documentation and/or may have to comply with specific security measures.

4.1.5. Student Racial/Ethnic Self-Description

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

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

4.1.6. Disability Services

Discrimination Prohibited

LECOM prohibits and does not engage in discrimination on the basis of disability. LECOM is committed to ensuring that qualified students with disabilities have equal opportunity to participate in LECOM's educational programs and activities.

It is LECOM's intention to provide appropriate, reasonable accommodations for students who voluntarily disclose and provide professional documentation of a disability in accordance with the Americans with Disabilities Act of 1990 (ADA), including changes made by the ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973. LECOM will take all reasonable steps to accommodate qualified students and applicants with disabilities as defined by applicable law.

Requesting Special Accommodations Due to a Disability

Students requesting special accommodations for examinations, laboratory procedures, or other activities must submit a *Request for Special Accommodation Due to a Disability Form* and required supporting documentation to the Director of Student Affairs at the Erie or Bradenton campus or to the Vice President of LECOM at Seton Hill at the LECOM at Seton Hill campus and the Associate Dean of Academic Affairs for LECOM at Elmira. The completed form and required documentation must be submitted thirty (30) days prior to the start of the semester to permit

sufficient time for the review and approval process to be completed prior to the start of the semester. Requests submitted at other times may take up to thirty (30) days to be processed upon the receipt of the completed request form and all required documentation.

Documentation of the assessment by a licensed/certified professional who is not a family member must be submitted in support of the completed *Request for Special Accommodation Due to a Disability Form* using the *Physician's/Clinician's Disability Accommodation Verification Form*. An appropriately qualified licensed/certified professional with expertise and sufficient knowledge in the area of the asserted disability must provide a current assessment of the student's disability. Documentation which shows that the same, or similar, accommodation was granted at a previously attended undergraduate or graduate institution may be submitted along with the completed *Request for Special Accommodation Due to a Disability Form*. See the *Request for Special Accommodation Due to a Disability – Guidelines for Documentation* for more information about required documentation.

The *Request for Special Accommodation Due to a Disability Form*, *Physician's/Clinician's Disability Accommodation Verification Form*, and *Request for Special Accommodation Due to a Disability – Guidelines for Documentation* are available on the LECOM portal and may be obtained from the Office of Student Affairs.

All requests for special accommodations are reviewed by the Director of Student Affairs, Vice President 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 accommodations. The student will receive written notification of LECOM's decision regarding the request for special accommodations. If a request for special accommodation is granted by LECOM, a letter of agreement stating the nature and extent of the accommodation will be prepared for signature by the student and appropriate LECOM representative for inclusion in the student's permanent record.

LECOM Accommodations for Testing and Licensing Examinations

It must be noted that LECOM is only able to provide special accommodations for examinations that are under the institution's control. In particular, the licensure examinations for osteopathic physicians, pharmacists, and dentists, parts of which are required in some programs for advancement within and graduation from LECOM, are administered by the national licensure boards listed below. Any requests for special accommodations on licensure examinations must be made directly to the appropriate board. LECOM's approval of a request for special accommodations does not guarantee a similar response from the licensure board.

The Comprehensive Osteopathic Medical Licensing Examination (COMLEX) is administered by the National Board of Osteopathic Medical Examiners (NBOME).

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

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

Contact for Disability Services by LECOM Campus

LECOM Erie
Shari Gould, MA
Director of Student Affairs
1858 W. Grandview Boulevard
Erie, Pennsylvania 16509-1025
(814) 860-5151
sgould@lecom.edu

LECOM Bradenton
Debra Horne
Director of Student Affairs
5000 Lakewood Ranch Boulevard
Bradenton Florida 34211-4909
(941) 782-5933
dhorne@lecom.edu

LECOM at Seton Hill
Rebecca Bouille
Student Affairs Coordinator
20 Seton Hill Drive
Greensburg, Pennsylvania 15601-1548
(724) 552-2879
rbouille@lecom.edu

LECOM at Elmira
Angela Wood
Student Support Specialist
1 LECOM Place
Elmira, NY 14901
(607) 442-3560

4.1.7. Bookstore

The LECOM Bookstore at the Erie campus building and the LECOM Bradenton, LECOM at Elmira, and LECOM at Seton Hill, is online only. The required textbooks not on VitalSource as well as reference and review books are available for purchase. The complete listings, which include the ISBN, edition, and retail price, of all required textbooks for the College of Medicine and the School of Pharmacy are available on the LECOM Student Portal under the Bookstore tab. The Bookstore stocks LECOM logo apparel & gifts, supplies, and instruments relevant to course work. Cash, check, gift certificates, or credit cards (MasterCard, Visa or Discover) may be used for purchases.

4.1.8. Living Accommodations

All LECOM students live in privately-owned, off-campus housing. The Office of Student Affairs at each location may have available information on rental properties or rental agencies. However, please note that any information made available to a student does not represent an endorsement of any kind. It is the student's responsibility to identify housing within a reasonable distance of the campus and to research and inspect a listing to determine its suitability. *Students should read leases before signing them.*

LECOM staff and students are prepared to assist new students in becoming more familiar with local neighborhoods and to help them evaluate accessibility to shopping and recreation areas. LECOM disclaims any warranty or guarantee as to the price, quality or safety of off-campus housing.

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.

4.1.9. Student Telephone Emergency Message System

Should an emergency arise with a student's family, the family may contact the Office of Student Affairs to initiate contact with the student. Students are asked to inform family members/friends that only emergency messages will be relayed to students. The caller must clearly state that an emergency exists. The caller will be asked for his or her name, telephone number, his or her relationship to the student, and the nature of the emergency. Verifiable student information may also be requested.

4.1.10. Cancellation of Class

In event of inclement weather, tune to local radio stations for announcement of school closings. No clinical duties will be canceled because of weather; only didactic and laboratory classes may be canceled. LECOM at Seton Hill is closed whenever the Seton Hill University campus is closed for inclement weather. Students at all locations should use the Omnilert Campus System to check on possible closures. LECOM at Seton Hill students utilize the Seton Hill University Omnilert Campus system or check local media for the status of classes. LECOM at Elmira uses the Omnilert system in conjunction with Elmira College's system in case of a campus emergency or the closure of campus amenities.

4.1.11. Required Equipment

A. Laptop Computer

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

Due to the rapid change in computer hardware, LECOM publishes current system requirements on the LECOM website. You can access this page under the IT tab on the

Portal. Students should contact the IT department if they have any questions regarding the purchase of a laptop computer.

B. Medical Equipment

All students are required to purchase the Sphygmomanometer (BP cuff and gauge) and the Diagnostic Kits (otoscope and ophthalmoscope) from the Welch-Allyn Instrument Sale in the Fall of the 1st year. The student Cost of Education Budget includes an allowance for this required diagnostic medical equipment for all pathways in all locations. This allowance is the designated funds from which the student may borrow.

4.1.12. Student Activities

4.1.12.1. Grade Requirements for Participation

Students must maintain at least a 3.0 grade point average, 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.

4.1.12.2. LECOM Student Government

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

The SGA provides additional information at its website - <http://www.lecomsga.com>. It is the organization's responsibility to maintain and update that site.

4.1.12.3. LECOM Clubs and Organizations

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

LECOM Erie

ACOS-MSS (formerly SOSA)
 Asian Pacific American Medical Student Association
 American College of Osteopathic Family Physicians (ACOFPP)
 Christian Medical and Dental Association (CMDA)
 Dermatology Club
 DO2 MAX
 Emergency Medicine Club (ER Club)
 International Medical Society (IMS)
 Internal Medical Club
 LECOM Allies (GSDA)
 Mentoring Program
 Military Medical Club
 Muslim Medical Student Association
 Neuro/Psychology Club
 Oncology Club
 Ophthalmology Interest Group
 Pediatrics Club
 PMNR Club
 Radiology Club
 Sigma Sigma Phi National Osteopathic Honor Society
 Simulation Club
 Sports Medicine Club
 Student Osteopathic Medical Association (SOMA)
 Student American Academy of Osteopathy (SAAO)
 Women's Health and Medical Society (WHMS)

LECOM at Seton Hill

Addiction Awareness Club
 American College of Osteopathic Surgeons - Medical Student Section (ACOS-MSS)
 Anesthesiology Club
 Christian Medical and Dental Association (CMDA)
 Emergency Medicine Club
 Evidence Based Medicine Club
 Family Medicine Club
 Global and Underserved Medicine Club (GUM Club)
 Internal Medicine Club
 LGBTQIA+ Club

National Alliance on Mental Illness (NAMI)
Neurology Club
OB/Gyn Club
Oncology Club
Pediatrics Club
Physical Medicine and Rehabilitation Club
Primary Care Club
Radiology Club
Sigma Sigma Phi National Osteopathic Honor Society
Sports Medicine Club
Student American Academy of Osteopathy (SAAO)
Student Government Association
Student Osteopathic Medical Association (SOMA)
Students for Students
Wellness Club

LECOM at Elmira

Anesthesiology Club
Emergency Medicine Club
Family Medicine Club
Global/Underserved Medicine Club
Internal Medicine Club
National Alliance on Mental Illness (NAMI)
OB/Gyn Club
Pediatrics Club
Radiology Club
Sigma Sigma Phi National Osteopathic Honor Society
Student Osteopathic Medical Association (SOMA)
Student Osteopathic Surgery Association (SOSA)
Psychiatry/Neurology Club
Dermatology Club
Orthopedics/PMNR Club
Cardiology Club
African American Student Association
Asian Pacific American Medical Student Association
Christian Medical & Dental Association
LGBTQIA Club
Muslim Medical Student Association
Community Service Club
American Medical Women's Association

LECOM Bradenton

American College of Osteopathic Family Physicians (ACOFP)
 AOC of Physical Medicine and Rehabilitation (AOCPMR)
 Anesthesiology Club
 Christian Medical and Dental Association (CMDA)
 Dermatology Club
 Emergency Medicine Club (EMed)
 Florida Osteopathic Medical Association (FOMA)
 Habitat for Humanity (H4H)
 Hospital Hope Committee (HHC)
 Institute for Healthcare Improvement (IHI)
 Internal Medicine Club (IM Club)
 Integrative Medicine Club (IMC)
 International Medical Society (IMS)
 Johnston Surgical Society
 Latino Medical Student Association (LMSA)
 Mentoring Club
 Military Medicine Club
 Muslim Medical Student Association (MMSA)
 OBGYN/Women's Health Interest Group
 Orthopedics and Sports Medicine (OASM)
 Pediatrics Club
 Radiology
 Student American Academy of Osteopathy (SAAO)
 Student Osteopathic Medical Association (SOMA)
 Student Osteopathic Surgery Association (SOSA)
 Student Research Association (SRA)
 Sigma Sigma Phi – National Honor Society
 Student Advocacy Association

4.1.12.4. College Committees

LECOM encourages student representations on committees. Specifically, student representation is

provided on the LECOM Safety Committee, Curriculum Committee, Strategic Planning Committee and Accreditation Self Study Committee. Students may recommend a list of candidates from their class to serve on committees with final approval from the appropriate dean. Students must be in good academic standing in order to serve on committees or participate in club or organization activities.

4.1.12.5. Recognition of Student Organizations

The first step in obtaining recognition for a new student organization is the submission of a petition to the Student Government Association (SGA). The petition must include the goals of the organization, the proposed charter, the name of the faculty advisor, a list of club officers and a list of charter members. The petition to form a new club or organization must be signed by the prospective officers and the faculty advisor of the new organization.

Once the petition has been approved by the SGA, it must be submitted to the Director of Student Affairs for administrative review, who will forward the petition to the Provost for final approval. The approved status of an organization is valid for one year, renewable on an annual basis with submission of the Annual Student Club Registration Form and the Faculty Advisor Form.

Administrative approval is important because only officially approved organizations and groups can use LECOM facilities, be listed in LECOM publications and be eligible for institutional support. Membership in a LECOM organization may include an application, GPA minimum, essay, service hours or dues.

Hazing within any organization is strictly prohibited.

4.1.12.6. Student Organization Stationery and Use of College Logos

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

4.1.12.7. Student Sponsored Events

Any event conducted by a student club or organization recognized by LECOM is considered a student-sponsored event. Events of this nature require the approval of the Office of Student Affairs and requests must be submitted in writing to the Office of Student Affairs. Requests should include a statement of purpose and the facilities required for the event. Event scheduling forms requiring the use of institutional facilities are available through the Office of Student Affairs. All off-campus events sponsored by a LECOM club or organization are subject to the same approval process and must receive approval prior to the event or activity and prior to contacting any off-campus facility or organization to schedule or host the event. ***Alcoholic beverages are prohibited at any LECOM sponsored student club or organization on or off-campus event or activity.*** No student organization may promote any gambling activities. Raffles may be conducted with permission. The faculty advisor for the participated student organization or the advisor's designee must be present for each student sponsored event.

4.1.12.8. LECOM Video Bulletin Board

Students or student organizations at Erie wishing to post an announcement or notice on the LECOM Video Bulletin Board must first receive approval from the Learning Resource Center. LECOM reserves the absolute right to reject or edit any submitted announcement or notice intended for posting on the Video Bulletin Board.

4.2. STUDENT CONDUCT

4.2.1. Attendance, Tardiness and Absences

As professionals, students are expected to adhere to the attendance policy with diligence. As such, attendance is required at all scheduled instructional periods and will be taken regularly. Absence from instructional periods for any reason does not relieve the student from the responsibility for the material covered during the periods. Unexcused absences will be viewed as violations of the Code of Student Conduct and Discipline and may result in disciplinary action by the SPG Committee including, but not limited to, loss of remedial privileges, removal from any leadership position with any student club, organization or student government office, and possible notation in the Dean's Letter. In extreme cases, absenteeism or tardiness may result in dismissal.

Excused absences may be granted by the appropriate dean. If a student misses a class, he/she is still responsible for the material missed. It should be noted that making up certain academic sessions is not permitted. OMM and H & P Clinical Examination courses may have special requirements for attendance, tardiness and absences. Students in rotations must abide by the Clinical Clerkship Handbook.

In order for an absence to be considered excused for medical reasons, notice must be received by LECOM prior to the missed class or activity, and a note must be submitted from a local primary care physician (who is a non-relative) upon the student's return to class. Students in third- and fourth-year rotations must abide by the additional requirements contained in the LECOM Clinical Clerkship Handbook.

Students may receive excused absences to attend LECOM-related activities or national meetings of student clubs and organizations. No absences will be excused without approval from the Chairperson of the SPG Committee, 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 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 for 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.**

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 will miss an exam, it is the student's responsibility to notify the appropriate administrative assistant via phone and email when it is first noted that an absence will be necessary.

The Student Excused Absence Form can also be used for unplanned absences to be considered excused. This form must be filled out by the student and signed by the pathway director and appropriate dean. Students should do this in person and are responsible for obtaining any make-up materials within 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 may result in disciplinary action and notation in the Dean's Letter of Evaluation.

4.2.2. Code of Student Conduct and Discipline

The Code of Student Conduct and Discipline consists of the Student Honor Code and the Standards of Academic and Social Conduct contained in this section. The Code of Student Conduct and Discipline is **not** a contract and serves only as guidance for the fulfillment of fundamentally fair process procedures. The Board of Trustees and its designees have the authority and may modify or change the Code of Student Conduct and Discipline at any time. **Each student is expected to be knowledgeable about all published policies, rules, and regulations of LECOM.** LECOM will hold each student responsible for compliance with these and all other policies, rules and regulations. The student is responsible for reviewing any published materials that update the items in this Code. **Additionally, students are also expected to comply with all federal, state, and local laws.** Students may be sanctioned for conduct off-campus, which is likely to have an adverse effect on LECOM or the educational process.

To the extent applicable, students are also subject to and will be expected to observe the provisions of the Code of Ethics of the American Osteopathic Association. (*see Appendix I*)

Note that the procedure to be followed in the event of an allegation of sexual harassment, sexual exploitation, sexual assault, domestic violence, dating violence and stalking is in the *LECOM Policy Statement on Title IX Compliance and Affirmation of the Prohibition of Sexual Harassment, Misconduct or Violence* attached as Appendix J and not in Section 4.2 (Student Conduct) of this handbook.

4.2.2.1. Purpose of the Student Code

LECOM's primary concern is the student. LECOM attempts to provide for all students an environment that is conducive to academic endeavor, social growth and individual self-discipline. Enrolled students at LECOM are bound by the rules, regulations and guidelines governing student behavior. The student is responsible for being aware of this information. In addition, all students are expected to obey all federal, state and local laws and are expected to familiarize themselves with the requirements of such laws. Any student who violates any provision of those laws is subject to disciplinary action, including suspension or expulsion, notwithstanding any action taken by civil authorities on account of the violation.

4.2.2.2. Student Honor Code

In keeping with the obligations of integrity, honesty, responsibility, and personal honor, which are integral to professional practice. LECOM, 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 Committee within seven (7) working days of the alleged offense. Any student who has knowledge (other than unsubstantiated rumor) or is a witness to any violation or possible violation, and who knowingly fails to report such is also in violation of this Honor Code and is subject to disciplinary sanctions. Any student found to report another student intentionally and maliciously for the mere purpose of harassment will be subject to disciplinary sanctions as set forth herein. Faculty and staff who witness violations of the Honor Code shall also report them in writing or electronically to the appropriate dean and/or the Chairperson of the SPG Committee within seven (7) working days.

All students must respect and follow the rules on copyrights. Unauthorized use of or distribution of copyrighted materials, including, but not limited to peer to peer file sharing is a violation of federal law that can subject students to fines or imprisonment and would be considered an honor code violation, which can result in expulsion, etc.

4.2.2.3. The Student Promotion and Graduation (SPG) Committee and Adjudication of Honor Code Violations

The Student Promotion and Graduation Committee (SPG) is responsible for reviewing the academic achievement and advancement of students for the degree of Doctor of Osteopathic Medicine and the School of Graduate Studies. The composition and functions of the committee are as follows:

- A. The SPG Committee is comprised of academic deans, other administrators, and elected basic science and clinical faculty members.
- B. The SPG Committee meets twice monthly at all locations to review the academic achievements and performance of all students. The names and grades of students in academic difficulty are made available to the SPG Committee by the course director, systems coordinator and/or pathway directors. Student conduct and discipline may also be reviewed. These meetings are in addition to meetings that may be held at each campus to discuss students who are “off schedule” for any reason.
- C. The SPG has the authority to call any student before it who has shown academic or behavioral problems. Students are submitted to the Committee for consideration from:
 - Any of the academic Deans;
 - Director of Student Affairs; or
 - Faculty members.
- D. Students may be referred to the Committee for:
 - Honor code violations including any allegations of cheating or academic dishonesty;
 - Non-honor code violations including issues of professionalism, failure to meet financial obligations to the College or behavioral issues either on campus or during clinical rotations; or
 - Failure to progress academically or academic failure.
- E. Student names are submitted to the Chairman of the SPG and placed on the agenda for the next regularly scheduled meeting. If the matter is urgent, a special meeting of the Committee is called. Prior to the meeting, the Committee is provided with any written records, academic records, advisor input, attendance records, etc. prior to meeting with the student. These records will be treated with full confidentiality.
- F. Students meet with the Committee and are informed of the reason for their appearance. They are given an opportunity to address the Committee and allowed to submit any supporting documentation. The Committee members are given an opportunity to question the student.
- G. After students have left the meeting and the Committee has considered the written records in front of it, the members confer and then vote on recommendations to be submitted to the appropriate dean.
- H. The Chairman of the Committee prepares and submits the Committee’s recommendations to the Dean, who may accept, reject or modify the recommendations.
- I. The student will be notified by the appropriate dean or Chair of SPG committee.

This procedure is distinct from that for appeal hearings set forth in Section 4.2.4. or 4.2.5. Appeals to the Dean’s decision may be taken to the President within seven days of notification of a decision by the Dean. Students in the Master of Medical Science program may not take appeals to the President.

In matters involving the allegations of student Honor Code violations, the SPG Committee will be the Committee of review. The Committee will review each report as an independent case and, where applicable, will utilize the “Code of Student Conduct and Discipline” as its guideline in deliberations.

The Committee has the authority to formulate sanctions for any substantial findings of Honor Code violations. In all affairs the Committee shall proceed as expeditiously and thoroughly as possible. When a violation is reported, students, faculty, and staff with potential information concerning the alleged violation may be called before the Committee to give oral or written statements regarding their knowledge pertinent to the investigation. The student who has been accused of an Honor Code violation and a representative (non-attorney) from the institution who is involved in the matter have the right to appear before the Committee.

Upon concluding its investigation, the Committee shall make a finding as to whether a violation has occurred, or whether the investigation is inconclusive. If it is decided that a violation has occurred, a sanction shall be formulated. Examples of possible sanctions are described below in section 4.2.3. At that time, the student against whom the sanction has been made will be so informed, in writing, as to the findings and sanctions, as well as the established procedural process. If the student disagrees with the decision of the Committee, he or she will retain rights through the subsequent procedures as described herein and in the section entitled “Enrollment Status During Appeal”.

The student, or any involved faculty or staff member who does not agree with the finding and/or sanction of the Committee, may have the decision reviewed. The desire to appeal must be made in writing to the appropriate dean within three (3) working days of the Committee’s decision.

Should the student and the other party agree to the findings and sanction(s) formulated by the Committee, then the sanction shall be final and implemented accordingly, and rights are thereby waived. The decision must be signed by the student and the administration. Appeals may be taken from the decision of the appropriate dean to the President within seven (7) working days of the notification of the dean’s decision. The decision of the President shall be final. The President will only hear arguments and evidence presented below.

The standard of proof to be used for all alleged violations of the Student Code (Honor Code and Non-Honor Code) is preponderance of the evidence. If it is found that it is more likely than not that the student violated the Code, a finding of an infraction will be made.

All Committee members shall keep any matter brought before them in absolute confidence. Individuals with official access to this confidential information are limited to the Committee members and individuals with official reasons to have knowledge of the case. In accordance with the Family Educational Rights and Privacy Act, the individual against whom an allegation is made shall have access to his or her records. Anyone found to have violated this confidentiality provision shall be subject to discipline through established disciplinary procedures.

To the extent possible, the identity of individuals who report violations or make statements to the Committee will be protected and kept confidential. This confidentiality applies to students, faculty and staff alike. These individuals must realize, however, that they may have to appear before another member of the LECOM Administration if the matter is not resolved at the Committee level.

4.2.2.4. Functioning of the Student Code

Infractions of the student code for which students are subject to discipline are normally categorized depending on whether they are Honor Code offenses. Student Honor Code infractions consist of: actions of dishonesty, cheating, plagiarizing, stealing or lying to any College official. Examples of these types of infractions are listed in Examples of Honor Code Infractions. Non-Honor Code infractions represent actions of misconduct which do not result in or contribute to violations of the Honor Code infractions. Examples of these types of infractions are listed below.

4.2.2.5. Examples of Honor Code Infractions

- A. Cheating on academic work, for example:
- Copying, giving the appearance of copying, or attempting to copy, from another student's test or other academic work;
 - Using, during a test, material not authorized by the person giving the test;
 - Collaborating, without authority, with another person during an examination or in preparing academic work offered for credit;
 - Knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or in part, the contents of an un-administered test;
 - Substituting for another student, or permitting another student to substitute for oneself, to take a test;
 - Obtaining an un-administered test or information about an un-administered test;
 - Obtaining an administered secure examination, which has been designated for viewing only;
 - Failure to abide by the rules of administration of external examinations including, but not limited to, subject examinations or NBOME examinations;
 - Misrepresentations in connection with the taking of standardized examinations or on other material matters; or
 - Using another person's password or identity in any LECOM related matters
 - Obtaining a non-administered test or information or security code for a test for purposes of accessing the exam from an unapproved location.
- B. Plagiarism or the appropriation of an author's work and the unacknowledged incorporation of that work in one's own written work offered for credit or for publication;
- C. Forgery, alteration, destruction, or misuse of LECOM documents, medical records, prescriptions, or physician's excuses;
- D. Dishonesty concerning academic and non-academic issues, such as dishonesty regarding insurance coverage or otherwise knowingly furnishing false information to a LECOM official;
- E. Attempted or actual theft of property of LECOM or of a member of the LECOM community or of a campus visitor;
- F. Tampering with the election of any LECOM recognized student organization;

- G. Theft, unauthorized access or other abuse of computer/IT systems;
- H. Unauthorized possession, duplication or use of keys to any LECOM premises, or unauthorized entry, or use of LECOM premises;
- I. Any violation of HIPAA, including placing HIPAA protected information on personal electronic devices or transmitting such information to home e-mail addresses;
- J. Failing to report any alcohol or drug related arrest or citation; or any other arrests/ citations for violation of federal, state or local laws (not including minor traffic offences) within five business days of the occurrence;
- K. Being enrolled in a school other than LECOM;
- L. Failure to abide by the conditions of a signed contract with PHP, CPH or PRN, or any other sanctions/requirements imposed by the SPG; or
- M. Conspiring, planning, or attempting to achieve any of the above acts.

4.2.2.6. Examples of Non-Honor Code Infractions

- A. Nonprofessional behavior during class, laboratory, clinical rotation, etc., including, but not limited to the following:
 - Non sex-based harassment and hazing;
 - Inappropriate dress or appearance;
 - Not appearing for patient appointments;
 - Being intoxicated;
 - Illegal use, possession or sale of any quantity, whether usable or not, of any narcotic drug or controlled substance or being under the influence of any said narcotic, drug or controlled substance;
 - Violation of any course director's class rules;
 - Wearing 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.

4.2.3. Penalties

4.2.3.1. Interim Disciplinary Action

The Office of Student Affairs, a member of LECOM administration, or the Office of the Dean/Associate Dean may take immediate interim disciplinary action. Such action may include deactivation of a student's ID badge with restricted access to LECOM facilities. It may also include suspension, pending a hearing against a student for violation of a rule or regulation of LECOM, when

in LECOM's judgment the continuing presence of the student poses a danger to persons or property or an ongoing threat of disrupting the academic process. In such cases, the Office of Student Affairs, the appropriate dean or the chair of SPG, will, if possible, meet with the student prior to suspension, discuss the reasons for the interim suspension and allow the student to explain their reasons for not being dismissed or suspended pending a full hearing if such a hearing is requested by the student. In all cases referred to the Office of Student Affairs, whether interim action is taken, the student will meet, when possible, with the Office of Student Affairs and discuss the case.

4.2.3.2. Behavioral Penalties

After a student is charged with an infraction, the matter will be taken up by the SPG Committee. The SPG Committee may impose one or more of the following behavioral penalties upon individuals, groups or organizations. Penalties for violation of institutional policies or rules and regulations may be administered regardless of whether the actions of the student are also civil or criminal violations. Whenever disciplinary actions lead to the student leaving LECOM, grades will be assigned in accordance with the LECOM grading policy.

- A. Admonition: This consists of a verbal or written warning. Admonitions will not become a part of the student's longitudinal record and may not be reviewed or appealed by the student. Admonitions and all of the following penalties may contain a directive that the student be evaluated or submit to treatment for any perceived psychological issues.
- B. Ineligibility for election and/or removal from student office or organizational office for specified period-of-time.
- C. Withholding of official transcript, barring re-admission to LECOM, and/or preventing a student from enrolling for a specified period-of-time.
- D. Restitution, whether monetary or by specific duties, or reimbursement for damages to or misappropriation of LECOM, student, staff, or faculty property.
- E. Academic sanctions: Writing a paper; reduction of grade on an examination, assignment, or course; being assigned additional clinic or laboratory activities or coursework; repeating of an exam, coursework, or even an entire course, academic year or semester; or other appropriate penalties.
- F. Conduct Probation: A penalty levied for a specific time, the duration of which will be determined by the seriousness of the circumstances. It carries with it a warning that any further violation of LECOM regulations will result in more serious disciplinary action. Conduct probation will be removed from the student's longitudinal record in the Office of Student Affairs.
- G. Disciplinary Probation: A penalty for a definite period determined by the circumstances of the case. This is the most severe penalty under which a student may remain at LECOM. Disciplinary probation may result in a warning that further violations may be cause for disciplinary suspension or expulsion. **A record of the disciplinary probation remains a part of the student's longitudinal record in the**

Office of Student Affairs.

- H. Suspension: This penalty may be imposed for continued and/or flagrant violation of the disciplinary probation terms, or it may be imposed directly in first offense cases that warrant such action. In the case of suspension, the student will be barred from all campus and non-campus activities.
- I. Withdrawal: Withdrawal is administrative removal of a student from a class or from LECOM and may be imposed in instances of unmet financial obligation to LECOM; for reasons of health; or pending the outcome of competent medical evaluation. The withdrawn student may also be barred from re-enrollment until such time as specific conditions have been met.
- J. Expulsion: Expulsion is permanent severance from LECOM.
- K. Revocation of Degree: The revocation of degree may occur for discovered misconduct of prior students. Allegations of misconduct, which may result in a revocation of a granted degree, will be considered by the Provost.

Violations of the LECOM Honor Code and other rules and regulations, or instances of aberrant behavior may subject a student to review by the Behavioral Intervention Team. BIT has the authority to refer a student for assessment or evaluation, for anger management or other type of treatment, disciplinary procedures or, in extreme cases, to law enforcement.

Students who are arrested or cited for alcohol or drug related offenses, such as DUI, will be suspended pending a psychological/psychiatric evaluation and drug/alcohol testing and must be cleared by a treating healthcare professional to return to class. Failure to report such arrests/citations to school officials will result in disciplinary action by SPG.

4.2.4. Student Disciplinary Procedures

A. Authority for Initiation of Disciplinary Action

Under the direction of the President, the Dean of Academic Affairs, the Associate/Assistant Deans, the Directors of Student Affairs, Pathway Directors, Course/System/ Directors, and/or other staff members, or certain committees to whom this responsibility has been delegated, have the authority to administer disciplinary procedures.

Disciplinary action may originate in the Office of Student Affairs, or the appropriate dean or a faculty member as an initial matter. Exceptions would be those cases which by their nature, or because of state statute, require initial action by another individual, department or committee, such as:

- Code violations: Honor Code and Non-Honor Code violations shall first be considered by the SPG Committee in accordance with the procedures stated in the Academic Catalog and Student Handbook. Should either party appeal the decision of the SPG Committee, the appeal should follow the established procedures stated herein.
- Financial Matters: In matters involving a violation of a financial obligation to

LECOM, including issuance of a check without sufficient funds, the department in which the funds are owed may assign penalties such as late fees, service charges, fines, loss of money-related privileges, blocked from re-enrollment, etc. If the student believes the penalties to have been applied prejudicially or in an arbitrary or capricious manner, or where the penalties are the result of an alleged error on the part of LECOM, the student may have the matter reviewed by the appropriate department, then the procedures set out in this code are to be followed.

Upon failure of the student to meet financial obligations within time limits set by the state statutes, the appropriate department may recommend the student's withdrawal from LECOM. Financial withdrawal is not a disciplinary measure but may require nullification of the institution/student relationship in the event of unpaid financial obligations. The student's withdrawal will be processed by the appropriate dean after LECOM has complied with the state statutory requirements for notification. After the debt has been paid and all administrative procedures have been met, the student may request, within a set time period, reinstatement or re-enrollment.

B. Disciplinary Procedures for an Initial Hearing

The following disciplinary procedures will be used for initial hearings with the Office of Student Affairs, the appropriate dean or faculty member (the hearing officer):

- When a report alleging misconduct is received, the student may be summoned by the hearing officer. Failure to report after two notices may result in immediate referral to SPG.
- After preliminary investigation of alleged misconduct by the hearing officer, the student will be read the charges, and the procedures will be explained. The student will be given copies of the Code of Student Conduct, and disciplinary procedures and the charges. The student may also be informed of the names of any witnesses and a summary of their testimony. The student will be given an opportunity to present his or her case.
- The hearing officer shall then determine if disciplinary action is necessary and, if so, shall recommend appropriate misconduct penalties including admonition, or a period of conduct probation, to the appropriate Dean or to SPG. The hearing officer may also choose to refer the matter to the SPG Committee. The student may not appeal the sanction admonition. With any greater sanction, the student can either accept the recommended penalties, or request that the matter be reviewed by the SPG Committee. If the student accepts the recommended penalty, it becomes final. The student must sign a statement indicating understanding of the penalty and shall automatically waive all further rights to procedure for disciplinary review. If the student chooses to have the matter heard by the SPG, the hearing officer shall forward all materials to the SPG chairperson.

C. Procedure for Review by the SPG Committee

When any initial hearing is referred to SPG, either at the request of the student or the hearing officer, the SPG chairperson has the authority to vary time limits for any request for review by the Committee when it is in the best interest of the student or LECOM to do so.

If the student seeks review, the student must, within three (3) working days from the date on which he or she was notified that disciplinary action was recommended against him or her, complete and submit to the chairperson of the SPG Committee a written request for a review specifically setting forth the following:

- Student name, address, and telephone number;
- Description, date(s) and place(s) of alleged act(s);
- Date discipline was recommended;
- The recommended disciplinary penalty;
- Date of the initial hearing;
- Circumstances which merit review; and
- Signature and date.

D. Authority of the SPG

1. The SPG will have authority to summon witnesses. Refusal to obey the summons may subject the student to disciplinary action.
2. The SPG will have the authority to review disciplinary matters, which have been properly brought before the Committee. Upon completion of its hearing, the Committee will have the authority to issue, modify, reject or uphold the disciplinary penalties, if appropriate.
3. All members of the SPG will be cautioned to respect the confidentiality of the Committee's entire function and instructed not to discuss the case with anyone other than authorized persons.
4. An Institutional Representative may be named by the Provost to present the case for LECOM.

E. Duties of the Chair of the Committee shall include:

1. As soon as practical after the receipt of a request for hearing, request the complainant or the member of administration directly involved in the matter to submit a written statement of his or her position;
2. Thereafter, the Committee Chair shall notify all committee members of the referral and distribute the statement of the Institutional Representative's position (if any) and any other relevant documents;
3. Thereafter, arrange a meeting of the Committee, Institutional Representative and student. The meeting shall be arranged as soon as practical. The student will normally have three (3) working days' notice prior to the meeting. Such notices shall include a brief explanation of the procedure. The above procedures shall be implemented on a

timely basis but may be modified by the Chair if it is in the best interest of the student or LECOM to do so;

4. Summon witnesses if the Chair determines it is necessary or if requested by the student and/or the Institutional Representative and indicate when such witnesses are to be available;
5. Preside over the hearing before the Committee and assure compliance with appropriate procedures to assure due process. Hearing procedures may be modified by the Chair or the Dean if in his/her judgment such deviation is necessary to effect justice; and
6. Send a written statement to the student and the appropriate dean within a reasonable time - normally five (5) working days after the completion of the hearing - stating any decision or recommendation of the Committee and disciplinary penalties, if any.

F. Procedure for Further Appeals

1. **Appeals to a Dean** - - Within three (3) working days after the decision has been received, either or both parties may give notice of appeal to the appropriate dean. The decision will be reviewed upon the basis of the written transcript/minutes of the hearing and/or documents filed and produced at the hearing and/or any witnesses the dean wishes to call. The dean may request both parties to submit oral or written arguments to support their positions. In order for the appeal to be considered, all the necessary documentation to be filed by the appealing party, including written arguments when appropriate must be filed with the dean within seven (7) working days after notice of appeal is given. The dean may approve, reject, or modify the decision in question or may require that the original hearing be re-opened for the presentation of additional evidence and reconsideration of the decision.
2. **Appeals to the President** -- Either or both parties may then give written notice of appeal to the President within seven (7) working days after the decision has been rendered by the dean and received by the party seeking appeal. The President shall make a determination solely on the record as it exists and/or, at the President's sole discretion, individuals may be summoned to give oral or written statements. The President may approve, reject or modify the decision of the dean or may send the case back to the Committee for further consideration. All decisions by the President concerning the matters of student disciplinary appeal are final.

4.2.4.1. Enrollment Status during Appeal

Any student dismissed from LECOM, who has filed an official appeal of this decision with the Office of the President will be permitted to remain in classes and/or clinical clerkship rotations during the period of appeal until or unless one or more of the following circumstances is determined by the Dean of the College to exist:

- The appeal has not been made according to officially recognized procedures for appealing a dismissal decision;

- The presence of the student in classes or clinical rotation constitutes a disruptive influence to the educational process or to patient care activities; or
- The presence of the student is potentially harmful to faculty, staff, other students or patients or would affect adversely the delivery of patient care.

Academic work including examinations or other evaluations will not be scored or graded during any period of enrollment while under appeal of a dismissal action. The Office of the Registrar will hold all grade reports and transcripts during the appeal process pending resolution of the appeal.

4.2.5. Procedure for Student Grievance/Appeal

A student seeking to resolve any problem or complaint, other than a sanction for academic or non-academic misconduct, as provided for by the Honor Code and/or Student Code of Conduct and Discipline, should first seek solution through the following administrative channels, entering at the appropriate level and proceeding in the order stated: Director of Student Affairs, Course Instructor or Preceptor or Course Coordinator or Systems Coordinator or DME, Associate/Assistant Deans, or the Vice President for LECOM at Seton Hill, and the SPG Committee. The student seeking to resolve a problem or complaint must initiate such action in writing within seven (7) working days from the occurrence of the matter in question. Review of a student problem or complaint at each of the applicable administrative steps will be carried out as 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. He/she shall notify the student of his/her decision in writing. It is expected that documentation will be kept at each step of the appeals process to ensure that appropriate procedures have been followed.

4.2.6. Protocol for Input on Matters of Student Concern

LECOM defines a complaint as a written, signed, and dated a letter which is related to tuition and fee policies, accreditation standards, and Institutional polices / procedures of or applicable to a LECOM college or school or to 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 or Institutional policies. Upon receipt of a complaint regarding accreditation standards a letter with the accreditors address will be sent to the complainant, reminding them of their ability to write directly to the accrediting agency.
 - If the complaint does not relate to tuition and fee policies, accreditation standards or to established Institutional policies, the person initiating the complaint shall be notified accordingly within twenty (20) working days following receipt of the complaint by LECOM and the matter shall be closed.
 - If the complaint does relate to the tuition and fee policies, accreditation standards or to established Institutional policies, the Provost shall acknowledge receipt of the complaint within twenty (20) working days and share with the complaining party a description of the process and policies which pertain to handling such complaints, as detailed below.
 - The Provost shall notify the Dean of the complaint's program, or other responsible administrator, as applicable, of the substance of the complaint and shall request a preliminary investigation and report on the findings within thirty (30) days of the Provost's request.

- The Provost may request further information or material relative to the complaint from the complaining party, the Institution, or other relevant sources.
 - Requests for confidentiality shall be respected to the extent that identifying information is not necessary for the resolution of the complaint.
- D. On receipt of the responses referenced above, the Provost shall consider the complaint and all relevant information obtained in the course of investigation and shall formulate an appropriate action according to the following guidelines:
- If the complaint is determined to be unsubstantiated or unrelated to the tuition and fee policies, established accreditation standards, or Institutional policies, the complaining party and the officials of the program in question will be so notified within ten (10) days of the completion of the investigation.
 - If the investigation reveals the program may not be or may not have been in substantial compliance with the tuition and fee policies, accreditation standards, or established Institutional policies, one of two approaches shall be taken:
 - The program may submit a report and documentation within thirty (30) days following the investigation demonstrating the 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 or adherence to accreditation policies and/or Institutional policies, the Provost may request additional documentation that appropriately satisfies the compliance of the program with the Standards or adherence to accreditation policies and/or Institutional policies. The program and the party filing the complaint should be notified when the program has satisfactorily resolved the matter.

4.2.7. 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

4.2.8. Student Complaints to State Departments of Education

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

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

Bureau of Postsecondary and Adult Education
Pennsylvania Department of Education

333 Market Street, 12th Floor
 Harrisburg, PA 17126-0333
 Phone: (717) 783-8228
 Fax: (717) 772-3622
 Email: RA-pls@pa.gov (for submission of form or questions)

Or see the following link for the process and form.

<http://www.education.pa.gov/Documents/Postsecondary-Adult/College%20and%20Career%20Education/Colleges%20and%20Universities/Higher%20Education%20Complaint%20Form.pdf>

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

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

Send Letter To:
 Commission for Independent Education
 325 W. Gaines Street, Suite 1414
 Tallahassee, FL 32399-0400
 Or E-mail: cieinfo@fldoe.org
 Or Fax: 850-245-3238

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

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

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

All State Contacts for Student Complaints:

WCET/SAN provides individual state contact information which is available at this link:
<https://wcetsan.wiche.edu/resources/student-complaint-information-state-and-agency>

National SARA Information:

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

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

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

Pennsylvania SARA information:

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

4.2.9. Legal Limitations on Practice of Medicine

It is a violation of law and contrary to the policy of LECOM for an unlicensed person to attempt to engage in the practice of medicine. Students are cautioned to engage in the clinical activities with patients only (1) during assigned clinical educational activities at LECOM-affiliated sites or approved elective rotation sites, and (2) during LECOM –approved health fairs, and the like, with appropriate physician supervision.

Students who engage in unofficial voluntary clinical experiences outside of the curriculum (i.e. like those offered by some hospitals to students between the first and second years of medical school) are cautioned that LECOM’s liability insurance does not cover those activities.

4.3. CAMPUS POLICIES AND REGULATIONS

4.3.1. Smoking

In keeping with LECOM’s intent to provide a safe and healthful environment, smoking or the use of smokeless tobacco products (including vaping) is strictly prohibited in all areas of any LECOM property, including in parking lots. This includes use of such products or smoking in cars parked on LECOM property. This policy applies equally to all employees, students, and visitors. Violations of this policy will result in disciplinary action, up to and including expulsion.

4.3.2. 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 on or off duty under the provisions of our drug free policy

4.3.3. 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 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. Sleeveless, strapless, backless or revealing clothing are inappropriate. Hairstyles should be clean and neat, avoiding extreme length, styles or colors. Revealing or tight, form fitting clothing is unacceptable. Excessive body piercings (more than one per ear), ear gauges, and all other body piercings are not acceptable. Capri pants, yoga pants, shorts of any length, jeans, T-shirts, and sandals are not permitted. Students are required to wear shoes with stockings or socks.

Hats, caps or sunglasses may not be worn during classes or examinations. Any student wearing a hat, cap or sunglasses will be asked to remove it. **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 Office of Student Affairs, whose decision will be final. Repeated violations will be considered improper professional behavior and may result in disciplinary action.

LECOM will follow guidelines set by the CDC and the Commonwealth of Pennsylvania during any health emergencies and/or global pandemics. The wearing of personal protective equipment (PPE), including masks, may be required at LECOM facilities and functions. LECOM may require PPE for students based on local health emergencies and health emergencies within the student population.

4.3.4. Student Identity Verification Policy

At LECOM, all accepted students, are issued a student I.D. number and an I.D. badge. Proof of identity in the form of driver's license, passport, military I.D., or state issued-photo I.D. is required

before issuance of the badge. LECOM reserves the right to request a need picture ID if a student's appearance has dramatically changed.

Prior to matriculation, accepted students are issued a unique username and password linked to them via the I.D. number. After matriculation, the username and password are used to identify the student for all internal College processes and for access to Web services, including course content and online exams.

Distance Education students present identification at registration and sign-in at on-campus sites but are not issued badges unless living in geographic proximity with intent to use campus facilities.

The Security Office arranges for issuance of photo-identification/key cards (ID cards) to new students during orientation. Students are issued a photograph identification card that is also a proximity electronic key/card used for identification and entrance/exit to buildings. The ID card must be worn and visible at all times on campus and at all clinical sites. The ID card must be used each time a student enters or leaves a building or other secured area. Students must individually swipe their ID card each time they enter or exit a secured area. It is extremely important that each student swipe-out when leaving. If a student fails to swipe-out when leaving, he or she will not be able to re-enter.

If a student ID card is lost or stolen, the student is required to immediately inform the Security Office. There is a \$25.00 fee to replace a lost or damaged ID card. If a student withdraws, transfers, or is dismissed from LECOM, he or she must return his or her student ID card to the Security Office on the last day in attendance.

Students granted access to LECOM information technologies are responsible for adherence to all appropriate policies and procedures and commit to the following:

- Student User Accounts are granted to support the instructional process, facilitate communications in academic endeavors and promote information sharing on projects and class assignments. They are not to be used for any other purpose. Security of assigned username and password are the responsibility of the individual student.
- Students are responsible for their own data and accounts and shall not share passwords and account access with any other person. It is the student's responsibility to protect their account from unauthorized use by changing passwords periodically and using passwords that are not easily duplicated. LECOM is not responsible for lost data or work.

4.3.5. Health Records Policy

Health Records for First Year Students

Prior to matriculation, first year students must submit health and immunization records to the Office of Student Affairs. All students must be current on immunizations in order to begin classes. Health forms and instructions for submitting forms are mailed to all students after their acceptance into LECOM. Each student must submit the following documentation:

- An **Immunization Status Report** must be completed and signed by a physician. This report must indicate that the student has immunity to the following diseases and documentation of

a student's immunity must be attached to the report: diphtheria, tetanus, pertussis, chicken pox, polio, measles, mumps, rubella, and hepatitis B. Students must also have current results of a 2-Step Mantoux PPD or QuantiFERON-TB Gold Test (QFT-G). If found to be necessary, a student 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 state or federal background check requirements. The Matriculation Agreement must be submitted no later than first day of Orientation.

The **Two-Step PPD or QuantiFERON-TB Gold Test (QFT-G)** is required for students working in hospitals, pharmacies or clinics. Both tests show whether or not an individual has been exposed to tuberculosis. It is the student's responsibility to get an initial two-step PPD or QFT-G and provide documentation of the results to the Office of Student Affairs prior to matriculation. If the result of either test is positive, the student must have a diagnostic evaluation and those results must also be sent to the Office of Student Affairs. The status of the student 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 he/she is training.*

4.3.6. Mandatory Student Health Insurance Policy

Participation in the LECOM Student Health Plan available through Highmark Blue Cross and Blue Shield Community Blue is required for all LECOM students. Students must maintain the Highmark Blue Cross and Blue Shield health insurance throughout the program of study.

A **student may waive** the LECOM Student Health Plan if one of these conditions apply:

- Student is covered as a dependent on a parent's health insurance plan, or
- Student is covered as a dependent on spouse's or partner's health insurance plan.
- Student is covered by military insurance through VA or Tricare.
- Student is covered by Medicaid issued by state where student lives while attending classes.

Returning students who have been granted a waiver for any reason, must update the waiver

information on the LECOM Portal in June and December of each year and provide a current Proof of Coverage letter from their insurer.

Proof of Coverage shall consist of one of the following:

1. A letter from your insurance carrier (not more than 30 days old) **showing you are an active dependent** on your parent/spouse/partner’s policy or are the covered individual through military or Medicaid
2. A letter from your parent/spouse/partner’s employer (not more than 30 days old) **showing you are an active dependent** on that policy
3. A screen shot of your benefits website **showing you are an active insured person** with the date the image was made & the effective date of your coverage, clearly shown in the image.

All students in the College of Medicine going out on rotations must be enrolled in the LECOM Student Health Plan unless permitted to waive due to ongoing medical treatment or existing conditions.

Waiver Process

1. Waiver update twice a year. June and December
2. Waiver submitted through insurance portal by matriculation day for incoming students. Proof of coverage required.
3. Returning students update waiver and Proof of Coverage by June 30.
4. Returning students update waiver by December 31 on portal with electronically-signed Statement of Responsibility

“I hereby declare that the information provided in my insurance waiver is accurate and that my coverage is currently active and in compliance with LECOM Insurance Waiver requirements. I assume full responsibility for any and all medical expenses not covered by my insurance. I understand that providing false information shall be considered a violation of the honor code and subject to adjudication by SPG/ASP.”

4.3.7. Locker Assignment Policy

Lockers are assigned to all first year and second-year medical students. Locker assignments will be made at the beginning of each academic year. All lockers must be cleaned out by the last day of classes for each academic year. Student lockers are not available for use during the summer months. If a student withdraws, transfers, or is dismissed from LECOM, he or she must clean out their locker and notify the Office of Security by the last day of attendance. At no time does LECOM relinquish control of lockers or any other part of the school building or property. School officials reserve the right to and will randomly search all school property at any time without specific cause. These searches may be done without student/employee consent. These searches may encompass any and all

items stored in lockers or in any other area of school property. In addition, school officials have the right to search student and employee automobiles on school property. Searches may include, but are not limited to, utilization of a certified police drug detection dog, metal detection devices, or any other device deemed useful in protecting the health and welfare of the school population /employee's and visitors. Any contraband found will be seized.

4.3.8. Policy Statement on Intolerance

LECOM is committed to creating an educational environment which is free from intolerance directed toward individuals or groups and strives to create and maintain an environment that fosters respect for others. As a medical educational institution, LECOM has a mandate to address problems of a society deeply ingrained with bias and prejudice. Toward that end - and through the Office of Student Affairs – LECOM provides opportunities for educational programs and activities to create an environment in which the diversity and understanding of other cultures is valued.

4.3.9. Harassment and Hazing

It has always been the policy of LECOM that all the students have the right to learn in an environment free from any type of violence or discrimination, including harassment and hazing.

Under no circumstances will LECOM tolerate any form of harassment or hazing. Prohibited harassment behavior includes, but is not limited to: threatening, offensive or intimidating behavior or remarks; demands for sexual favors; or behavior which creates a hostile or intimidating atmosphere, because of someone's gender, age, race, color, national origin, religion, creed, disability, or any other characteristic protected by law. Engaging in any of these prohibited forms of conduct will result in disciplinary action, up to and including dismissal from LECOM, against any student who is found, upon investigation, to have engaged in such conduct.

See Appendix J, the *LECOM Policy Statement on Title IX Compliance and Affirmation of the Prohibition of Sexual Harassment, Misconduct or Violence*, for a discussion of harassment based on sex.

Hazing is any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student, or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in, any organization operating under the sanction of or recognized as an organization by an institution of higher education.

Included is any brutality of a physical nature, such as:

- whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug or other substance; or
- any other forced physical activity which could adversely affect the physical health and safety of the individual

Included is any activity which would subject the individual to extreme mental stress, such as

- sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment;

- any other forced activity which could adversely affect the mental health or dignity of the individual; or
- any willful destruction or removal of public or private property.

Any activity included in the definition of hazing upon which the initiation, admission, or continued membership in an organization is directly or indirectly conditioned is presumed to be “forced” activity, the willingness of an individual to participate in such activity notwithstanding. Hazing is a crime. How to report hazing or harassment not based on sex:

- A. In the case of offending students, the report should be made to the Director of Student Affairs or any member of the administration who may refer the matter to the appropriate dean and/or the SPG Committee.
- B. In all other cases regarding faculty or staff personnel, the report should be made to the appropriate dean, the Director of Student Affairs, or any member of the administration.

No student or employee will be retaliated against on the basis of having asserted a good faith complaint pursuant to this policy. Following the investigation, LECOM will take the appropriate measures as soon as possible to redress the harms done. All LECOM supervisory personnel have an affirmative responsibility to report, discourage and eliminate conduct inconsistent with this policy.

4.3.10. 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 for a professionalism violation.

The student lounge areas and outdoor areas may be used for eating and drinking. Appropriate trash receptacles are located throughout all campuses.

4.3.11. Recording of Lectures –

Any recording of lectures or verbatim or near-verbatim transcribing of lectures by students is not authorized by the administration of LECOM and is strictly at the discretion of the instructor. In all instances, prior approval of the instructor must be granted, and the instructor is to be informed that he or she is not under pressure from the administration to be so transcribed and that such permission from the instructor to tape is strictly on a voluntary basis. The privilege may be withdrawn at any time. This rule is applicable to regular LECOM faculty as well as visiting faculty. Under no circumstances may the content or recording of any faculty lectures be used for any purpose other than for the student’s education at LECOM. Recorded lectures provided by the institution are for the sole use of the individual student and may not be shared with others, posted to online sources/sites or distributed/reproduced in any manner.

4.3.12. Recycling

LECOM supports environmental awareness by encouraging recycling and waste management in its business practices and operating procedures. This support includes a commitment to the purchase, use, and disposal of products and materials in a manner that will best utilize natural resources and minimize any negative impact on the earth's environment.

The simple act of placing a piece of paper, can, or bottle in a recycling container is the first step in reducing demand on the earth's limited resources. Success of this program depends on all of us actively participating. All are encouraged to make a commitment to recycle and be a part of this solution.

LECOM encourages reducing and, when possible, eliminating the use of disposable products. Source reduction decreases the consumption of valuable resources. By recycling, LECOM is helping to solve trash disposal and control problems as well as following local regulations. If you have any questions or new ideas and suggestions for the recycling program contact the Safety Committee.

4.3.13. Social Computing Guidelines

In light of the pervasive use of such social media as Facebook, Instagram, Snapchat and Twitter, LECOM has adopted a formal policy on social media. Please consult the IT tab on the Portal to read and review this policy. (Also see Appendix B.) Violations of this policy will result in discipline up to and including dismissal.

4.3.14. Credit Card Marketing Policy

LECOM prohibits credit card institutions, banks, or any other financial or lending institutions from soliciting students on campus and will not permit them access to campus mail and/or electronic addresses to establish credit card accounts without prior authorization.

5. APPENDICES

APPENDIX A - EMERGENCY NUMBERS

In Emergencies

9-1-1

Police Non-Emergencies

LECOM Police and Security at the Erie Campus
(814) 866-8415

LECOM at Seton Hill/Seton Hill Campus Police
Office: (724) 830-4999

LECOM at Elmira Security
Office: (607) 442-3510; Cell: 607-857-7550

Elmira College Campus Safety
Office: (607) 735-1777

LECOM Security Bradenton Campus, College of Medicine and School of Pharmacy
(941) 782-5908

LECOM Security Bradenton Campus, School of Dental Medicine
(941) 405-1520

Erie, PA

Erie, Pennsylvania Police (Non-Emergency)
(814) 870-1125

Millcreek, Pennsylvania Police (Non-Emergency)
(814) 833-7777

Pennsylvania State Police
(814) 898-1641

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

Greensburg, PA

Greensburg Police Department
(724) 834-3800

Pennsylvania State Police
(724) 832-3288

Elmira, NY

Elmira College Campus Safety
Dial x1777 from Elmira College phones
Dial (607) 735-1777 from non-Elmira College phones

Elmira Police Department
(607) 735-8600

New York State Police (Horseheads Barracks)
607-739-8797

Crime Victim and Other Counseling Services

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

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

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

Elmira, NY Resources

Family Services of Chemung County
(607) 737-5369

Crisis Line (24/7 availability)
607-442-6900

National Suicide Prevention Lifeline
(800) 273-8255

New York State Domestic Violence Hotline
(800) 942-6906

Sexual Assault Resource Center
(888) 810-0093

Veterans Crisis Line
(800) 273-8255 and press 1

APPENDIX B - SOCIAL NETWORKING POLICY

Introduction

Social networking is becoming increasingly popular in businesses and with the general public and is a useful tool for the communications and marketing department. While social networking can be useful, if improperly used, it can result in a variety of adverse consequences, such as disclosure of sensitive or confidential information, copyright violations, and potential damage to the school's reputation.

Definition of Social Networking

As used in this policy, "social networking" means communicating with others over the Internet for social purposes. Typically, this interaction occurs on sites such as Facebook, Twitter, Instagram, LinkedIn, YouTube, or blogs, but can also occur on "media sites" that are offered by television networks, newspapers, and magazines.

Application of Policy

This policy applies to all types of social networking activity (a) using the College's computers, mobile devices, or other technology, and (b) using personal devices when linked to the LECOM's systems. Nevertheless, when engaged in social networking on personal devices that are not linked to the College's systems, students, faculty, and staff should use this policy as a guide. Use of LECOM's IT systems for social networking must comply with LECOM's IT policy. Use of the handheld devices may be prohibited in some circumstances. In all cases, LECOM-issued technology must be used in accordance with all applicable rules.

Use of LECOM's Time

Faculty and staff employees who have been approved to manage blogs or participate in social networking sites on LECOM's IT systems for work-related reasons should confirm approval of the site(s) by the Provost. Those faculty and staff members may access the approved site(s) as necessary for the performance of their duties. Personal use of the College's IT systems to access social networking sites is permitted, but should be limited, not interfere with or impact normal business operations, comply with all College policies, not compromise the security or reputation of LECOM, not burden the College with unreasonable incremental costs, and comply with all other provisions of this policy.

Social Networking Site Terms of Use

Anyone participating in a social network for any reason is responsible for reading, understanding, and complying with the site's terms of use. Any concerns about the terms of use for a site should be reported to the IT Director.

Contact Information

Many networking sites permit users to search for or import contact information from the user's contact list. Due to confidentiality and privacy concerns, users are prohibited from importing or uploading any of LECOM's contacts to any networking sites where the information may be used beyond name recognition software purposes.

Content of Posting

Some social networking sites may provide an appropriate forum to keep current on matters of interest, to make professional connections, and to locate links to other pertinent sources. Users must be careful, however, that their online postings do not adversely impact or create problems for LECOM or its audience. ***Users are personally responsible for all content they post on social networking sites.*** Remember that it is difficult to delete content once posted to a site, so be cautious when writing any posting. If a user has a question about the propriety of any posting, he or she should consult the Provost.

Users must follow these guidelines for all postings:

1. Post only content that you would be comfortable with your colleagues, LECOM's audience, and the general public reading, hearing, or seeing.
2. Do not post anything that would potentially embarrass you or LECOM, or call into question your or LECOM's reputation, including photographs or other images.
3. Do not discuss LECOM's business, unless the Provost authorizes you to do so.
4. Do not leak confidential information.
5. Be careful to identify all copyrighted or borrowed material with appropriate citations, links, or permissions.
6. Obtain approval from LECOM's legal counsel before responding to an inaccurate, accusatory, or negative comment about LECOM's employees, students, its broadcasts, its guests, or an inquiry about any other legal matter.
7. Unless previously authorized by the Provost, do not use LECOM's logo or suggest you are writing on behalf of LECOM.
8. Don't use LECOM's network or email lists to influence polls, rankings, or web traffic.
9. Show good judgment when "friending" someone within a social network.
10. Monitor your site regularly and promptly remove any inappropriate content.
11. Obey the law. Refrain from posting any information or conducting any online activity that may violate applicable local, state, or federal laws and regulations.

Violations of This Policy

Due to the importance of this policy, LECOM cannot tolerate violations. All students and LECOM personnel, including managers and staff, are subject to sanctions for violations of this policy. Consequences may include such measures as immediate termination of employment, or any other action deemed appropriate by LECOM under the circumstances.

APPENDIX C - CONSENT TO PHOTOGRAPH



Lake Erie College of Osteopathic Medicine Consent to Photograph

Print Name: _____

I permit the Lake Erie College of Osteopathic Medicine, aka LECOM, to use photographs and/or video taken of me. I understand that these photographs and/or video will be used for the promotion of LECOM. I release LECOM from all liability for the taking and use of the photographs and/or video.

Signature

Date

Witness Signature

Date

Parent must sign for consent for minor under age 18.

APPENDIX D - STUDENT SIGNATURE PAGE FOR TRAVEL REQUESTS

Student Signature Page for Travel Requests

I, _____, have submitted this completed informational sheet to my Dean, _____, Program Director and System Coordinator (if applicable) on _____, and to my SGA President, _____, on _____ for submission to Administration, and have retained a copy for my files.

I understand that I must meet the specified 60-day deadline for submission of the request form in order to be considered for housing. I also understand that housing is a privilege and is not always provided for students 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 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 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 she/he may learn about a patient in the discharge of professional duties. Information shall be divulged by the physician when required by law or when authorized by the patient.

Section 2. The physician shall give a candid account of the patient's condition to the patient or to those responsible for the patient's care.

Section 3. A physician-patient relationship must be founded on mutual trust, cooperation, and respect. The patient, therefore, must have complete freedom to choose her/his physician. The physician must have complete freedom to choose patients whom she/he will serve. However, the physician should not refuse to accept patients for reasons of discrimination, including, but not limited to, the patient's race, creed, color, sex, national origin, sexual orientation, gender identity, or disability. In emergencies, a physician should make her/his services available.

Section 4. A physician is never justified in abandoning a patient. The physician shall give due notice to a patient or to those responsible for the patient's care when she/he withdraws from the case so that another physician may be engaged.

Section 5. A physician should make a reasonable effort to partner with patients to promote their health and shall practice in accordance with the body of systematized and scientific knowledge related to the healing arts. A physician shall maintain competence in such systematized and scientific knowledge through study and clinical applications.

Section 6. The osteopathic medical profession has an obligation to society to maintain its high standards and, therefore, to continuously regulate itself. A substantial part of such regulation is

due to the efforts and influence of the recognized local, state and national associations representing the osteopathic medical profession. A physician should maintain membership in and actively support such associations and abide by their rules and regulations.

Section 7. Under the law a physician may advertise, but no physician shall advertise or solicit patients directly or indirectly through the use of matters or activities which are false or misleading.

Section 8. A physician shall not hold forth or indicate possession of any degree recognized as the basis for licensure to practice the healing arts unless she/he is actually licensed on the basis of that degree in the state or other jurisdiction in which she/he practices. A physician shall designate her/his osteopathic or allopathic credentials in all professional uses of her/his name. Indications of specialty practice, membership in professional societies, and related matters shall be governed by rules promulgated by the American Osteopathic Association.

Section 9. A physician should not hesitate to seek consultation whenever she/he believes it is in the best interest of the patient.

Section 10. In any dispute between or among physicians involving ethical or organizational matters, the matter in controversy should first be referred to the appropriate arbitrating bodies of the profession.

Section 11. In any dispute between or among physicians regarding the diagnosis and treatment of a patient, the attending physician has the responsibility for final decisions, consistent with any applicable hospital rules or regulations.

Section 12. Any fee charged by a physician shall compensate the physician for services actually rendered. There shall be no division of professional fees for referrals of patients.

Section 13. A physician shall respect the law. When necessary a physician shall attempt to help to formulate the law by all proper means in order to improve patient care and public health.

Section 14. In addition to adhering to the foregoing ethical standards, a physician shall recognize a responsibility to participate in community activities and services.

Section 15. It is considered sexual misconduct for a physician to have sexual contact with any patient with whom a physician-patient relationship currently exists.

Section 16. Sexual harassment by a physician is considered unethical. Sexual harassment is defined as physical or verbal intimation of a sexual nature involving a colleague or subordinate in the workplace or academic setting, when such conduct creates an unreasonable, intimidating, hostile or offensive workplace or academic setting.

Section 17. From time to time, industry may provide some AOA members with gifts as an inducement to use their products or services. Members who use these products and services as a result of these gifts, rather than simply for the betterment of their patients and the improvement

of the care rendered in their practices, shall be considered to have acted in an unethical manner.

SECTION 18. A physician shall not intentionally misrepresent himself/herself or his/her research work in any way.

SECTION 19. When participating in research, a physician shall follow the current laws, regulations and standards of the United States or, if the research is conducted outside the United States, the laws, regulations and standards applicable to research in the nation where the research is conducted. This standard shall apply for physician involvement in research at any level and degree of responsibility, including, but not limited to, research, design, funding, participation either as examining and/or treating provider, supervision of other staff in their research, analysis of data and publication of results in any form for any purpose.

APPENDIX 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 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

LECOM Erie

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

Dr. Nancy Carty, Deputy Coordinator
Assistant Dean of Preclinical Education
(814) 866-8418
ncarty@lecom.edu

LECOM Bradenton (including dental clinic at DeFuniak Springs)

Ms. Debra Horne, Deputy Coordinator
Director of Student Affairs
(941) 782-5933
dhorne@lecom.edu

Dr. Julie J. Wilkinson, Deputy Coordinator
Professor of Pharmacy Practice
(941) 782-5678
jwilkinson@lecom.edu

LECOM at Seton Hill

Dr. Dennis Min, Deputy Coordinator
Assistant Professor of Gastroenterology
(724) 552-2892
dmin@lecom.edu

LECOM at Elmira

Dr. Richard Terry, Deputy Coordinator
Associate Dean of Academic Affairs
(607) 321-3111
rterry@lecom.edu

Please Note: The Title IX Coordinator and Deputy Coordinators are not confidential sources of support. While they will address your complaint with sensitivity and will keep your information as private as possible, confidentiality cannot be guaranteed. See the list below of outside services which may provide confidential counseling.

Please Also Note: Making a report is different from filing a complaint. A report is defined as notification of an incident of sexual misconduct to the Title IX Coordinator/designee. A report may be accompanied by a request for (1) supportive or interim measures; (2) no further action; and/or (3) the filing of a formal complaint. See *Process After Report of Sexual Misconduct* section below for subsequent steps.

B. Electronic and Anonymous Reporting

You may also file a complaint about sexual misconduct using the appropriate links below. While anonymous complaints are accepted, LECOM's ability to address misconduct reported anonymously is significantly limited.

Individuals may use this link on the LECOM portal to electronically file a report of sexual misconduct with LECOM by clicking here: <https://appweb.stopitsolutions.com/login>

Please use the following Access Code to login: **ONELECOM**

An immediate auto-response email with information about resources and options will be sent in response to reports filed electronically.

C. Criminal Reporting Options

LECOM police are employees of LECOM and obligated to promptly report incidents of sexual misconduct that also constitute criminal conduct of which they become aware during the scope of their employment to the Title IX Coordinator, regardless of whether the individual who is making the report chooses to pursue criminal charges.

A Complainant may seek resolution through LECOM's Title IX process. A Complainant may also seek to initiate a criminal complaint, independent of or parallel with any resolution process of LECOM. LECOM's policy, definitions, and burden of proof may differ from state criminal law. Neither law enforcement's decision whether to prosecute, nor the outcome of any criminal

prosecution, is determinative of whether sexual misconduct has occurred under this policy. In cases where there is a simultaneous law enforcement investigation, there may be circumstances when LECOM may need to temporarily delay its investigation while law enforcement gathers evidence. However, LECOM will generally proceed with its investigation and resolution of a complaint even during the time of a pending law enforcement investigation.

Local Law Enforcement

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

Erie, Pennsylvania

Erie Police Department
(814) 870-1125

Millcreek Police Department
(814) 833-7777

Pennsylvania State Police Department
(814) 898-1641

LECOM Campus Police and Security Office

Located inside the north entrance
1858 West Grandview Boulevard
Erie, Pennsylvania 16509
(814) 866-8415

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

Bradenton, Florida

Manatee County Sheriff
(941) 747-3011

Bradenton Police Department
(941) 932-9300

LECOM Security Office for College of Medicine & School of Pharmacy Building

Located inside the southwest entrance
5000 Lakewood Ranch Boulevard
Bradenton, Florida 34211
(941) 782-5908

LECOM Security Office for School of Dental Medicine Building

Located inside the south entrance
4800 Lakewood Ranch Boulevard
Bradenton, Florida 34211
(941) 405-1520

DeFuniak Springs, Florida

Walton County Sheriff

(850) 892-8111

DeFuniak Springs Police Department

(850) 892-8513

Security Office for LECOM DeFuniak Springs Dental Offices

Located inside the main entrance

101 LECOM Way

DeFuniak Springs, Florida 32435

(850) 951-0200

LECOM at Seton Hill in Greensburg, Pennsylvania

Greensburg, Pennsylvania Police Department

(724) 834-3800

Pennsylvania State Police

(724) 832-3288

Seton Hill University (SHU) Police Department

Room 115 Administrative Annex

One Seton Hill Drive

Greensburg, PA 15601

Dial (724) 244-2192 for the officer on patrol (cell phone)

LECOM at Elmira in Elmira, New York

Elmira Police Department

(607) 735-8600

Chemung County Sheriff

(607) 737-2987, ext. 104

New York State Police

(607) 739-8797

LECOM Security Office

Located inside the main entrance

1 LECOM Place

Elmira, NY 14901

(607) 442-3510

Elmira College Campus Safety

Cory House

710 Park Place

Elmira, NY 14901
 (607) 735-1777
 security@elmira.edu

D. External Reporting Options

A person may also file a complaint with the U.S. Department of Education's Office for Civil Rights regarding an alleged violation of Title IX by visiting <https://www2.ed.gov/about/offices/list/ocr/complaintintro.html> or calling 1-800-421-3481 or emailing OCR.Philadelphia@ed.gov.

A person may also file a complaint with the Pennsylvania Human Relations Commission by calling 717-787-9780 for the Harrisburg Regional Office; 412-565-5395 for the Pittsburgh Regional Office; or 215-560-2496 for the Philadelphia Regional Office or visiting <https://www.phrc.pa.gov/Pages/default.aspx>.

Employees may also file a charge with the Equal Employment Opportunity Commission regarding an alleged violation of Title VII by calling 1-800-669-4000 or visiting <https://www.eeoc.gov/employees/howtofile.cfm>.

E. Assessment and Timely Warnings

The Title IX Coordinator or designee, in consultation with a Title IX assessment team and others (as necessary), will conduct an initial assessment of the conduct, the reporting party's desired course of action, and the necessity for any interim measures or services to protect the safety of the Complainant or the community. The goal is to eliminate any hostile environment. If a report of misconduct discloses a serious or immediate threat to the campus community, LECOM will issue a timely notification to the community to protect the health or safety of the community. The timely notification will not include any identifying information about the Complainant.

V. PROCESS AFTER REPORT OF SEXUAL MISCONDUCT

A. Title IX Outreach

Upon receipt of a report of sexual misconduct, the Title IX Coordinator or designee will provide resources and support information by contacting the potential Complainant and offering an initial meeting between the reporting party and the Title IX Coordinator or designee. The initial meeting is optional and the reporting party may decline. The purpose of the initial meeting is for the Title IX Coordinator or designee to gain a basic understanding of the nature and circumstances of the report and provide information about resources, supportive measures, and resolution options to the reporting party.

B. Interim and Supportive Measures

The Title IX Coordinator or a Deputy Title IX Coordinator will promptly contact the Complainant to discuss supportive measures and how they are available with or without the filing of a formal complaint, consider the Complainant's wishes with respect to supportive measures, and explain to the Complainant the process for filing a formal complaint. The Respondent and other affected parties may also be provided supportive measures. These measures may be to protect, assist, and/or to forestall retaliation. LECOM may also take interim measures to protect the LECOM community at large. See the definition of "supportive measures" in the *Definitions* section.

LECOM's primary goal is to ensure that the parties and the LECOM community are safe. Regardless of whether a Complainant chooses to pursue disciplinary action, LECOM will take interim measures to protect those involved and ensure that all safety, emotional, and physical well-being concerns are met.

Reasonable interim measures to protect the safety of the parties will be determined on a case-by-case basis. In making the determination, LECOM will consider, at a minimum, the parties' expressed need, the severity or pervasiveness of the allegations, the continuing effects, the likelihood that the parties will come into contact with each other through daily activities, and whether any legal steps have been taken to protect either party.

Student Supportive Measures:

Some examples of supportive measures LECOM may provide to students include modifying class schedules, workplace schedules, and/or extracurricular activities; assisting in obtaining counseling and academic support services; student financial aid guidance; offering extra time to complete a course if possible; providing escort services on campus from the campus police; and initiating a no contact order. Also see the *Emergency Removal of the Respondent* section.

Staff Supportive Measures:

Some examples of supportive measures LECOM may provide to a staff member include modifying work schedule, workplace department or location, or supervisor; assisting in obtaining counseling services; providing escort services on campus and increasing security around the employee; initiating a no-contact order; and issuing a *persona non grata* order to prevent a person from coming on campus.

Faculty Supportive Measures:

Some examples of supportive measures LECOM may provide to a faculty member include modifying teaching schedule, workplace schedule, extracurricular schedule, or supervisor; assisting in obtaining counseling services; providing escort services on campus and increasing security around the faculty member; initiating a no-contact order; and issuing a *persona non grata* order to prevent a person from coming on campus.

C. Formal Complaint

A formal complaint is a document filed by a Complainant alleging sexual harassment against a Respondent and requesting that LECOM investigate the allegation of sexual harassment. A formal complaint may be filed with the Title IX Coordinator or a Deputy Title IX Coordinator in person, by mail, by electronic mail, or using an available online reporting system. A formal complaint filed by a Complainant must have the Complainant's physical or digital signature or otherwise indicate that the Complainant is the person filing the formal complaint.

There is no specific form required to file a formal complaint. Moreover, there is no requirement that the formal complaint include a detailed statement of facts or the name of the Respondent if that is not known.

In addition to a Complainant, there are circumstances when the Title IX Coordinator may sign a formal complaint. Other third parties cannot. A Title IX Coordinator may sign a formal complaint in the absence of one signed by a Complainant in order to protect the educational community. In deciding whether to sign a formal complaint, the Title IX Coordinator may consider a variety of factors, including a pattern of alleged misconduct by a particular Respondent; allegations of the use of violence and/or the use of weapons; or similar factors. The Title IX Coordinator may sign a formal complaint only after the Title IX Coordinator has contacted the Complainant (the person alleged to have been victimized by sexual harassment) to discuss the availability of supportive measures, considered the Complainant's wishes with respect to supportive measures, and explained to the Complainant the process for filing a formal complaint.

When the Title IX Coordinator decides to sign a formal complaint that originated with an anonymous complaint, the written notice of the allegations must be sent to both parties and include the identity of the parties, if known.

The signing of a formal complaint by the Title IX Coordinator does not place the Title IX Coordinator in a position adverse to the Respondent. When the Title IX Coordinator initiates an investigation based on allegations of which the Title IX Coordinator has been made aware, the Title IX Coordinator is not prevented from being free from bias or conflict of interest with respect to any party.

An investigation and grievance process cannot proceed pursuant to this Title IX policy in the absence of a signed formal complaint. If the Complainant's identity is unknown, the grievance process may proceed if the Title IX Coordinator determines it is necessary to sign a formal complaint. In that case, the written notice of the allegations would not include the Complainant's identity as it is unknown.

A Complainant's formal complaint must be investigated even if the Complainant does not know the Respondent's identity because an investigation may reveal the Respondent's identity. Once a Respondent's identity is known, LECOM will send written notice to both parties.

Formal complaints against more than one Respondent or by more than one Complainant may be consolidated if they arise out of the same facts or circumstances. In that instance, there may be a combined grievance process. A consolidation of formal complaints may include counter-complaints by one party against the other party.

D. Emergency Removal of the Respondent

LECOM is permitted to remove a Respondent from its education program or activity on an emergency basis if LECOM undertakes an individualized safety and risk analysis and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In that instance, LECOM will provide the Respondent with notice and an opportunity to challenge the decision immediately following the removal.

E. Dismissal After Filing of a Formal Complaint

The Title IX grievance process described in this policy applies only to alleged sexual harassment that occurred in a LECOM education program or activity against a person in the United States. The terms “sexual harassment” and “education program or activity” are defined above in the *Definitions* section.

Formal Title IX complaints must be dismissed if the alleged conduct:

- was not “sexual harassment” as defined; or
- did not occur in a LECOM education program or activity as defined; or
- was not perpetuated against a person in the United States (i.e. in another country and not in the United States)

Formal Title IX complaints may be dismissed (or it may be decided that the Title IX process continue) if at any time during the investigation or hearing:

- A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein
- The Respondent is no longer enrolled at or employed by LECOM
- Specific circumstances prevent LECOM from gathering enough evidence to reach a determination as to the formal complaint or the allegations therein

Upon a dismissal of a formal complaint, written notice of the dismissal and reasons therefor will be sent to the parties simultaneously. In the event that LECOM dismisses the Title IX formal complaint, LECOM may proceed using the non-Title IX code of conduct violation process.

F. Notice After Filing of a Formal Complaint

When a formal complaint is received (whether signed by the Complainant or the Title IX Coordinator), written notice must be sent to the known parties that includes:

- Notice of the grievance process including any informal resolution process
- Notice of the allegations of potential sexual harassment including sufficient details, if known at the time (identities of the parties involved in the incident; conduct allegedly constituting sexual harassment; date and location of the alleged incident(s))
- A statement that the Respondent is presumed not responsible and that a determination regarding responsibility is made at the conclusion of the grievance process
- A statement that the parties may have an advisor of their choice who may be, but is not required to be, an attorney
- A statement that the parties may inspect and review the evidence as permitted by this policy and law after the investigation
- A statement that knowingly making false statements or knowingly submitting false information during the Title IX grievance process violates LECOM’s code of conduct.

Known parties will be provided notice of additional allegations being investigated not included in the initial notice.

VI. SEXUAL MISCONDUCT GRIEVANCE AND RESOLUTION PROCESS

A. Informal Resolution

Only after a formal complaint has been filed, the parties may decide to participate in an informal resolution process, however such participation may not be required. LECOM may facilitate an

informal resolution process at any time prior to reaching a determination regarding responsibility. Informal resolution processes do not involve a full investigation and adjudication and may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice.

At any time prior to agreeing to a resolution, any party may withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint. The parties must provide voluntary written consent for an informal resolution process to proceed. In that event, the parties must be provided written notice disclosing the allegations and the requirements of the informal resolution process. No informal resolution process is available regarding allegations that an employee sexually harassed a student.

B. Participant Roles

The roles of complainant, respondent, parties, witness, and advisor are defined above in the *Definitions* section. All participants have the responsibility to be truthful with the information they share at all stages of the process. Any individual who knowingly or intentionally provides false information in any stage of the process may be subject to discipline. This provision does not apply to a good faith report that is not substantiated or proven by a preponderance of the evidence.

The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s). The Title IX Coordinator may serve as the investigator.

C. Conflict of Interest

Parties have the opportunity to raise the issue to the Title IX Coordinator of a potential conflict of interest within two (2) days of being advised of the identity of the investigator(s) or decision-maker(s) and others on the resolution team, including appeals. No investigator, decision-maker, or others on the resolution team, including appeals, will make findings or determinations in a case in which they have a conflict of interest. The Title IX Coordinator or designee will determine whether a conflict of interest exists.

D. Burden of Proof

The burden of proof refers to who has the responsibility of showing a violation has occurred. It is always the responsibility of LECOM to satisfy the burden of proof. The Respondent does not have the burden to prove that a violation did not occur. Respondents may decide not to share their side of the story or may decide not to participate in an investigation or hearing. This does not shift the burden of proof away from LECOM and does not indicate responsibility. Additionally, there will not be an adverse inference against a Respondent for the Respondent's refusal to participate in an investigation or hearing, nor will Respondent's refusal to participate result in increased sanctions if the Respondent is found responsible for the accusations.

E. Standard of Proof

LECOM uses the preponderance of the evidence standard in investigations and adjudications of complaints alleging sexual misconduct and any related violations. This means that it is determined whether it is more likely than not that a violation of the policy occurred.

F. Timeline for Resolution

LECOM will resolve all cases in a reasonably prompt manner with the goal of conducting grievance processes fairly in a way that reaches reliable outcomes. The timeline may vary based on the circumstances of the case, including breaks in the academic calendar, availability of the parties and witnesses, scope of the investigation, need for interim actions, and unforeseen or exigent circumstances. The parties will be periodically updated on the status of their case.

Reasonable delays may be made for good cause. Good cause for short-term delays includes, but is not limited to, absence of the parties and/or witnesses due to reasonable causes, concurrent law enforcement activity, transportation needs for parties and/or witnesses, technology issues to troubleshoot to facilitate a live hearing, the need for language assistance or accommodation of disabilities, and the need to provide an advisor for a hearing.

While LECOM will attempt to accommodate the schedules of parties and witnesses throughout the grievance process in order to provide parties with a meaningful opportunity to exercise their rights under this policy, a grievance process can proceed to conclusion even in the absence of a party or witness.

G. Retaliation Prohibited

LECOM does not tolerate retaliation and will pursue actions against those who take retaliatory measures against reporters, witnesses, or parties. Neither LECOM nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation, proceeding, or hearing.

Retaliation includes intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment if the purpose is to interfere with any right or privilege secured by Title IX.

Complaints alleging retaliation may be filed according to the Title IX grievance procedures for sex discrimination. An individual may be charged with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX grievance proceeding, however a determination regarding responsibility is not sufficient alone to conclude that a party made a materially false statement in bad faith.

H. Investigation Process of a Formal Complaint

If it is appropriate and the parties choose and complete an informal resolution process there may be no formal investigation. If necessary, a full investigation will be promptly engaged. Such investigations will include interviews with the Complainant, Respondent, and relevant witnesses. In conducting the investigation, the manager of the investigation/resolution process may be assisted by other individuals, including special consultants engaged for the particular investigation. A thorough review of pertinent physical and documentary evidence will also occur. The evidence may include photographs, videos, electronic messages (including emails and text messages), social

media postings, and any other relevant resources. The parties should be most scrupulous in preserving all evidence.

The parties are not granted the right to depose parties or witnesses, nor to invoke a court system's subpoena powers to compel parties or witnesses to appear at hearings.

About the investigation process:

- A Complainant is not required to participate in the Title IX process or to provide any information to the Title IX Coordinator.
- LECOM may not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity or assisting in that capacity and were made and maintained in connection with the provision of treatment to the party unless the party provides voluntary written consent to do so for a grievance process.
- Both parties must be given an equal opportunity to present fact and expert witnesses and other inculpatory and exculpatory evidence.
- Neither party should be restricted in the ability to discuss the allegations under investigation or to gather and present relevant evidence.
- Both parties must have the same opportunities, if any, to have others present during any meeting or grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney.
- LECOM may establish restrictions regarding the extent to which the parties' advisors may participate in the proceedings; such restrictions shall apply equally to both parties.
- Both parties must be given written notice of all hearings, investigative interviews, or other meetings at which they are invited or expected to attend with sufficient time to prepare. Notice must include the date, time, location, participants, and purpose.
- Both parties must be provided with an equal opportunity to inspect and review any evidence obtained in the investigation of the allegations raised in a formal complaint, including evidence LECOM does not intend to rely on in reaching a determination regarding responsibility. Such evidence includes inculpatory and exculpatory evidence. It includes evidence obtained from a party or other source.
- Non-participating Complainants must also be given the opportunity to inspect, review, and respond to the evidence.
- Prior to completion of the investigative report, both parties must be sent (including their advisor, if any), the evidence subject to inspection and review in an electronic format or a hard copy and given at least ten days to submit a written response. The investigator must consider such written responses prior to completion of the investigative report. This evidence must be available at any hearing so that it may be referred to or used for cross-examination.
- LECOM may impose on the parties and each party's advisor restrictions or require a non-disclosure agreement (NDA) not to disseminate any of the evidence subject to inspection and review or use such evidence for any purpose unrelated to the Title IX grievance process, as long as doing so does not violate Title IX regulations or other applicable laws.

About the investigation report:

After the investigation and the parties have been given an opportunity to submit a response to the evidence they were able to inspect and review, the investigator will create an investigative report that summarizes the relevant evidence. The report must be sent at least ten days prior to a hearing or other time of determination regarding responsibility to each party and each party's advisor, if any. The report must be sent in an electronic format or a hard copy for their review and written response.

All evidence summarized in the investigative report must be relevant. Evidence is relevant if it is probative of any material fact concerning the allegations, with exceptions. The investigator may redact from the investigative report information that is not relevant and also information protected by a legally recognized privilege, or treatment records for which there is no written consent to use. The investigative report may include facts and interview statements.

The investigator may include recommended findings or conclusions in the investigative report, however the decision-maker is under an independent obligation to objectively evaluate relevant evidence and cannot simply defer to the recommendations made by the investigator in the investigative report.

A single investigative report may be made in the context of a grievance process that involves multiple Complainants, multiple Respondents, or both.

I. Hearings

Formal complaints not dismissed or resolved by informal resolution will proceed to a live hearing. Elements of the live hearing follow.

- Hearings are held live, however at the request of either party, the live hearing may occur with the parties located in separate rooms with technology enabling the decision maker(s) and parties to simultaneously see and hear the party or the witness answering questions.
- Parties' advisors may represent parties during the entire live hearing.
- Parties must inform LECOM at least seven (7) days prior to a hearing whether the party intends to bring an advisor of choice to the hearing. If the party does not intend to bring an advisor of choice, LECOM will appoint an advisor for that party for the hearing.
- If a party appears at a hearing without an advisor and LECOM did not have the seven day advance notice to appoint an advisor for the party, the hearing will stop and may be rescheduled if necessary to permit LECOM to assign an advisor to that party to conduct cross-examination.
- Parties and advisors must participate respectfully and non-abusively during a hearing; this includes not yelling at the other party or others in the hearing. If a party's advisor refuses to act in a respectful and non-abusive manner, LECOM may require the party to use a different advisor.
- LECOM may permit the parties' advisors to make brief opening or closing statements.
- LECOM may make an opening or closing statement.
- LECOM may present evidence to the decision-maker which may be used by the decision-maker in reaching a determination regarding responsibility.
- The decision-maker has the right and responsibility to ask questions and elicit information from parties and witnesses on the decision-maker's own initiative to aid the

decision-maker in obtaining relevant evidence both inculpatory and exculpatory, and the parties also have an equal right to present evidence in front of the decision-maker so the decision-maker has the benefit of perceiving each party's unique perspective about the evidence.

- At the live hearing, the decision-maker(s) must permit each party's advisor to ask the other party and any witnesses relevant and follow-up questions, including to challenge credibility. Cross-examination must be conducted directly, orally, and in real time by the party's advisor, but never by a party personally.
- Only relevant cross-examination and other questions may be asked of a party or witness. Before a question is answered by a party or witness, the decision-maker(s) must first determine whether the question is relevant and explain decisions to exclude a question as not relevant.
 - In determining what evidence is relevant, a layperson's determination that a question is not relevant is made by applying logic and common sense, but not against a backdrop of legal expertise.
 - At a hearing, a decision-maker may find that a question is irrelevant because it is not probative of any material fact concerning the allegations.
 - Where evidence is duplicative of other evidence, the decision-maker may deem the evidence not relevant.
 - Information that is not relevant includes information protected by a legally recognized privilege; any party's medical, psychological, and similar records unless the party has given voluntary, written consent; and party or witness statements that have not been subjected to cross examination at a live hearing.
 - 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.
- If a party or witness does not submit to cross-examination at the live hearing, the decision-maker(s) must not rely on any statement of that party or witness in reaching a determination regarding responsibility.
 - This includes statements made against a party's interest.
 - This includes situations where the party or witness does not appear due to death or post-investigation disability.
 - Family or friends of a party cannot recount the statement of the party who does not appear at the hearing; the party must submit to cross-examination.

- A party's statements in a police or SANE (sexual assault nurse examiner) report may not be relied upon unless the party or witness submits to cross-examination.
- Text message and emails, even where parties' statements are intertwined, may not be relied upon unless the makers of the text messages or emails submit to cross-examination.
- 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.
- A decision-maker may consider video evidence showing the underlying incident even if a Complainant refuses to answer cross-examination 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 and statements by the Complainant who does not submit to cross-examination at a hearing may not be considered by the decision-maker.
- 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 an informal resolution process or a formal disciplinary process, which includes an investigation and may proceed to a formal hearing.
- B. Prior to the conclusion of a sexual misconduct investigation, the reporting party may request to withdraw the complaint by contacting the Title IX Coordinator or designee in writing. He or she will determine whether to close the case or conclude the investigation without the Complainant's continued participation.
- C. An individual also has the right to report sexual misconduct to law enforcement, separate and apart from any report or complaint made to LECOM.
- D. At the time a report is made, the reporting party does not have to decide whether to file a complaint or make a report of sexual misconduct to law enforcement.
- E. An affected party has the right to request supportive measures from LECOM, which may include interim contact restrictions.
- F. The reporting party has the right to seek medical treatment to address physical and mental health and to preserve evidence.
- G. A report may become a formal complaint, either initiated by the Complainant or the Title IX Coordinator. To file a formal complaint, please contact the Title IX Coordinator/designee.

VIII. CRIME VICTIM AND OTHER COUNSELING SERVICES

Erie, Pennsylvania Resources

Crime Victim Center of Erie County
24 hour hotline: (814) 455-9414

Safe Harbor Mental Health
24 hour Crisis Center: (814) 456-2014
Outpatient Clinic: (814) 459-9300

Safe Net Erie (domestic violence)
24 hour crisis hotline: (814) 454-8161
Main number: (814) 455-1774

Millcreek Community Hospital

Main hospital number: (814) 864-4031, ask for Behavioral Health

Stairways Behavioral Health
(888) 453-5806

Physicians Health Programs (PHP; Pennsylvania)
(866) 747-2255 or (717) 558-7819
Secundum Artem Reaching Pharmacists with help (SARPh)
(800) 892-4484 or (610) 583-9884

Bradenton, Florida Resources

Centerstone Student Assistance Program
(941) 782-4379

Centerstone Crisis Center
(941) 782-4600

Bradenton- Hope Family Services, Inc.
(941) 747-7790

Rape Crisis Hotline - Bradenton
(941) 708-6059

Sarasota- Safe Place and Rape Crisis Center
24 hour hotline: (941) 365-1976

Bayside Center for Behavioral Health
Sarasota Memorial Hospital
24 hour clinical assessment: (941) 917-7760

1. Coastal Behavioral Health, Sarasota
2. 24 hour Crisis Stabilization Unit: (941) 364-9355
3. Assessments: (941) 552-1950

DeFuniak Springs, Florida Resources

Shelter House, Domestic and Sexual Violence Center
Domestic Violence 24 hour hotline: (850) 863-4777 or (800) 442-2873
Sexual Assault 24 hour helpline: (850) 226-2027

Greensburg, Pennsylvania Resources

Rape Crisis Center (Pittsburgh Action against Rape)
24 hour helpline: (866) 363-7273
(412) 431-5665

Westmoreland Mental Health Crisis Intervention Hotline
24 hour hotline: (800) 836-6010

Center for Victims of Violence and Crime
24 hour hotline: (866) 644-2882

Physicians Health Programs (PHP; Pennsylvania)
(866) 747-2255 or (717) 558-7819

Elmira, New York Resources
Family Services of Chemung County
(607) 733-5696

Chemung County Crisis Program
(607) 737-5369

New York State Domestic Violence Hotline
(800) 942-6906

Sexual Assault Resource Center
(888) 810-0093

Committee for Physicians Health (New York)
(518) 436-4723

New York Students' Bill of Rights **

All students have the right to:

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by the institution, any student, the accused and/or the Respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;
9. Access to at least one level of appeal of a determination;

10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or Respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and
11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

** Applicable to students enrolled at LECOM at Elmira.

Title IX Enforcement Involving LECOM at Seton Hill and Seton Hill University

In the event a complaint or report is made implicating LECOM's Title IX policy or Seton Hill University's Title IX policy where a respondent is from one of the institutions and a complainant is from the other institution, a Title IX Coordinator (including any Deputy Title IX Coordinator) of the institution that received the complaint or report shall immediately notify a Title IX Coordinator (including any Deputy Title IX Coordinator) of the other institution.

If the Respondent is a Seton Hill University student, faculty member, or staff, that person will face the Title IX investigation, adjudication, and disciplinary procedures of Seton Hill University. If the Respondent is a LECOM student, faculty member, or staff, that person will face the Title IX investigation, adjudication, and disciplinary procedures of LECOM.

APPENDIX 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.

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APPENDIX M - LECOM ERIE: COLLEGE OF OSTEOPATHIC MEDICINE

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Richard E. Ferretti, Esq.

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Steven G. Inman, C.P.A., C.G.M.A.

Vice President of Fiscal Affairs/CFO

Mathew J. Bateman, Ph.D., D.H.Ed.

Assistant Provost of Institutional Effectiveness

Regan Shabloski, D.O.

Assistant Dean of Plans, Operations, Training and Safety

Dave Hopkins, M.S. N.S.C.A- C.S.C.S

Executive Director of LECOM Medical Fitness and Wellness Center

Melanie J. Dunbar, Ph.D., L.P.C.

Director of Behavioral Health

Helen R. McKenzie

Executive Assistant to the President/CEO

Judith A. Zboyovski

Administrative Assistant to the Provost, Senior Vice President and Dean of Academic Affairs

Alison Lenze

Administrative Assistant to the Office of the Provost

Tiffany Zinn

Social Media Manager

EDUCATIONAL ADMINISTRATION**Deborah Lee-Sanko, MHSA**

Executive Director, LECOM Consortium for Academic Excellence (LCAE)
Designated Institutional Official, Graduate Medical Education

Laurie Mahoney

Administrative Assistant, LECOM Consortium for Academic Excellence (LCAE)

Mathew J. Bateman, Ph.D., D.H.Ed.

Assistant Provost of Institutional Effectiveness

Walter J. Hu

Assistant to the Director of Institutional Planning, Assessment, Accreditation and Research

Marwah Obaid

Research Analyst

Margo Wolfe, Ph.D.

Assistant Director of Institutional Planning, Assessment, Accreditation, and Research
Grants and Compliance Manager

COLLEGE OF OSTEOPATHIC MEDICINE PRECLINICAL EDUCATION**Jonathan K. Kalmey, Ph.D.**

Associate Dean of Preclinical Education
Professor of Anatomy

Nancy L. Carty, Ph.D.

Assistant Dean of Preclinical Education
Director, Master of Medical Sciences Program
Associate Professor of Microbiology

Bertalan Dudas, M.D., Ph.D.

Institutional Director of Research
Assistant Dean of Research and Scholarship
Professor of Anatomy

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

Mark A. Terrell, Ed.D.

Assistant Dean of Medical Education/Institutional Director for Faculty Development & Inter-Professional Education
Professor of Anatomy & Biostatistics
Director of Master's in Science of Medical Education
Co-Director of Ph.D. Program in Anatomy Education
Director of Educational Research

Richard A. Ortoski, D.O., FAOFP

Regional Dean for Clinical Education
Co-Director of Primary Care Scholars Pathway
Chair, Department of Primary Care Education
Clinical Professor of Family Medicine

Christopher Fonner, Ph.D.

Director of Problem-Based Learning
Associate Professor of Physiology

Jack Lee, Ph.D.

Director of Lecture Discussion Pathway
Assistant Professor of Physiology

Kevin A. Thomas, D.O., M.S.

Assistant Dean of Enrollment Management
Director of Accelerated Physician Assistant Pathway
Assistant Professor of Family Medicine and Osteopathic Principles and Practice

Devora Cohen-Karni, Ph.D.

Assistant Director of Problem-Based Learning Pathway
Assistant Professor of Biochemistry
LECOM at Seton Hill

Christopher C. Keller, Ph.D., C.P.H.

Director of Curriculum and Student Achievement
Director, Doctoral Program in Microbiology Education
Director of Microbiology, Immunology and Public Health
Director, Laboratory of Human Pathogens

Sarah McCarthy, Ph.D.

Director of Directed Study Pathway and Primary Care Scholars Pathway
Associate Professor of Anatomy

Diana Speelman, Ph.D.

Director of COM Research
Associate Professor of Biochemistry
Director of Biochemistry and Medical Genetics

Richard Terry, D.O., M.B.A., FAAFP, FACOFP,
Associate Dean of Academic Affairs, LECOM at Elmira

Jerolyn (Jerri) K. Thompson
Administrative Assistant to the Associate Dean of Preclinical Education

Heather Russell
Administrative Assistant, Lecture Discussion Pathway

Tammy Chriest, Administrative Assistant, Master of Medical Science Program

Carol Lipinski
Administrative Assistant, Directed Study and Primary Care Scholars Pathways

Janet Kightlinger
Administrative Assistant, Problem Based Learning Pathway

COLLEGE OF OSTEOPATHIC MEDICINE CLINICAL EDUCATION

Michael P. Rowane, D.O., M.S., FAAFP, FAAO
Associate Dean of Clinical Education
Professor of Family Medicine and Osteopathic Manipulative Medicine

Anthony Ferretti, DO
Associate Dean of Clinical Education Emeritus, LECOM Bradenton

Richard R. Terry, DO, MBA, FAAFP, FACOFP
Associate Dean of Academic Affairs, LECOM at Elmira
Regional Dean for Clinical Education, New York-Southern Tier
Chief Academic Officer, LECOM Consortium for Academic Excellence

Richard A. Ortoski, D.O., FACOFP
Regional Dean for Clinical Education, Northwestern Pennsylvania
Co-Director of Primary Care Scholars Pathway
Chair, Department of Primary Care Education
Clinical Professor of Family Medicine

Michael A. DiGiorno, D.O., FASN
Regional Dean for Clinical Education, New York City Region

Steven R. Wolfe, D.O. M.P.H.
Regional Dean for Clinical Education, Southwestern Pennsylvania

Randy Scott, D.O.

Regional Dean for Clinical Education, Northeast Florida Region-Jacksonville

Hassan Nasir, D.O.

Regional Dean for Clinical Education, Southeast Florida Region - Miami

Travis M. Smith, DO FAAEM

Regional Dean for Clinical Education, Greater Florida Region
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Jennifer M. Murphy, MA

Director of Clinical Education Outreach

LECOM Bradenton Clinical Education Staff:

Falin Bruce

Clinical Education Coordinator

LECOM Erie/Seton Hill/Elmira Clinical Education Staff:

Jennifer Murphy, M.A.

Supervising Clinical Education Coordinator

Katy Uhlman

Clinical Education Coordinator

Carolyn Heidt

Clinical Education Coordinator

Karli Pulice

Clinical Education Coordinator

Jennifer Spencer

Clinical Education Coordinator (NY)

OFFICE OF STUDENT AFFAIRS

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Assistant Dean of Enrollment Management

Shari Gould, M.S.

Director of Student Affairs

Colleen Pamula

College Receptionist

Office of Financial Aid

Shari Gould, M.A.

Institutional Director of Financial Aid

Elise Lee

Assistant Director of Financial Aid

MacKenzie Link

Financial Aid Counselor

Office of Admissions

Samuel Comfort

Director of Professional Program Admissions

Dustin Cassell

Director of Pre-professional Program Admissions

Darby Hetrick

Admissions Representative

Karen Kongaware

Pharmacy Admissions Representative

Office of the Registrar

Jeremy J. Sivillo

Institutional Registrar

Maricely Reyes-Cruz

Assistant Registrar

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Daniel A. Welch, M.L.S.

Institutional Director, LECOM Learning Resource Centers

Andrew R. Krol, M.L.I.S

Assistant Director, LECOM Learning Resource Center
LECOM Erie

Shana Michaud, M.L.I.S.

Health Science Librarian – LECOM Bradenton
School of Dental Medicine

Susan Mason, M.L.I.S

Health Science Librarian – LECOM

Andrew Koval M.S.L.S.

Health Science Librarian

LECOM at Seton Hill

PURCHASING

Nazneen I. Krol, B.S.
Institutional Director of Purchasing

Marcie Head
Purchasing Assistant

Cindy Ingaldi
Purchasing and Bookstore Assistant

MANAGEMENT INFORMATION SYSTEMS

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Institutional Director of Information Technology

Justin Jarrett
Institutional Director of Network Operations
Data Security Officer

Randy J. Harris
Director of Information Technology

Joshua Bogden
Network Operations Coordinator

Will McKee
Network Operations Coordinator

Kyle Price
Network Administrator

Christopher Desser
Clinical Network and Digital Signage Technician (MAE)

Jonathan Nielson
Enterprise Services Manager
Technician

Colling Potter
Enterprise Services

Russell D. Bidwell
Audio Visual Team Lead

Andrew R. Jack
AV/IT Technician

Alex Borisov
AV/IT Technician

Cameron Lang
AV/IT Technician

Michelle Melendez
AV/IT Technician

Brandon Crane
AV/IT Technician

James Hanlon
IT Services Manager

Tim McDonald
IT Service Manager

Mark Venzin, M.B.A.
IT Service Manager/Facility Coordinator

Andre Torres
Senior Software and Database Developer

Jesi Bartlett
Student Information Systems Coordinator

Mark Badaracco
Senior Software Engineer and Data Analyst

Branden Darly
Dental Support Service Manager

FINANCE AND ACCOUNTING

Steven G. Inman, CPA, CGMA
Vice President of Fiscal Affairs/CFO

John Bergquist, CPA
Financial Analyst Director

Susan K. Williard
Accounting Supervisor

Amy Majczyk
Bursar

Jennifer M. Cass
Payroll / Staff Accountant
Assistant

Breanne Flangan
Student Billing

Justin R. Barns
Accounts Payable

Beth Sivak
Grant Accountant

Mary Ann Hess
Business Office Assistant

COMMUNICATIONS AND MARKETING

VACANT
Senior Communications and Marketing Specialist

MSGR. David A. Rubino Ph.D.

Institutional Director of External Affairs

BUILDING OPERATIONS

Brian J. King

Director of Building Operations

HUMAN RESOURCES

Aaron E. Susmarski, J.D.

Institutional Director of Human Resources

Kathleen J. States, MSHRD, SHRM-CP

Associate Director of Human Resources

Wendy L. Grafius

Talent Management Specialist
and

Allison Wakley, M.S.Ed.

Human Resource Generalist

Recruitment Specialist

Christopher Workman, SHRM-CP

Human Resource Generalist

Robert Wood, SPHR

Human Resource and Payroll Coordinator

CAMPUS POLICE and SECURITY

Kevin E. Goode

Institutional Director

Rich Shopene

Deputy Director

Edward L. Mioduszewski

Deputy Director

Jamie Smith

Operations/Logistics

Harry E. Whipple, III

Operations/Logistics

Chad Carrier

Director of Security – LECOM Florida

FOOD SERVICES

Dupree DeBoe

Food Service Manager

COLLEGE OF MEDICINE FACULTY

Alaeddin Abukabda, Ph.D., *Assistant Professor of Physiology, Assistant Director PBL Pathway*; Certificate in Biostatistics, West Virginia University; M.Sc, Molecular Biology, Clarion University of Pennsylvania; Ph.D., West Virginia University; D.M.D., Al Fateh University

Michael G. Allison, D.O., *Clinical Instructor, Anesthesiology*; D.O., Philadelphia College of Osteopathic Medicine

John Balmer, D.O., *Clinical Associate Professor of OPP*; B.S.N., Indiana University of PA; D.O., University of New England

Micalyn D. Baney, D.O., *Clinical Associate Professor of Family Medicine*; B.S., Elizabethtown College; D.O., Lake Erie College of Osteopathic Medicine

David Beaton, D.O., *Clinical Associate Professor of Surgery, Obstetrics/Gynecology*; B.S., Allegheny College; D.O., Philadelphia College of Osteopathic Medicine

Dwipayana Bhattacharya, Ph.D., M.S., *Assistant Professor*; B.S. VIT University; M.S., Leicester University, M.S., Butler University; Ph.D., Auburn University

David Bodosky, D.O., *Clinical Associate Professor of Family Medicine/OPP*; B.A., Accounting, Thiel College; D.O., Lake Erie College of Osteopathic Medicine

Sarah E. Breon, D.O., M.S. (Med. Ed.), *Clinical Associate Professor of Family Medicine*; B.S., Biology, Oberlin College; M.S., Medical Education, Lake Erie College of Osteopathic Medicine; D.O., Lake Erie College of Osteopathic Medicine

Terry Buckwalter, D.O., *Clinical Assistant Professor of Surgery/Anesthesiology*; B.S., Allegheny College; D.O., Philadelphia College of Osteopathic Medicine

Sean T. Carroll, D.O., M.S. (Med.Ed.), *Assistant Professor of Surgery/Otolaryngology*; B.A., Gannon University; D.O., Chicago College of Osteopathic Medicine of Midwestern University

Seth H. Carter, D.O., M.S.M.Ed.; *Clinical Associate Professor of Geriatrics*; B.S., Microbiology, Brigham Young University; M.S. Medical Education, Lake Erie College of Osteopathic Medicine; D.O., Lake Erie College of Osteopathic Medicine

Nancy L. Carty, Ph.D., *Assistant Dean of Preclinical Education, PBL Erie/Seton Hill/Elmira;; Associate Professor of Microbiology; Director of Masters of Medical Science Program*; B.S., Biology, Bloomsburg University; M.S., Biology, Shippensburg University; Ph.D., Medical Microbiology, Texas Tech University Health Sciences Center

Melodie Chudlinski, D.O., *Clinical Assistant Professor of OMM; M.Sc. in Healthcare Administration, LECOM, D.O., LECOM*

John Czarnecki, M.D., M.P.H., MPA, *Clinical Assistant Professor of Family Medicine; B.S., Biology, The Pennsylvania State University; M.S., Environmental Science, Gannon University; M.D., Jagiellonian University*

Carmine D. D'Amico, D.O., F.A.C.C., *Clinical Professor of Internal Medicine and Cardiology; Course Director of the Cardiovascular System; ACLS Course Director; B.A., Biology, Washington and Jefferson College; D.O., Philadelphia College of Osteopathic Medicine*

Michael DiGiorno, D.O., *Clinical Professor, Regional Dean; M.S., Fordham University; D.O., Lake Erie College of Osteopathic Medicine*

Bertalan Dudas M.D., Ph.D., M.S. (Med. Ed.), *Professor of Anatomy; Assistant Dean of Research and Scholarship; Course Director of Histology; Director of Neuroendocrine Organization Laboratory; M.S., Medical Education, Lake Erie College of Osteopathic Medicine; Ph.D., M.D., University of Szeged, Hungary*

David Duriancik, Ph.D., *Assistant Professor of Biochemistry; Ph.D., Biochemical Human Nutrition, Michigan State University; B.Sc., Molecular Biology/Biotechnology, Clarion University of Pennsylvania*

Randy Edwards, D.O., *Clinical Associate Professor of Family Medicine; B.S., Gannon University; D.O., Philadelphia College of Osteopathic Medicine*

Erik O. Esper, D.O., *Clinical Professor of Family Medicine/OPP; Gannon University; D.O., University of Osteopathic Medicine and Health Sciences Des Moines*

Jeffrey J. Esper, D.O., M.S. (Med. Ed.), M.H.S.A., *Clinical Professor of Internal Medicine/Neurology; Clinical Science Coordinator, Neurosensory System; Division of Neurology Program Director, UPMC Hamot-Millcreek Community Hospital Neurology Residency; Gannon University; D.O., College of Osteopathic Medicine and Surgery, University of Osteopathic Medicine and Health Sciences Des Moines; M.S. (Med. Ed.), M.H.S.A., Lake Erie College of Osteopathic Medicine*

Stephany F. Esper, D.O., *Clinical Professor of Family Medicine/OPP; Assistant Director of Osteopathic Manipulative Medicine; Gannon University; D.O., University of Osteopathic Medicine and Health Sciences*

Karl J. Falk, D.O., *Clinical Associate Professor of Family Medicine/OMM; B.A., Mathematics, B.S.N. Nursing, Villa Maria Academy; D.O., University of Osteopathic Medicine and Health Sciences Des Moines*

Kevin Falk, D.O., M.S. (Med.Ed), *Clinical Assistant Professor of OMM; D.O., Lake Erie College of Osteopathic Medicine*

Anthony Jon Ferretti, D.O., *Clinical Professor of Surgery/Orthopedics*; B.S., Biology, Gannon University; D.O., Philadelphia College of Osteopathic Medicine

John M. Ferretti, D.O., F.A.C.O.I., *Clinical Professor of Internal Medicine; President/CEO of LECOM*; B.S., Gannon University; M.S., D.O., Philadelphia College of Osteopathic Medicine; Residency, Hospital at the Philadelphia College of Osteopathic Medicine; Board Certification in Internal Medicine (AOBIM); Certification of Competence in Geriatrics (AOBIM); Fellow, American College of Osteopathic Internists

Richard E. Ferretti, Esq., *Instructor of Medical Jurisprudence, Director of Risk Management; General Counsel*; B.A., University of Pittsburgh; J.D., Duquesne University; M.B.A., The Behrend College of Pennsylvania State University

Silvia M. Ferretti, D.O., *Clinical Professor of Internal Medicine/Physical and Rehabilitative Medicine; Provost; Senior Vice President and Dean of Academic Affairs*; Gannon University; D.O., Philadelphia College of Osteopathic Medicine; Residency, Physical Medicine/Rehabilitation at the Hospital of the University of Pennsylvania; Board Certification, American Board of Physical Medicine and Rehabilitation, AOA Physical Medicine and Rehabilitation, Family Practice (ACOFPP), Geriatric Medicine

Vincent S. Fierro, Jr., D.O., *Clinical Professor of Internal Medicine/Gastroenterology; System Coordinator, Digestive System*; B.S., University of Delaware; D.O., Philadelphia College of Osteopathic Medicine

Christopher Fonner, Ph.D., *Associate Professor of Physiology*; B.S., Biology, Gannon University, Ph.D., Duquesne University

Edward Griffin Jr., M.D., *Clinical Assistant Professor of Surgery/Orthopedics*; M.D., SUNY Downstate College of Medicine

Douglas Grisier, D.O., *Clinical Professor of Family Medicine*; B.S., Gannon University; D.O., Philadelphia College of Osteopathic Medicine

Steven Habusta, D.O., *Clinical Professor of Surgery/Orthopedics*; B.S., John Carroll University; M.Ed., University of Toledo; D.O., Philadelphia College of Osteopathic Medicine

Danielle Hansen, D.O., M.S. (Med. Ed.); *Clinical Associate Professor of Internal Medicine*; B.A., Education and Social Policy, Northwestern University; M.S., Medical Education, Lake Erie College of Osteopathic Medicine; D.O., Lake Erie College of Osteopathic Medicine

Michael Hauk, D.O., *Clinical Associate Professor of Surgery/Radiology*; B.S., Pennsylvania State University; D.O. Philadelphia College of Osteopathic Medicine

Jan Hendryx, D.O., *Clinical Professor of Family Medicine/OMM; Course Director of Osteopathic Principles and Practice; B.S., Pre-Medicine, The Pennsylvania State University; M.S., Biology, St. Bonaventure; D.O., Texas College of Osteopathic Medicine; Medical Acupuncture for Physicians, American Academy of Medical Acupuncture*

Brandi Hobbs, Ph.D., *Assistant Professor of Microbiology and Immunology; B.S. Biology, Edinboro University, Ph.D., Molecular Microbiology and Immunology, University of Maryland*

Alice Hudder, Ph.D., *Professor of Biochemistry and Medical Genetics; B.A., Biology, Hofstra University; M.A., Biology, Physiology, Hofstra University; Ph.D., Biochemistry, Cell and Molecular Biology, University of Miami School of Medicine*

Colleen Cole Jeffrey, Ph.D., *Assistant Professor of Physiology; Endocrine System Course Coordinator; M.S., Biology, University of Notre Dame; Ph.D., Physiology, University of Florida*

John J. Kalata, D.O., M.S. (Med. Ed.), *Clinical Professor of Family Medicine; Director of Medical Education, Millcreek Community Hospital; B.S. Notre Dame; M.S., Medical Education, Lake Erie College of Osteopathic Medicine; D.O., Kansas City University of Medicine and Biosciences College of Osteopathic Medicine*

Jonathan K. Kalmey, Ph.D., *Associate Dean of Preclinical Education, Professor of Anatomy; B.S., Biology, Shippensburg University; M.A., Biological Anthropology, University of South Carolina; Ph.D., Biomedical Sciences, Kent State University/NEOUCOM*

Christopher C. Keller, Ph.D., C.P.H., *Director of Curriculum and Student Achievement; Professor of Microbiology; Director of Doctoral Program in Microbiology Education Course Director of Microbiology/Immunology, Public Health Laboratory of Human Pathogens; B.S., Biology, University of Pittsburgh at Bradford; Ph.D., Infectious Diseases and Microbiology, Graduate School of Public Health, University of Pittsburgh*

Randy J. Kulesza, Jr., Ph.D., *Dean, Graduate School of Biomedical Sciences, Director of Doctoral Program in Anatomy Education, Professor of Anatomy & Physiology; Course Director Embryology, Human Gross Anatomy; Basic Science Coordinator of Basic and Clinical Neuroscience, Director of the Auditory Research Center; B.S., Biology, Gannon University; Ph.D., Anatomy, West Virginia University*

Leah Labranche, Ph.D., M.S., *Assistant Professor of Anatomy, Assistant Director of Directed Study Pathway; Director of Bridging the Gaps; B.Sc., University of Guelph; M.Sc., Clinical Anatomy, Western University*

Patrick Leary, D.O., M.S. (Med. Ed.) F.A.O.A.S.M. *Clinical Professor of Sports Medicine; Director of Sports Medicine; B.S., University of Notre Dame; M.S., Medical Education, Lake Erie College of Osteopathic Medicine; D.O., Kansas City University of Medicine and Bioscience College of Osteopathic Medicine*

Jack Lee, Ph.D., *Assistant Professor of Physiology, Director of Lecture Discussion Pathway; Course Director of Integumentary System; Course; Director of Physiology; Digestive System Coordinator; B.S. University of Buffalo; Ph.D., Physiology and Biophysics, Stony Brook University*

James Lin, D.O., M.S. (Med. Ed.), *Clinical Associate Professor of Internal Medicine/Geriatrics Palliative Care; Course Director of Geriatric System; B.S., New York University; M.S., Medical Education, Lake Erie College of Osteopathic Medicine; D.O., Lake Erie College of Osteopathic Medicine*

Sarah McCarthy, Ph.D., *Associate Professor of Anatomy/Physiology; Director of Directed Study Pathway; Co-Director of Primary Care Scholars Pathway; Director of the Convergence Course; B.S., Applied Forensic Science, Mercyhurst College; Ph.D., Anatomy, Penn State Hershey College of Medicine*

Eric J. Milie, D.O., M.S. (Med Ed.); *Clinical Associate Professor of Internal Medicine; B.S., Sports Medicine, Mercyhurst College; M.S., Medical Education, Lake Erie College of Osteopathic Medicine; D.O., Lake Erie College of Osteopathic Medicine*

Joseph P. Nedresky, M.D., *Clinical Assistant Professor of Surgery/Radiology; B.S. Gannon University; M.D. University of Pittsburgh*

Richard A. Ortoski, D.O., FACOFP, *Regional Dean; Clinical Professor of Family Medicine /Human Sexuality; Chair, Department of Primary Care Education; Co-Director of Primary Care Scholars Pathway; B.S., Mathematics, Allegheny College; D.O., Philadelphia College of Osteopathic Medicine; Board Certification in Family Medicine (AOBFP), Young Adult and Adolescent Medicine (AOBFP); HIV/AIDS Specialist (AAHIVM); Fellow, American College of Osteopathic Family Physicians*

Gary L. Peterson, Jr., D.O., M.S., Med. Ed.; *Clinical Assistant Professor of Family Medicine; B.S., Gannon University; M.S., Medical Education, Lake Erie College of Osteopathic Medicine; D.O., Lake Erie College of Osteopathic Medicine*

Andrej Podlutsky, Ph.D., *Associate Professor of Biochemistry; M.Sc., Kharkov State University, Ph.D., Institute Theoretical and Experimental Biophysics, Puschino, Moscow Region, Russia*

Mohammed S. Razzaque, Ph.D., MBBS, *Professor of Pathology; MBBS, Medicine, Chittagong University College of Medicine (Bangladesh); Ph.D., Pathology, Nagasaki University School of Medicine (Japan)*

Armando Ricci, D.O., M.S. (Med. Ed.), *Clinical Professor of Family Medicine/OMM; B.S., Chemistry, Gannon University; M.S., Medical Education, Lake Erie College of Osteopathic Medicine; D.O., Philadelphia College of Osteopathic Medicine; M.S., Medical Education, Lake Erie College of Osteopathic Medicine*

Beth Ann Ricci, D.O., M.S. (Med. Ed.), *Clinical Professor of Family Medicine/OMM*; B.S., Chemistry, Westminster College; M.S., Medical Education, Lake Erie College of Osteopathic Medicine; D.O., Philadelphia College of Osteopathic Medicine; M.S., Medical Education, Lake Erie College of Osteopathic Medicine

Brian Risavi, D.O., *Clinical Assistant Professor of Emergency Medicine*; B.S. Chemistry, Grove City College; M.S., Science & Medical Education, LECOM; DDS, University of Pittsburgh, D.O., Des Moines University

Charles Rohrbach, D.O., M.S. (Med. Ed.), *Clinical Assistant Professor of Family Medicine*, M.S. Medical Education, Lake Erie College of Osteopathic Medicine; D.O., Lake Erie College of Osteopathic Medicine

Albert Sabirov, M.D., Ph.D., *Assistant Professor of Comprehensive Basic Science*; M.D., Kazan State Medical University (Russia); Ph.D., Oita Medical University (Japan)

Regan P. Shabloski, D.O., Assistant Dean of Plans, Operations, Training and Safety; *Clinical Associate Professor of Emergency Medicine*; B.A., M.S., Mansfield University of Pennsylvania; D.O., Kirksville College of Osteopathic Medicine

Diana Speelman, Ph.D., *Associate Professor – Biochemistry, Director of College of Medicine Research*; B.S. Biochemistry and Molecular Biology, University of Maryland; Ph.D., Philosophy, Medical Biochemistry, University of Maryland

Lisa Stevens, D.O., *Clinical Assistant Professor of Surgery/Pathology; Course Director of Pathology and Respiratory Systems*; B.S., Biology, Ohio Northern University; D.O., Lake Erie College of Osteopathic Medicine

Mark Strazisar, D.O., M.S. (Med. Ed.), *Clinical Associate Professor of Internal Medicine/Psychiatry*; B.S. Gannon College; M.S. Medical Education, Lake Erie College of Osteopathic Medicine; D.O., Lake Erie College of Osteopathic Medicine

Mark A. Terrell, Ed.D., *Assistant Dean of Medical Education/Institutional Director for Faculty Development & Inter-professional Education, Professor of Anatomy & Biostatistics, Director of Masters in Science of Medical Education, Co-Director of Ph.D. Program in Anatomy Education, Director of Educational Research*; B.S., Education, State University of New York-College of Fredonia; M.S., Geology, Ball State University; M.A., Educational and Cognitive Psychology, Ball State University; Ed.D., Biology, Ball State University

Richard Terry, D.O., M.B.A., FFAFP, FACOFP, *Associate Dean of Academic Affairs, LECOM at Elmira*; B.A., Psychology, Alfred University; M.B.A., University of Massachusetts Amherst; D.O. New York College of Osteopathic Medicine

Noelle Thielman, Ph.D., *Assistant Professor of Microbiology and Immunology*; B.S. Edinboro University, Ph.D. Johns Hopkins University School of Medicine

Joshua Tuck, D.O., M.S. (Med. Ed.), *Clinical Assistant Professor of Surgery and Orthopedics;* B.S. Notre Dame College;; D.O. University of New England College of Osteopathic Medicine; M.S. Medical Education, Lake Erie College of Osteopathic Medicine

Frank Tursi, D.O., *Clinical Professor of Family Medicine/Geriatric Medicine;* B.S., Biology, Widener College; D.O., Philadelphia College of Osteopathic Medicine

Steven Wolfe, D.O., M.P.H., *Clinical Professor of Family Medicine, Regional Dean;* B.S. Chemistry, University of Pittsburgh;; D.O., Lake Erie College of Osteopathic Medicine; M.P.H., University of Pittsburgh

LECOM MAE PHYSICIANS

Rodolfo Arreola, M.D., *Clinical Assistant Professor of Surgery*

Bryant Bojewski, D.O., *Clinical Assistant Professor of Internal Medicine*

Mark Baker, D.O., *Clinical Assistant Professor of Family Medicine*

Micalyn Baney, D.O., *Clinical Associate Professor of Family Medicine*

David Beaton, D.O., *Clinical Associate Professor of Surgery, Obstetrics/Gynecology*

David Bodosky, D.O., *Clinical Associate Professor of Family Medicine*

Sarah Breon, D.O., *Clinical Assistant Professor of Family Medicine*

Seth Carter, D.O., *Clinical Associate Professor of Geriatrics*

Karl J. Falk, D.O., *Clinical Associate Professor of Family Medicine/OMM*

Kevin Falk, D.O., M.S. (Med.Ed), *Clinical Assistant Professor of OMM*

Anthony Jon Ferretti, D.O., *Clinical Professor of Surgery/Orthopedics*

John M. Ferretti, D. O., F.A.C.O.I., *Clinical Professor of Internal Medicine*

Douglas Fronzaglia, D.O., M.S. (Med.Ed), *Clinical Assistant Professor of Internal Medicine*

Edward Griffin, M.D., *Clinical Assistant Professor of Orthopedic Surgery*

Douglas Grisier, D.O., *Clinical Professor of Family Medicine*

Steven Habusta, D.O., M.S. (Med. Ed.) *Clinical Professor of Surgery/Orthopedics*

Michael Hauk, D.O., *Clinical Assistant Professor of Radiology*

Danielle Hansen, D.O., M.S. (Med. Ed.), *Clinical Associate Professor of Internal Medicine*

Jan Hendryx, D.O., *Clinical Professor of Family Medicine/OMM*

John Kalata, D.O., *Professor of Family Medicine*

Jay Kiessling, M.D., *Clinical Instructor of Surgery*

Patrick Leary, D.O., M.S. (Med. Ed.) F.A.O.A.S.M. *Clinical Professor of Sports Medicine; Director of Sports Medicine*

James Lin, D.O., M.S. (Med. Ed.), *Clinical Associate Professor of Internal Medicine/Geriatrics; Course Director of Geriatric System*

Ryan Lynch, D.O., *Clinical Assistant Professor of Family Medicine*

Meghan McCarthy, D.O., *Clinical Assistant Professor of Psychiatry*

Fernando Melaragno, D.O., M.S. (Med. Ed), *Clinical Assistant Professor of Internal Medicine*

Eric J. Milie, D.O., M.S. (Med. Ed.), *Clinical Associate Professor of Internal Medicine*

Gary L. Peterson, Jr., D.O., M.S. (Med. Ed.), *Clinical Assistant Professor of Family Medicine*

William Phelps, M.D., F.A.C.S., *Clinical Associate Professor of Surgery*

Christopher Rial, D.O., M.S. (Med. Ed.), *Clinical Assistant Professor of Family Medicine/Sports Medicine/Integrated Care*

Armando Ricci, D.O., M.S. (Med. Ed.), *Clinical Assistant Professor of Family Medicine/OMM*

Beth Ann Ricci, D.O., M.S. (Med. Ed.), *Clinical Professor of Family Medicine/OMM*

Gary Ritten, M.D., *Clinical Assistant Professor of Surgery and OB/GYN*

Chip Rohrbach, D.O., *Clinical Assistant Professor of Internal Medicine*

Lisa Stevens, D.O., *Clinical Assistant Professor of Pathology*

Shawn Storm, D.O., *Clinical Assistant Professor of Surgery/Orthopedics*

Joshua A. Tuck, D.O., M.S. (Med. Ed.), *Clinical Assistant Professor of Surgery/Orthopedics*

Frank Tursi, D.O., *Clinical Professor of Family Medicine/Geriatric Medicine*

Brian Viviano, D.O., M.S. (Med. Ed.), *Adjunct Clinical Assistant Professor of Internal Medicine/Gastroenterology*

William Wismer, D.O., *Adjunct Assistant Professor of Internal Medicine/Gastroenterology*

Stefanie L. Young, C.N.M., M.S.N., *Instructor of OB/Gyn*

**APPENDIX N- LECOM BRADENTON:
COLLEGE OF OSTEOPATHIC MEDICINE
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.

CFO / Vice President of Finance

Mark K. Kauffman, D.O., MS Med Ed, PA. FACOFP

Associate Dean of Academic Affairs

Robert J George, D.O.

Associate Dean of Academic Affairs, Emeritus

James Gnarra, Ph.D.Assistant Dean of Preclinical Education
Professor of Microbiology and Immunology**Steve Ma, D.O.**Assistant Dean of Preclinical Education
Clinical Assistant Professor of Osteopathic Principles and Practices**Anthony Ferretti, D.O.**

Associate Dean of Clinical Education Emeritus

Dan Welch, M.L.S.

Institutional Director of the Learning Resource Center/IT

Aaron E. Susmarski, J.D.Institutional Director of Human Resources
Institutional Title IX Coordinator**Office of Student Affairs****Ronald Shively**

Director of Student Affairs, Emeritus

Debra A. HorneDirector of Student Affairs
Career Development, Director of Community
Outreach

Denay Coale-Hunter

Financial Aid Officer

Betty Brucee

Receptionist/Admissions Representative

Nicole L. Papanikos

Registrar

Elaine Haralampoudis

Admissions Representative COM

Julissa Davila

Admissions Representative MMS

Management and Support Staff**Falin Bruce**

Administrative Assistant–Clinical Education

Kandyse Taylor

Administrative Assistant–Preclinical

Julio Garavello

Clinical Education Coordinator

Laurie Meliss

Special Projects Coordinator, Office of Associate Dean of Academics

Joseph Tolomeo

Operations Supervisor

Jeffrey Shores

Skilled Maintenance

Delbert Briley

Skilled Maintenance

Gordon Hemingway

Director of Network Operations

Cameron Lang

IT Services

James Hanlon

IT Service Manager

Michael Arrigo

Food Service Manager

Yvonne G. Arrigo

Food Service Assistant

Dexter Honeycutt

Librarian – COM/SOP

Katie Kunze

Library Assistant

Chad Carrier

Director of Security/COM & SOP

Jack Hines, Jr.

Director of Security/SDM

Leothus C. Jackson, Jr.

Lead Security Officer

BRADENTON COLLEGE OF MEDICINE FACULTY

Delbert Abi Abdallah, Ph.D., *Associate Professor of Microbiology*; B.S. University of Florida; Ph.D., Cornell University.

Dannell Anschuetz, D.O., *Instructor*; D.O., University of New England College of Medicine; B.A., University of Tennessee

Thomas Arnold, Ph.D., *Professor of Biochemistry*; Ph.D., University of South Florida College of Medicine, B.S., University of Florida

Angela Benton, Ph.D., *Assistant Professor*, Ph.D, University of Mississippi Medical Center; B.S. Mississippi State University; M.S., Mississippi College

Roger Biringer, Ph.D., *Professor of Biochemistry*; Ph.D., University of California, M.S., San Jose State University, M.A., University of California

Anupam Bishayee, Ph.D., *Professor*; Ph.D., Jadavpur University; M.Pharm., Jadavpur University; B.Pharm., Jadavpur University

David Boesler, D.O., F.A.A.O., *Associate Professor of Osteopathic Principles and Practice*; D.O., Des Moines University College of Osteopathic Medicine; B.S., Villanova University; B.A., LaSalle University

Denver Briley, D.O. *Assistant Professor of Internal Medicine*, D.O. William Carey University College of Medicine; B.S. University of Memphis

Stephen Coppa, D.O., *Assistant Clinical Professor of Internal Medicine and Director of Student Health Services*; D.O., New York College of Osteopathic Medicine; B.A., New York University

Alfredo Cordova, M.D., *Instructor*; Universidad San Martin de Porres; Pre-Med, Johns Hopkins School of Medicine; M.D.

Stuart D. Critz, Ph.D., *Professor of Physiology*; Ph.D., University of Texas; M.S., Northeastern University; B.S., University of Massachusetts

Paul R. Danahy, M.D., *Clinical Professor of Surgery*; M.D., University of Rochester; B.S., Canisius College

Kimberly Fabre, D.D.S., *Clinical Instructor*; D.D.S., University of Minnesota; A.A., Dental Hygiene, Normandale Community College

Anthony Ferretti D.O., *Associate Dean of Clinical Education; Emeritus*; D.O., Philadelphia

College of Osteopathic Medicine, B.S., Gannon University

Seth Gardner D.C., M.S., *Assistant Professor*; D.C, M.S., B.S., Palmer College of Chiropractic

Robert George D.O., *Clinical Professor of Family Medicine (Associate Dean Emeritus)*; D.O., University Health Sciences College of Osteopathic Medicine, B.S., Youngstown State University

Othman Ghribi, Ph.D., *Professor*; Ph.D, Paris Descartes University; M.S., Pierre et Marie Curie University; B.S. University Paris Paris VII

James R. Gnarra, Ph.D., *Assistant Dean of Preclinical Education, Professor of Microbiology and Immunology*; Ph.D. University of Virginia; B.S. University of Pittsburgh

Jerry Goodman, M.D., *Clinical Instructor, OB/GYN*; M.D., Indiana University; B.S., Indiana University

Nicole Greenwood, M.D., *Assistant Professor*, M.D., Saba University; B.A.H. Queens University

Meitra Harandi, D.O., *Clinical Instructor, Internal Medicine*; D.O., Kentucky College of Osteopathic Medicine, B.S., William Paterson University

Kenneth Hauck M.D., *Clinical Instructor, Otolaryngology*; M.D., The George Washington University; B.S., United States Military Academy

Milena Henzlova, M.D., Ph.D., *Assistant Professor*; Ph.D., Charles University; M.D., Charles University

Teresa Hunter-Pettersen, M.D., M.P.H., M.S. *Associate Professor of Medical Education*; M.D., LaUniversidad del Noreste; M.P.H., New York University; M.S. Medical Education, LECOM; B.S., St. Joseph's College

Mohamed Hussein, Ph.D., D.V.M., M.S., *Professor of Physiology*; D.V.M., University of Khartoum; Ph.D., M.S., The Ohio State University; M.S., University of Wisconsin-Madison

Murat Ibatullin, M.D., Ph.D., *Associate Professor*; M.D. State Medical University; Ph.D., Neurosurgical Institute

Axay Kalathia, M.D., *Instructor*; M.D., Rutgers – New Jersey Medical School; B.S., B.A., St. John Fisher

Mark Kauffman, D.O., M.S., *Associate Dean of Academic Affairs, Clinical Professor of Family Medicine*; D.O., M.S., Lake Erie College of Osteopathic Medicine; B.S., St. Francis College

Bridget Keller, M.D., *Assistant Clinical Professor of Neurology; Director of Clinical Examination*; M.D., University of Miami Miller School of Medicine; B. A., Rollins College

Suresh Kotagal, M.D., *Instructor*; M.B., Armed Forces Medical College; B.S., Armed Forces Medical College; M.B.B.S. Poona University

Shaan Kunwar, D.O., *Clinical Instructor, Internal Medicine*; D.O., Lake Erie College of Osteopathic Medicine; M.S., Thomas Jefferson University; B.S., Thomas Jefferson University

Boris Libster, D.O., *Assistant Professor*; D.O., New York College of Osteopathic Medicine; A.B. Rutgers University

Bryan Lin, D.O., *Clinical Instructor, Emergency Medicine*; D.O., Lake Erie College of Osteopathic Medicine; B.S. Nova Southeastern University

Richard Lipton, M.D., *Instructor*; M.D., University of Miami School of Medicine; B.S., University of Florida

Francis Liuzzi, Ph.D., M.S., *Professor of Anatomy, Human Clinical Anatomy Course Director*; Ph.D., The Ohio State University; M.S., Rensselaer Polytechnic Institute; B.S., Union College

Santiago Lorenzo, Ph.D., *Associate Professor of Physiology, Course Director of Problem Based Learning*; B.S., M.S., M.S.MED, Ph.D., University of Oregon

Steven Ma, D.O., *Assistant Dean of Preclinical Education; Assistant Clinical Professor of Family Medicine & OPP*; D.O., Philadelphia College of Osteopathic Medicine, B.S., Temple University

Yasmin Mali, M.D., *Physician Faculty*, M.D., Robert Wood Johnson Medical School; B.A., Rutgers University

Jonathan Maltz, M.B.Bch., *Clinical Instructor*; M.B.Bch, University of the Witwatersrand, Johannesburg, South Africa; B.A., University of the Witwatersrand

Diane McKay, Psy.D., *Assistant Professor of Behavioral Health, Course Director of Behavioral Science Course*; Psy.D. Forest Institute of Professional Psychology; B.S. New Jersey City University

Nicole Myers, D.O., *Assistant Clinical Professor of Osteopathic Manipulative Medicine, Course Director of Osteopathic Principles and Practice*; D.O., M.S., Philadelphia College of Osteopathic Medicine; B.S., University of Pittsburgh

Thomas Quinn, D.O., *Clinical Professor of Family Medicine*; D.O., Philadelphia College of Osteopathic Medicine; B.S., LaSalle University

Kevin P. Raisch, Ph.D., *Acting Director of the Masters of Medical Science (MMS); Associate Professor; Director of Research*; Ph.D., Colorado State University; M.S., Iowa State University; B.S., Iowa State University

Oren Rosenthal, Ph.D., M.P.T., *Professor of Anatomy*; Ph.D., University of South Florida; M.P.T., Rutgers University; B.A., University of Buffalo

Edward Salib, D.O., *Instructor*; D.O., New York College of Osteopathic Medicine, NY Institute of Technology; M.B.A., Saint Leo University; B.S., New York Institute of Technology

Robert Schwartz, M.D., *Instructor*; M.D., University of Connecticut School of Medicine; M.P.H., Yale University; B.S., Fairfield University

Brian Selius, D.O., *Instructor*; D.O., Philadelphia College of Osteopathic Medicine, B.S., Suffolk University

Cheryl Lee Sellers, D.O., *Clinical Instructor; Family Practice & OPP*; D.O., Nova Southeastern University; B.A., Smith College

Rebecca Steiner, Ph.D., *Assistant Professor*; Ph.D. Ohio State University; B.S. University of Mount Union

David Walters, M.D., *Assistant Professor*; M.D., Duke University School of Medicine; B.A., Duke University

Laura Yard, M.D., *Instructor*; M.D., University of Texas Southwestern; B.J., University of Missouri- Columbia

Robert Yellon, M.D., *Clinical Instructor, Otolaryngology*; M.D., State University of New York at Stony Brook School of Medicine; B.A., Princeton University

Jonathan Yousef, D.O., *Clinical Instructor, Family Practice & OPP*, D.O., Lake Erie College of Osteopathic Medicine; B.S., SUNY Stony Brook

**APPENDIX O - LECOM AT SETON HILL:
COLLEGE OF OSTEOPATHIC MEDICINE
ADMINISTRATION, FACULTY AND STAFF**

LECOM at Seton Hill also shares administrators listed under the College of Medicine Erie Campus.

ADMINISTRATION

Devora Cohen-Karni, Ph.D.

Director of Problem-Based Learning Pathway
Assistant Professor of Biochemistry and Molecular Biology

Julie K. Freeman, M.U.R.P., M.B.A., J.D.

Assistant General Counsel
Assistant Professor of Family Medicine

Andrew Koval M.S.L.S.

Health Services Librarian

STAFF

Rachel Geary

Admissions Representative

Rebecca Bouille

Student Affairs

Renee Garbeglio

Financial Aid Coordinator

Wanda Wilson

Administrative Assistant/Receptionist

Isolino (Mark) Venzin, M.B.A. Kelly Murphy

IT Service Manager/Facility Coordinator Administrative Assistant

Sharon Martino

LRC Assistant

Jim Vikartosky

Health Sciences Librarian

FACULTY

In addition to the faculty members listed below, several part-time and adjunct faculty members participate in the History and Physical Examination and Osteopathic Principles and Practice courses. Also, some faculty members based primarily at LECOM Erie contribute in a significant way to instruction at LECOM at Seton Hill.

Mark A. W. Andrews, Ph.D. FNAOME, *Professor of Physiology*; B.S., Biology and Chemistry, St. Vincent College; M.S., Applied Physiology, University of Pittsburgh; Ph.D., Physiology and Biophysics, The Medical College of Georgia

Courtney Baker, D.O., *Assistant Professor of Psychiatry*; D.O., Des Moines University

Daniel Borsch, Ph.D., *Assistant Professor of Anatomy and Physiology*; B.S., Biology, University of Pittsburgh; Ph.D., Anatomy, West Virginia University.

Jean Carr, Ph.D., *Professor of Biochemistry and Biostatistics*; Ph.D., Louisiana State University; M.S.H., Tulane University; B.A., St. John's College; M.S., Mount Holyoke College

Devora Cohen-Karni, Ph.D., *Assistant Professor of Biochemistry and Molecular Biology; Director of Problem-Based Learning Pathway*; B.Sc., Materials Engineering, B.A., Chemistry, Technion – Israel Institute of Technology; M.Sc., Structural and Molecular Biology, Weizmann Institute of Science; Ph.D., Molecular Cell Biology and Biochemistry, Boston University.

Kathleen B. Daniele, M.D., *Assistant Professor of Family Medicine*; B.S., University of Notre Dame, M.D., University of Connecticut School of Medicine

Ronald J. Fecek, Ph.D., *Assistant Professor of Microbiology and Immunology; Assistant Director of Problem-Based Learning Pathway, Director of Exam Management year 1*; B.S., M.S., Biology, California University of Pennsylvania; Ph.D., Microbiology and Immunology, West Virginia University

Irving (Irv) Freeman, Ph.D., J.D., *Clinical Professor of Primary Care Medicine, Vice President for LECOM at Seton Hill; Assistant Dean of Academic Affairs*; A.B., Political Science, The University of Michigan; M.A., Educational Leadership, Eastern Michigan University; Ph.D., Higher Education, University of North Texas; J.D., Duquesne University School of Law

Julie K. Freeman, M.U.R.P., M.B.A., J.D., *Assistant Professor of Family Medicine, Assistant General Counsel*; B.A., Urban Studies, University of Pittsburgh; M.U.R.P., M.B.A., University of Pittsburgh; J.D., Duquesne University School of Law

Joseph Galley, Ph.D., *Assistant Professor of Pharmacology*; B.A., Biochemistry, Ph.D., Pharmacology, University of Pittsburgh

Donald G. Linville, Ph.D., *Professor of Pharmacology*, B.S., Biology, Cornell University; M.A., Psychology, SUNY at Binghamton; Ph.D., Pharmacology, Southern Illinois University

Cathleen McGonigle, D.O., *Assistant Professor of Family Medicine, Course Director of Osteopathic Principles and Practices*, B.S., Chemistry, Allegheny College; D.O., Lake Erie College of Osteopathic Medicine.

Timothy A. Mietzner, Ph.D., *Associate Professor of Microbiology*; B.S., Biology, Portland State University; Ph.D., Microbiology, Oregon Health Sciences University

Dennis Min, D.O., *Assistant Professor of Gastroenterology; Director of Exam Management year 2*, B.S., Premedical Studies, Oklahoma State University, D.O. Oklahoma State University College of Osteopathic Medicine

Jennifer Piechowski, Ph.D., *Assistant Professor of Anatomy*; B.S., Biology, Baldwin-Wallace College, M.S., Biology, Case Western Reserve University, Ph.D., Integrated Bioscience, University of Akron

Nicole L. Temofonte, D.O., *Assistant Professor of Internal Medicine; Course Director, History and Physical Examination*, B.S., Biology, St. Vincent College; D.O., Lake Erie College of Osteopathic Medicine

APPENDIX P - LECOM AT ELMIRA: COLLEGE OF OSTEOPATHIC MEDICINE ADMINISTRATION, FACULTY AND STAFF

LECOM at Elmira also shares administrators listed under the College of Medicine Erie Campus.

ADMINISTRATION

Richard Terry, D.O., M.B.A., F.A.C.O.F.P

Associate Dean of Academic Affairs

Professor of Family Medicine

John Weston, D.O.

Director of OPP/H&P

Clinical Professor of Family Medicine/OMM

Constantino Lambrousis, D.O., M.S.

Assistant Director of OMM

Assistant Clinical Professor of Family Medicine/OMM

Kayla Penta, Ph.D.

Director of Problem-Based Learning

Assistant Professor of Basic Sciences

Kristina Cummings, D.O.

Assistant Director of H&P

Assistant Professor of History & Physical Examination

STAFF

Angela Wood, MBA, MSEd

Student Affairs Specialist

Suzanne Harkness

Admissions Representative

TBD

Student Affairs Administrative Assistant

Erin Barone

Financial Aid Representative

Christine Brown, M.L.I.S

Librarian

Patricia Bennett

LRC Assistant

Jennifer Spencer

Regional Clinical Education Coordinator (New York Sites)

Patricia Morse

Executive Assistant to the Office of the Dean

Natalie Woughter

Administrative Assistant to PBL Faculty

Jessica Blackwell

Administrative Assistant to OPP/H&P Faculty

Brandon Crane

IT Support

John Sykes

Skilled Maintenance Supervisor

FACULTY

In addition to the faculty members listed below, several part-time and adjunct faculty members participate in the History and Physical Examination and Osteopathic Principles and Practice courses. Also, some faculty members based primarily at LECOM Erie contribute in a significant way to instruction at LECOM at Elmira.

Rosemary L. Anthony, B.S.N., M.S.E., R.N., *Clinical Instructor*; M.S. Adult Education, Elmira College; B.S.N, College Misericordia

Werner Brammer, M.D., *Physician Faculty*; M.D., University Of Hawaii John A Burns School Of Medicine

Warren Chin, D.O., *Assistant Professor of Family Medicine*; B.A/B.S, Biology/Chemistry, Columbia College; M.S., Physiology, St. John's University, Queens, NY; D.O., New York College of Osteopathic Medicine

Maxim Crasta, Ph.D., *Associate Professor of Physiology*; B.S., Biology, St. Aloysius College; M.S. Kasturba Medical College; Ph.D., Manipal University, India

Jacqueline Crisman, Ph.D., *Professor of Biochemistry*; B.S. Biochemistry, Geneseo State University; M.S., Ohio State University; Ph.D., Ohio State University

Kristina Cummings, D.O., *Assistant Professor of History & Physical Examination*, B.A., Biology, The King's College, D.O., University of New England College of Osteopathic Medicine (UNECOM)

Beth Dollinger, M.D., *Professor of Orthopedic Surgery*, B.S. Neurobiology and Comparative Physiology, McGill University, Montreal, Quebec, Canada, M.D. University of Vermont College of Medicine

Raj Gulati, M.D., F.A.C.S, *Assistant Professor of Anatomy*; M.D., University of Vermont College of Medicine

Zachary Fanaro, D.C., M.S., *Assistant professor of Anatomy*; B.S., University of Florida; D.C., New York Chiropractic College

Octavia Flanagan, Ph.D., RN, WHNP-BC; *Assistant Professor of Problem-Based Learning*; B.S., Nursing, York College of Pennsylvania; Women's Health Nurse Practitioner, WHNP, University of North Carolina at Chapel Hill; M.S., Nursing, University of North Carolina at Chapel Hill; Ph.D., Nursing, University of North Carolina Chapel Hill

Aeryn Fulton, M.D. Ph.D., *Assistant Professor of Immunology*, B.S., University of Pittsburgh, M.D. & Ph.D., West Virginia University School of Medicine

Rick Hartman, D.O., *Assistant Professor of Surgical and Clinical Pathology*; B.S. Chemistry, Lebanon Valley College; D.O., Philadelphia College of Osteopathic Medicine

Constantino Lambroussis, D.O., *Assistant Clinical Professor of OMM*; B.S., Biology, Montclair State University, NJ, M.S., Molecular Biology, Montclair State University, NJ; D.O., Lake Erie College of Osteopathic Medicine

Lorrie Penfield, M.D., *Assistant Professor of Internal Medicine*; B.S., Cornell University; M.A., Teaching, Cornell University; M.D., Upstate Medical Center (SUNY Health Sciences Center at Syracuse)

Kayla Penta, Ph.D., *Assistant Professor of Basic Science*; B.S., Biology and Chemistry, Utica College; Ph.D., University of South Carolina

Roger Schenone, D.O., F.A.C.O.I, *Assistant Professor of Internal Medicine and Geriatrics*, B.S. Life Sciences, New York Institute Technology, D.O. New York College of Osteopathic Medicine

John F. Schiavone, M.D., *Assistant Professor of Internal Medicine*, B.A. Biology, State University of New York at Buffalo, M.D. University of Bologna School of Medicine and Surgery

Randolph Scott, M.D., Pharm.D., *Assistant Professor of General Surgery*; Pharm.D., Creighton University; M.D., Columbia University, College of Physicians & Surgeons

Munir Syed, M.D., M. Phil., *Assistant Professor of Pathology*; M.Phil. Microbiology, University of the Punjab, Lahore, Pakistan; M.B.B.S (M.D.), Medicine & Surgery, Khyber Medical College, University of Peshawar, Pakistan

Varum Soti, Ph. D., *Assistant Professor of Pharmacology*; Bachelor of Pharmacy (B.Pharm.), FTM, Moradabad, UP, Uttar Pradesh Technical University; Master of Pharmacy (M.Pharm.) in

Pharmacology, JSS College of Pharmacy, Ooty, JSS University, Mysore, KA, India; Doctor of Philosophy (Ph.D.) in Pharmaceutical Sciences (Molecular Medicine and Pharmacogenomics), Nova Southeastern University

Brian Watkins, M.D., *Assistant Professor of Anatomy*; B.S. General Sciences, Seattle University; M.S., Cellular Biology & Anatomy, Medical College of WI; M.D., Medical College of Wisconsin

Jeff Wiseman, M.D., M.S., FACS, FASCRS, *Assistant Professor of General Surgery*; B.S., Biology, Muhlenberg College; M.S., Surgery/Physiology, Michigan State University; M.D., Medical College of Pennsylvania