



SCHOOL OF PHARMACY

ACADEMIC CATALOG AND STUDENT HANDBOOK

2025-2026



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

Updated July 1, 2025

TABLE OF CONTENTS

1. GENERAL INFORMATION	1
1.1. Description and Purpose of Academic Catalog and Student Handbook.....	1
1.2. Institutional Mission Statement of the Lake Erie College of Osteopathic Medicine and Values.....	1
1.3. History of LECOM	2
1.4. Statement of Nondiscrimination	9
1.4.1. Statement on Intolerance	9
1.5. LECOM Campuses and Facilities	9
1.5.1. The John M. & Silvia Ferretti Medical Fitness & Wellness Center.....	10
1.6. Degrees and Certificates Awarded by LECOM.....	10
1.7. Notification of Professional Licensure	11
1.8. Accreditation, Licensure and Student Complaints.....	11
1.8.1. Accreditation	11
1.8.2. State Licensure	12
1.8.3. Student Complaints to State Licensing Agencies and Accreditors	13
1.9. Disclaimer	15
1.10. Written Agreements.....	15
2. ACADEMIC PROGRAM - SCHOOL OF PHARMACY	16
Introduction – History of the School of Pharmacy	16
2.1. Mission Statement of the LECOM School of Pharmacy and Educational goals	16
2.1.1. The Philosophy of Patient-Centered Care of the School of Pharmacy	16
2.2. Admissions to the School of Pharmacy	17
2.2.1. Admissions Requirements – Doctor of Pharmacy Degree	17
2.2.2. Application Procedure for the School of Pharmacy	18
2.2.2.1. PharmCAS Application	18
2.2.3. Admissions Information	18
2.2.4. Transfer Policy for the School of Pharmacy	18
2.2.4.1. School of Pharmacy, Transfer Between Pathways	19
2.2.4.2. Applicants with Prior Enrollment at Another School/College of Pharmacy	19
2.2.5. Early Acceptance Program	19
2.2.6. International Students	20
2.2.7. Tuition and Fees - School of Pharmacy 2025 – 2026	21
2.2.7.1. Additional Fees for the School of Pharmacy	22
2.3. The Curriculum	22
2.3.1. Curriculum.....	23
2.3.1.1. Accelerated Pathway	24
2.3.1.2. Florida Pathway.....	24
2.3.1.3. Distance Education Pathway	25
2.3.2. Course Sequence and Credit Hours for the Accelerated Pathway Curriculum	25

2.3.3.	Course Sequence and Credit Hours for the Florida and Distance Education Pathways Curriculum	27
2.3.4.	Course Numbering and Abbreviation System	28
2.3.4.1.	Course Descriptions for the Doctor of Pharmacy	29
2.3.5.	Interprofessional Education (IPE)	40
2.4.	Pharmacy Certificate Programs	43
2.4.1.	Pharmacy Post-Baccalaureate Program and Pre-PharmD Enrichment	43
2.4.1.1.	Pre-Pharm D and Pharmacy Post Baccalaureate Curriculum	43
2.4.1.2.	Pre-PharmD Enrichment and Post Baccalaureate Certificate Program Tuition and Fees.....	45
2.4.2.	RN to PharmD. Bridge Program	46
2.4.2.1.	RN to PharmD. Admissions Requirements	46
2.4.2.2.	Course Sequence and Credit Hours for the RN to PharmD Certificate	46
2.4.2.3.	RN to PharmD Cost of Education	48
2.5.	School of Pharmacy Academic Policies and Procedures	48
2.5.1.	Policy and Procedure for Final Grade Appeals	48
2.5.1.1.	Cause for Final Grade Appeals.....	48
2.5.1.2.	Procedure for Final Grade Appeals in the School	49
2.5.2.	Satisfactory Academic Progress Policy.....	50
2.5.3.	Promotion	51
2.5.4.	Academic Probation	52
2.5.5.	Remediation.....	53
2.5.5.1.	Policy Statement	53
2.5.5.2.	Procedures for the School of Pharmacy.....	53
2.5.6.	Dismissal	56
2.5.7.	Health and Technical Standards	56
2.5.7.1.	Special Environments.....	59
2.5.7.2.	Students Who Believe They Are Sensitive to Chemicals.....	60
2.5.7.3.	The Pregnant Student.....	60
2.5.8.	Veterans Education.....	61
2.5.9.	Registration.....	61
2.5.10.	Academic Advisement.....	62
2.5.11.	Grading and Credit Hours	62
2.5.12.	Timing of and Attendance at Examinations	63
2.5.13.	Examination Decorum.....	63
2.5.13.1.	Interruptions During an Examination	64
2.5.14.	Counseling after Failed Examinations.....	65
2.5.15.	Requirements for Graduation	65
2.5.16.	Commencement.....	65
2.5.17.	Online Learning Regulations.....	66
3.	FINANCIAL AID.....	67
	Introduction – Purpose of LECOM’s Financial Aid Program.....	67

3.1.	Financial Aid Procedures and Code of Conduct.....	67
3.2.	Application Procedures	68
3.2.1.	Additional Aid Requests due to Special Circumstances	68
3.3.	Student Financial Assistance and Payment of Tuition and Fees.....	69
3.4.	Tuition Refund Policy for Students Who are Self-pay	69
3.4.1.	Veterans Benefits Refund Policy.....	69
3.5.	Treatment of Title IV Funds When a Student Voluntarily Withdraws	70
3.6.	Satisfactory Academic Progress for Financial Aid Recipients	70
3.7.	Leave of Absence for Financial Aid Recipients.....	71
3.8.	State Residency Status for Financial Aid Recipients.....	71
3.9.	Terms of Payment	71
3.9.1.	Late Payment Fee	72
3.10.	Institutional Scholarships for LECOM Students	72
4.	INFORMATION TECHNOLOGY POLICIES	73
	Introduction: General Guidelines for Technology Usage	73
4.1.	Technology and Portal Access for Students	73
4.2.	Email Usage	74
4.3.	Internet Usage	75
4.4.	Passwords.....	75
4.5.	Information Technology Help Desk	75
4.6.	Computer Repair	75
4.7.	Social Networking	76
4.8.	Use of Copyrighted Materials	77
4.9.	Technology-Related Name Changes.....	78
5.	LEARNING RESOURCE CENTER (LRC).....	79
	Introduction: General Library Information	79
5.1.	Conduct for The Learning Resource Center.....	79
5.2.	Circulation	79
5.3.	Online Public Access Catalog	79
5.4.	Fines and Fees	79
5.5.	Equipment, Computers and Printers.....	79
5.6.	Reserve Collection.....	80
5.7.	Photocopiers	80
5.8.	Interlibrary Loans	80
5.9.	Electronic Resources.....	80
5.10.	Library Instruction.....	82
6.	CAMPUS SECURITY AND SAFETY	83
	Introduction: Campus Facilities and Security	83

6.1.	LECOM Police and Security.....	83
6.2.	Campus Safety and Security Programs and Information Systems.....	85
6.3.	Student Identity Verification Policy.....	86
6.3.1.	Distance Education Students – Student Identity Verification	87
6.4.	Vehicle Registration and Parking Regulations	88
6.5.	Student Responsibility for Safety and Security	89
6.5.1.	Campus Crime Prevention Program	90
6.5.2.	Reporting Crime	90
6.5.3.	Fire Drill Policy	90
6.5.4.	Student Telephone Emergency Message System	91
6.5.5.	Costumes	91
6.6.	Drug, Alcohol and Weapons Policy.....	91
6.6.1.	Drug-Free Campus Policy	91
6.6.2.	Substance Abuse Education Programming	92
6.6.3.	Marijuana Usage.....	92
6.6.4.	Smoking.....	93
6.6.5.	Weapons Policy	93
6.7.	Title IX Prohibition of Discrimination on the Basis of Sex.....	93
6.8.	Dangerous Person Policy.....	96
6.8.1.	Harassment and Hazing.....	96
6.8.2.	Violence and/or Threats of Violence Policy	97
6.8.3.	Hate Crimes	97
6.9.	Suicide Intervention Policy	98
6.10.	Campus Visitors	98
6.10.1.	Visitor Policy for Minors.....	99
7.	REGISTRAR AND EDUCATIONAL RECORDS	100
	Introduction: Institutional Registrar	100
7.1.	Transcripts.....	100
7.2.	Grade Reports	100
7.3.	Updating Student Records	100
7.3.1.	Student Racial/Ethnic Self-Description.....	102
7.4.	Class Rank for Doctors Professional Programs	102
7.5.	Issuance of Diplomas	102
7.6.	Family Educational Rights and Privacy Act	102
7.6.1.	Definition of Educational Records	103
7.6.2.	Procedure to Inspect Educational Records	104
7.6.3.	Right of LECOM to Refuse Access	104
7.6.4.	Record of Requests for Disclosure	105
7.6.5.	Disclosure of Directory Information	105
7.6.6.	Correction of Educational Records	105

7.6.7.	FERPA Breach	106
7.6.8.	Placement in Employment.....	106
8.	STUDENT AFFAIRS	107
	Introduction: Student Affairs	107
8.1.	Behavioral Health Services	107
8.1.1.	Protocol for Managing Students in Distress	110
8.1.2.	LECOM Behavioral Intervention Team.....	111
8.2.	Student Health Services.....	111
8.3.	Disability Services	113
8.3.1.	Requesting Special Accommodations Due to a Disability	113
8.3.2.	LECOM Accommodations for Testing and Licensing Examinations.....	114
8.3.3.	Contact for Disability Services by LECOM Campus.....	114
8.3.4.	Discrimination Prohibited	115
8.4.	Leave of Absence.....	115
8.5.	Mandatory Leave of Absence	117
8.6.	Withdrawal Policy	117
8.7.	Academic Freedom	118
8.8.	Health Records Policy.....	119
8.8.1.	Health Records for First Year Students.....	119
8.8.2.	Mandatory Student Health Insurance Policy	120
8.9.	Living Accommodations	120
8.10.	Locker Assignment Policy	121
8.11.	Student Death	121
8.12.	Bookstore	122
8.13.	Credit Card Marketing Policy	122
8.14.	Student Activities	122
8.14.1.	Grade Requirements for Participation Policy	122
8.14.2.	LECOM Student Government.....	123
8.14.3.	LECOM Clubs and Organizations.....	123
8.14.4.	College Committees	123
8.14.5.	Recognition of Student Organizations.....	123
8.14.6.	Student Organization Stationery and Use of College Logos	123
8.14.7.	Student Sponsored Events	124
8.14.8.	LECOM Video Bulletin Board.....	124
8.14.9.	Student Participation in LECOM Sponsored Research.....	124
9.	STUDENT CONDUCT	125
	Introduction: Code of Student Conduct and Discipline.....	125
9.1.	Purpose of the Student Code.....	125
9.2.	Student Honor Code and Professional Conduct	125

9.3.	Attendance, Tardiness and Absences.....	126
9.3.1.	Cell Phone Usage	128
9.3.2.	LECOM Physical Health Policy including COVID-19.....	128
9.3.3.	Cancellation of Class	129
9.4.	Dress Code Policy.....	130
9.5.	Artificial Intelligence (AI) Policy.....	131
9.6.	The Student Promotion and Graduation (SPG) Committee and Academic Standing and Professionalism (ASP) Committee	132
9.7.	Adjudication of Honor Code Violations	133
9.7.1.	Functioning of the Student Code.....	134
9.7.2.	Examples of Honor Code Infractions	135
9.7.3.	Examples of Non-Honor Code Infractions	136
9.8.	Penalties	137
9.8.1.	Behavioral Penalties	137
9.9.	Student Disciplinary Procedures	138
9.9.1.	Enrollment Status During Appeal	141
9.10.	Procedure for Student Grievance/Appeal	141
9.11.	Protocol for Input on Matters of Student Concern	142
9.12.	Legal Limitations on the Practice of Medicine, Pharmacy, Dentistry, and Podiatric Medicine.....	144
9.13.	LECOM Facilities Policies	144
9.13.1.	Photography, Videotaping, and Audio Recording	144
9.13.2.	Recording of Lectures	145
9.13.3.	Food and Beverage Directives.....	145
9.13.4.	Recycling.....	145
10.	APPENDICES	146
	Appendix A - Emergency Numbers.....	146
	Appendix B - Social Networking Policy	148
	Appendix C - Consent To Photograph.....	150
	Appendix D - Student Signature Page For Travel Requests	151
	Appendix E - Request For Leave Of Absence Form	152
	Appendix F - Leave of Absence Form for Financial Aid	153
	Appendix G - Student Change of Status Form	154
	Appendix H - Name or Gender Designation Change request form	157
	Appendix I - *Oath Of A Pharmacist	158
	Appendix J - Pledge Of Professionalism.....	159
	Appendix K - Code Of Ethics For Pharmacists	160
	Appendix L - Title IX Policy and Affirmation of the Prohibition of Discrimination on the Basis of Sex	162
	Appendix M - Campus Buildings Physical Descriptions.....	187

Appendix N - LECOM Board of Trustees	190
Appendix O - LECOM Erie Administration and School of Pharmacy Faculty and Staff	191
Appendix P - LECOM Bradenton: Administration and School of Pharmacy Faculty and Staff	199

LECOM
School of Pharmacy
Accelerated Pathway Erie
2025 – 2026 Academic Calendar

Orientation for the Class of 2028	August 5 – 8, 2025
First Day of Classes (P1 and P2 Students); Fall Term Begins	August 11, 2025
Labor Day (No Classes)	September 1, 2025
Examination Period (P1 & P2)	October 20 – 24, 2025
Fall Term Ends	October 24, 2025
Mid-Semester Break (P1 & P2)	October 25 – November 2, 2025
Classes Resume (P1 & P2); Winter Term Begins	November 3, 2025
Thanksgiving (No Classes)	November 27 – 28, 2025
Holiday Break (All Years)	December 20, 2025 – January 4, 2026
Classes Resume (All Years)	January 5, 2026
Martin Luther King, Jr. Day – No Classes	January 19, 2026
Examination Period (P1 & P2)	January 26 – 30, 2026
Semester Ends (P1 & P2); Winter Term Ends	January 30, 2026
Semester Break	January 31 – February 8, 2026
Second Semester Begins (P1 & P2) Spring Term Begins	February 9, 2026
Examination Period (P1 & P2)	April 20 – 24, 2026
Spring Term Ends	April 24, 2026
Mid-Semester Break (P1 & P2)	April 25 – May 10, 2026
Academic Year Ends (P3)	May 8, 2026
Classes Resume (P2); Summer Term Begins	May 11, 2026
IPPE Rotations (P1)	May 11 – July 31, 2026
Memorial Day (No Classes)	May 25, 2026
Commencement – Class of 2024	May 31, 2026
Independence Day (No Classes)	July 4, 2026
Examination Period (P2)	July 20 – 24, 2026
Semester Ends (P2); Summer Term Ends	July 24, 2026
Semester Ends (P1)	July 31, 2026

3rd Year Students

Fall/Winter Semester

First APPE Rotation	August 4 – September 12, 2025
Second APPE Rotation	September 15 – October 24, 2025
Third APPE Rotation/1 st Semester Ends	October 27 – December 5, 2025
Break	December 6 – January 4, 2026

Spring/Summer Semester

Fourth APPE Rotation/2 nd Semester Begins	January 5 – February 13, 2026
Fifth APPE Rotation	February 16 – March 27, 2026

Sixth APPE Rotation	March 30 – May 8, 2026
Memorial Day (No Classes)	May 25, 2026
On-Campus Commencement / Activities/Board Review	May 26 – May 29, 2026
Commencement – Class of 2024	May 31, 2026

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

Graduates will be expected on Campus prior to graduation for up to 2 weeks.

Florida Pathway 2025 – 2026 Academic Calendar

Academic Year Begins – P4 (Class of 2025)	May 12, 2025
Academic Year Begins – P2	June 9, 2025
Academic Year Begins – P1	August 11, 2025
Orientation – P1, Class of 2027	August 11 – 15, 2025
Classes begin - P1	August 18, 2025
Academic Year Begins – P3	August 26, 2025
Labor Day (No Classes)	September 1, 2025
Didactic Courses Begin P2	October 6, 2025
Thanksgiving Break	November 27 – 30, 2025
Classes Resume	December 1, 2025
Fall Semester Final Exams	December 15 – 19, 2025
Semester Ends – All Classes	December 19, 2025
Spring Semester Begins – P1, P2, P3	January 5, 2026
Martin Luther King, Jr. Day (No Classes)	January 19, 2026
Spring Semester Final Exams	May 4 – 8, 2026
Semester Ends – All Classes	May 8, 2026
Commencement (Florida Campus) – Class 2025^	June 7, 2026

^ Graduates will be expected on Campus prior to graduation for up to 2 weeks.

IPPE Rotation Dates (Class of 2027):

June 9 – July 5, 2025	IPPE Block #2
July 7 – August 1, 2025	IPPE Block #3
August 4 – 29, 2025	IPPE Block #4
September 1 – September 26, 2025	IPPE Block #5 (Florida and DE only)

APPE Rotation Dates (Class of 2025):

Rotation /Breaks	Start Date	End Date
Rotation 1	May 12, 2025	June 20, 2025
Rotation 2	June 23, 2025	August 1, 2025

Rotation 3	August 4, 2025	September 12, 2025
Rotation 4	September 15, 2025	October 24, 2025
Rotation 5	October 27, 2025	December 5, 2025
Winter Break	December 8, 2026	January 3, 2026
Rotation 6	January 5, 2026	February 13, 2026
Rotation 7	February 16, 2026	March 27, 2026
Rotation 8	March 30, 2026	May 8, 2026

Distance Education Pathway 2025 – 2026 Academic Calendar

Academic Year Begins – P4 (Class of 2025)*	May 12, 2025
Academic Year begins – P2	June 9, 2025
Academic Year Begins – P1	August 11, 2025
Orientation – P1, Class of 2027	August 11 – 15, 2025
Classes begin P1	August 11, 2025
Academic Year Begins – P3	August 18, 2025
Labor Day (No Classes)	September 1, 2025
Thanksgiving Break	November 26-30, 2025
Classes Resume	December 1, 2025
Fall Semester Final Exams	December 15 – 19, 2025
Semester Ends – All classes	December 19, 2025
Spring Semester Begins – P1, P2, P3	January 5, 2026
Martin Luther King, Jr. Day (No Classes)	January 19, 2026
Spring Semester Final Exams	May 4 – 8, 2026
Memorial Day Holiday	May 25, 2026
Start Summer Session – P1 (Erie campus)	May 26, 2026
Commencement (Erie Campus) – Class 2025^	May 31, 2026
Start Summer session – P2 (Bradenton and Erie Campus)	May 26, 2026
Commencement (Florida Campus) – Class 2025^	June 7, 2026

† Location Erie and FL Campuses.

~ Changes maybe made based on curriculum.

^ Graduates will be expected on Campus prior to graduation for up to 2 weeks.

Experiential Education Academic Calendar

IPPE Rotation Dates (Class of 2027):

July 9 – 4, 2025	IPPE Block #2
July 7 – August 1, 2025	IPPE Block #3
August 4 – August 29, 2026	IPPE Block #4
September 1 – September 26, 2026	IPPE Block #5

P4 APPE Rotation Dates (Class of 2024):

Rotation /Breaks	Start Date	End Date
Rotation 1	May 12, 2025	June 20, 2025
Rotation 2	June 23, 2025	August 1, 2025
Rotation 3	August 4, 2025	September 2, 2025
Rotation 4	September 15, 2025	October 24, 2025
Rotation 5	October 27, 2025	December 5, 2025
Winter Break	December 8, 2025	January 2, 2026
Rotation 6	January 5, 2026	February 13, 2026
Rotation 7	February 16, 2026	March 27, 2026
Rotation 8	March 30, 2026	May 8, 2026

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

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

Each student enrolled at LECOM is individually responsible for understanding and adhering to the current academic regulations, general and specific requirements, and operational policies outlined in the Academic Catalog and Student Handbook, and other official LECOM documents or announcements. The Handbook is available for electronic viewing on the [LECOM website](#).

To the extent applicable, students are subject to and will be expected to observe the provisions of the Code of Ethics 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 around July 1 of each year.

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

Institutional Mission Statement

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

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

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

1.3. HISTORY OF LECOM

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

As the 20th Century drew to a close, those in the 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 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.

In 2015 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.

As part of the LECOM commitment to wellness for this growing age group, LECOM also purchased Parkside Senior Living Communities consisting of three independent living and personal care apartment complexes, located in Erie, Northeast, and Millcreek, then added two additional long-term care facilities in 2016, LECOM at Village Square and LECOM Nursing and Rehabilitation Center. Since then, LECOM has added four more senior living communities in Northwestern PA: Parkside at Corry (2020), Parkside at Glenwood (2022), Parkside at Elmwood, and LECOM at Elmwood Gardens (2023).

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 Public Health (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.

Late in 2022, LECOM Health purchased Independence Court, an Erie-based assisted living facility, adding to its already vast nexus of healthcare living options. The Parkside at Glenwood offers enhanced personal care and a memory care unit.

Also in 2022, and in keeping with the commitment that has defined its cutting-edge success, LECOM opened a School of Podiatric Medicine (SPM), and accepted students for the fall semester of 2023. The School is now thriving as an yet another established LECOM offering.

The LECOM-SPM is the eleventh podiatric medical school in the United States. The four-year program, established at the LECOM main campus in Erie, offers unique curricular collaboration with the LECOM College of Osteopathic Medicine and extensive clinical learning within its regional academic health system to meet the need for podiatric doctors throughout the United States.

LECOM began the year 2024 with an upgraded and expanded School of Dental Medicine Simulation (SIM) Lab at the Bradenton, Florida campus. The \$2.5 million investment into the project accommodates increasing class size at the dental school and equips scholars with the latest in educational technology.

January of 2024 also saw LECOM Health Corry Memorial Hospital becoming accredited for an Internal Medicine Residency Program – a first in the United States for a Critical Access Hospital. In keeping with the LECOM mission to create programs of excellence in education, clinical care, research, and community service, the new Residency Program improves access to care for the rural population as future physicians train in the delivery of healthcare at the highest level.

In 2024, LECOM graduated its first class of medical doctors from its New York State campus, LECOM at Elmira. This inaugural graduation marks another step forward as LECOM advances the expansive network of highly trained medical professionals throughout the nation.

Ever cognizant of rural needs, LECOM opened the Rural Health Clinic of Wattsburg, located in Greene Township, Pennsylvania, in August of 2024. The Clinic physicians treat patients of all ages, and they provide a range of healthcare services, including Primary Care. The Wattsburg practice is the fourth rural health clinic in the LECOM Health nexus. The others are located in Corry and Union City, Pennsylvania, and Clymer, New York. Each facility is designed to improve access to Primary Care services in non-urbanized areas.

In October of 2024, the new Ambulatory Surgery Center (LECOM ASC) was opened in Millcreek Township, Pennsylvania. With the creation of this new Center, and with other third-decade plan initiatives, LECOM is increasing the reach and reputation of its medical and academic enterprise. A

23,000 square-foot facility supporting a full range of innovative care, the Center engages multidisciplinary specialists, bringing together cutting-edge medicine and compassionate care to treat the whole patient.

In mid-November of 2024, a LECOM Health ribbon-cutting ceremony launched the first Specialty Hospice Unit in Erie County - at the LECOM Nursing and Rehabilitation Center. An entire wing of the Center has been renovated for the Specialty Hospice Unit.

In early February of 2025, LECOM Health unveiled LECOM Medical Center and Behavioral Health Pavilion as the new name of its flagship hospital during a special ceremony that took place in the Atrium at LECOM. Formerly known as Millcreek Community Hospital, LECOM Medical Center and Behavioral Health Pavilion features a new 34,000-square-foot expansion across two stories including a new emergency room, an intensive care unit, 20 medical surgical beds, and a state-of-the-art cardiovascular laboratory. The facility also includes emergency patient rooms dedicated solely to behavioral health.

Rounding out an array of milestones, LECOM was proud to celebrate its receipt of a successful 10-year AOA-COCA accreditation renewal for its medical school. This noteworthy triumph recognizes the LECOM dedication to academic excellence, to innovative teaching, and to an enduring commitment to shaping the future of healthcare.

Now, in its 33rd 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, dentistry, and podiatric medicine. 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 healthcare.

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

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

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

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

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

1.4. STATEMENT OF NONDISCRIMINATION

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

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

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

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

1.4.1. Statement on Intolerance

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

1.5. LECOM CAMPUSES AND FACILITIES

Erie, Pennsylvania Campus

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

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

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

LECOM Bayfront Building
1 LECOM Place
Erie, PA 16505

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

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

Elmira, New York Campus
LECOM Elmira Building
1 LECOM Place
Elmira, NY 14901

Bradenton, Florida Campus
College of Medicine and
School of Pharmacy Building
5000 Lakewood Ranch Blvd.
Bradenton, FL 34211

School of Dental Medicine and School of
Health Services Administration Building
4800 Lakewood Ranch Blvd.
Bradenton, FL 34211

1.5.1. The John M. & Silvia Ferretti Medical Fitness & Wellness Center

LECOM, in partnership with the LECOM Medical Center, launched a project that integrates healthcare services and fitness programs into one comprehensive center. The LECOM John M. and Silvia Ferretti Medical Fitness and Wellness Center combines a state-of-the-art fitness center with the clinical offices of Medical Associates of Erie, offering the Erie community a place to pursue disease prevention and receive medical treatment.

The first two floors of the three-story building house the spa-quality fitness center, featuring 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 is dedicated to the clinical offices providing services in internal medicine, integrative medicine, geriatrics, orthopedic surgery, and obstetrics/gynecology. This union of a comprehensive fitness center and medical offices underscores osteopathic medicine's commitment to preventive and holistic healthcare. The LECOM John M. and Silvia Ferretti Medical Fitness and Wellness Center opened in March 2009, and all matriculating students are eligible for membership.

For students at the Bradenton campus, fitness facilities are available at the adjacent YMCA. Students at LECOM at Seton Hill can utilize the fitness center and athletic facilities at Seton Hill University, and LECOM at Elmira students have access to the facilities at Elmira College.

1.6. DEGREES AND CERTIFICATES AWARDED BY LECOM

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

Doctor of Osteopathic Medicine (D.O.)
Doctor of Dental Medicine (D.M.D.)
Doctor of Pharmacy (Pharm.D.)
Doctor of Podiatric Medicine (D.P.M.)
Doctor of Healthcare Administration (D.H.A.)
Doctor of Philosophy in Anatomy Education (Ph.D.)
Doctor of Philosophy in Medical Education (Ph.D.)
Doctor of Philosophy in Microbiology Education (Ph.D.)
Doctor of Philosophy in Pharmacy Education (Ph.D.)
Masters in Health Services Administration (M.H.S.A.)
Masters in Public Health (M.P.H.)
Master of Medical Science (M.M.S.)
Master of Science in Biomedical Ethics (M.S.B.E.)
Master of Science in Biomedical Science (M.S. in Biomedical Science)

Master of Science in Medical Cannabinoid Therapeutics (M.S. M.C.T.)
Master of Science in Medical Education (M.S. Med. Ed.)
Master of Science in Nursing – Clinical Nurse Leader (M.S.N. – C.N.L.)
Post Baccalaureate Certificate – Pharmacy Enrichment
Post Associate Certificate – Pre-Pharm.D. Enrichment
Post Associate Certificate – R.N. to Pharm.D. Bridge

1.7. NOTIFICATION OF PROFESSIONAL LICENSURE

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

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

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

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

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

1.8. ACCREDITATION, LICENSURE AND STUDENT COMPLAINTS

1.8.1. Accreditation

Institutional Accreditation

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

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

College of Osteopathic Medicine Accreditation

LECOM College of Medicine is accredited by the American Osteopathic Association (AOA), Commission on Osteopathic College Accreditation (COCA).
142 E. Ontario Street
Chicago, IL 6611-2864
(312) 202-8000

School of Pharmacy Accreditation

LECOM School of Pharmacy is accredited by the Accreditation Council for Pharmacy Education (ACPE) Board of Directors.
190 South LaSalle Street, Suite 3000
Chicago, IL 6603-3446
(312) 664-3575

School of Dental Medicine Accreditation

LECOM School of Dental Medicine is accredited by the Commission on Dental Accreditation (CODA) and has been granted accreditation status of, “approval without reporting requirements.” The Commission is a specialized accrediting body recognized by the United States Department of Education.
211 East Chicago Avenue
Chicago, IL 6611
(312) 440-4653

School of Podiatric Medicine

LECOM School of Podiatric Medicine is accredited by the Council on Podiatric Medical Education (CPME) and was initially granted “candidacy status” on October 24, 2022. On May 12th, 2025, the SPM was granted “Preaccreditation” status. The Council is a specialized accrediting body recognized by the United States Department of Education.
11400 Rockville Pike; Suite 220
Rockville, MD 20852
(301) 571-9200

1.8.2. State Licensure

State of Pennsylvania Licensure

The Lake Erie College of Osteopathic Medicine is licensed by the Department of Education of the Commonwealth of Pennsylvania.
Bureau of Postsecondary and Adult Education
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126
(717) 783-6788

State of New York Licensure

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

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

State of Florida Licensure

All LECOM programs located at the Bradenton, Florida campus are licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding the institution can be obtained by contacting:
Commission for Independent Education
325 West Gains Street, Suite 1414
Tallahassee, FL 32399
(888) 224-6684

National Council for State Authorization Reciprocity Agreements (SARA)

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

WCET/SAN provides individual state contact information which is available [at this link](#):
[Directory of participating SARA institutions](#)

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

1.8.3. Student Complaints to State Licensing Agencies and Accreditors

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

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

Bureau of Postsecondary and Adult Education
Pennsylvania Department of Education
333 Market Street, 12th Floor
Harrisburg, PA 17126-0333
Phone: (717) 783-8228
Fax: (717) 772-3622
Email: RA-pls@pa.gov (for submission of form or questions)

Or see the following link for the [process and form](#).

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:

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

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

All State Contacts for Student Complaints:

WCET/SAN provides individual state contact information which is available [at this link](#):

[SARA complaint process](#)

[Directory of participating SARA institutions](#)

[Pennsylvania SARA information](#)

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

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

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

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

School of Dental Medicine may also contact CODA directory. A copy of the appropriate accreditation standards and/or the Commission's policy and procedure for submission of complaints may be obtained by contacting the Commission at 211 E. Chicago Avenue, Chicago, IL 60611 or by calling 1-800-621-8099 extension 4653. Additional information on filing complaints can be found at the [Commission on Dental Accreditation site](#).

School of Podiatric Medicine may also contact Council on Podiatric Medical Education (CPME) directly by contacting the CPME at 9312 Old Georgetown Road, Bethesda, MD 20814 and by email at CPMEstaff@cpme.org Additional information on filing complaints can be found at the [Council on Podiatric Medical Education site](#).

1.9. DISCLAIMER

The Lake Erie College of Osteopathic Medicine (LECOM) reserves the right to make changes to course offerings, curricula, academic policies, tuition and fee schedules, and other rules and regulations affecting students. These changes may be made to correct errors, omissions, inconsistencies, or to comply with requirements from regulatory, accrediting, or other governing bodies. The date of effectiveness and interpretation of these rules, regulations, and policies are at the sole discretion of LECOM. These changes will apply to current students as well as those who enroll in the future. LECOM disclaims any responsibility for misrepresentations of its requirements or provisions that may arise due to errors in the preparation of the Academic Catalog.

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

1.10. WRITTEN AGREEMENTS

Students in the College of Osteopathic Medicine, School of Pharmacy, School of Podiatric Medicine, and School of Dental Medicine will complete a significant portion of their education through clinical rotations away from LECOM. LECOM has agreements with various clinical preceptors and sites, which are available for review. The number of these agreements is substantial and may vary each year. The terms of these agreements do not impose additional costs on LECOM students. However, students may incur additional costs related to travel and living expenses during rotations. These expenses can vary widely, depending on the location of the rotation and the individual circumstances of the students.

2. ACADEMIC PROGRAM - SCHOOL OF PHARMACY

INTRODUCTION – HISTORY OF THE SCHOOL OF PHARMACY

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

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

2.1. MISSION STATEMENT OF THE LECOM SCHOOL OF PHARMACY AND EDUCATIONAL GOALS

Mission and Vision Statement

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

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

Educational Goals of the LECOM School of Pharmacy

We are committed to a culture that equally values:

- A nurturing and supportive environment
- Collaborative practices
- Community service
- Dedication to the profession of pharmacy
- Diversity
- Excellence in scholarship and teaching
- Honesty
- Integrity
- Leadership
- Life-long learning
- Professionalism
- Quality assurance and continuous quality improvement
- Student-centered environment

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

LECOM has endorsed the concept of patient-centered care. This concept was specifically incorporated

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

- Establish and maintain a professional relationship with patients;
- Collect, organize, record and maintain patient-specific medical information;
- Evaluate patient-specific medical information and develop with the patient a drug therapy plan;
- Assure that the patient has all supplies, information and knowledge necessary to carry out the drug therapy plan; and
- Review, monitor and modify the drug therapy plan as necessary and appropriate in concert with the patient and the patient's other health care providers.

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

2.2. ADMISSIONS TO THE SCHOOL OF PHARMACY

2.2.1. Admissions Requirements – Doctor of Pharmacy Degree

Applicants shall meet these minimum requirements:

- A. Complete 54 semester hours of pre-professional course requirements from an accredited college or university in the United States before July 1, prior to matriculation. LECOM School of Pharmacy will not accept College Level Examination Credits (CLEP) for prerequisite courses. Advanced placement credits will be accepted for pre-requisite coursework with a score of 3 or higher. International Baccalaureate (IB) credits earned at an approved IB high school will be accepted for prerequisite coursework with a score of 4 or higher.
- B. The LECOM School of Pharmacy does not require a specific overall minimum GPA, however, it is highly preferred that students carry a 2.7 or higher GPA throughout their pre-professional coursework:
 - English: 6 semester hours
 - Biology (w/lab): 8 semester hours
 - General Chemistry (w/lab): 8 semester hours
 - Organic Chemistry (w/lab): 8 semester hours (4 semester hours of Biochemistry can substitute for Organic II)
 - Physics/Physical Chemistry: 3 semester hours
 - Calculus: 3 semester hours
 - Statistics: 3 semester hours
 - Economics (macroeconomics, microeconomics or general): 3 semester hours
 - Introduction to Psychology, Sociology or Anthropology: 3 semester hours
 - General Education Electives: 9 semester hours

Total required hours: 54

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

- C. Submit two letters of recommendation to PharmCAS [one letter from a science professor, and one letter from a non-friend, non-relative (prefer a work supervisor, especially a pharmacist or health-care worker)].

2.2.2. Application Procedure for the School of Pharmacy

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

2.2.2.1. PharmCAS Application

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

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

2.2.3. Admissions Information

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

2.2.4. Transfer Policy for the School of Pharmacy

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

Students requesting to transfer into LECOM must provide the following:

- A. A completed PharmCAS application.
- B. Applicants requesting to transfer into LECOM School of Pharmacy from other Pharmacy Schools must be in good standing and have no adverse disciplinary action at an accredited School of Pharmacy.
- C. Official transcripts from all previously attended institutions.
- D. 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.

- E. 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.
- F. Letters of recommendation from two (2) faculty members at the institution where the student is currently enrolled.
- G. Additional documents or letters of evaluation as determined by the Admissions Committee may be requested.

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

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

2.2.4.1. School of Pharmacy, Transfer Between Pathways

Transfer from the Accelerated Pathway to the DE Pathway or the Florida pathway is not permitted. Transfers into the DE pathway will be considered on a case-by-case basis only, and if the request is received prior to March 1 of the calendar year in which the transfer will occur (e.g. March 1, 2026 for Summer 2026). Any student requesting transfer must meet with the Assistant Dean of the Distance Education Pathway to learn more about the program before requesting a transfer. Students must also meet with the Assistant Dean of the Florida Pathway to request a letter of support for the transfer prior to requesting a transfer.

2.2.4.2. Applicants with Prior Enrollment at Another School/College of Pharmacy

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

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

2.2.5. Early Acceptance Program

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

A student may apply for EAP consideration as a high school senior or as a current undergraduate

student, as long as they are enrolled with at least two years of undergraduate study remaining before their matriculation at LECOM. This program is not available to anyone with a bachelor or higher degree.

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

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

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

2.2.6. 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), AACPMAS (School of Podiatric 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 U.S. 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.

2.2.7. Tuition and Fees - School of Pharmacy 2025 – 2026

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

Matriculation Fee			\$500
Nonrefundable fee (payment credited to the tuition fee upon matriculation)			
Erie Tuition	P1	(All students)	\$32,790
	P2	(All students)	\$32,790
	P3	(All students)	\$32,790
Distance Education Tuition	P1	(All students)	\$31,880
	P2	(All students)	\$31,880
	P3	(All students)	\$31,880
	P4	(All students)	\$31,880
Bradenton Tuition	P1	(FL Resident)	\$31,350
	P2	(FL Resident)	\$30,350
	P3	(FL Resident)	\$29,320
	P4	(FL Resident)	\$29,320
Bradenton Tuition	P1	(Out-of-State)	\$32,995
	P2	(Out-of-State)	\$32,995
	P3	(Out-of-State)	\$32,995
	P4	(Out-of-State)	\$32,995
Curriculum/Lab Fee			\$350
Book Fee			\$100
Technology Fee (non-DE)			\$375
Technology Fee for Distance Education			\$1,350*
Student Government Fee			\$50
Disability Insurance (Mandatory)		Variable Age Dependent	\$562
Health Insurance (Mandatory Unless Approved for Waiver)			\$4,452

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

2.2.7.1. Additional Fees for the School of Pharmacy

Late Payment Fee (per week)	\$50
Breakage Fee <i>Loss or damage to school property and equipment is charged to the student(s) or club/organization responsible.</i>	Cost of replacement
Transcript Fee (per request)	\$20
Student Identification/Key Card – Replacement	\$25
Remediation Exam Fee (per course)	\$100
Remediation Course Fee	\$500/max

2.3. THE CURRICULUM

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

Introduction

The curriculum in all pathways includes both longitudinal and modular courses designed to address these six pillars:

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

The Accreditation Council for Pharmacy Education (ACPE) utilizes AACP's Center for the Advancement of Pharmacy Education (CAPE) Outcomes as the framework for establishing expected educational outcomes for Doctor of Pharmacy programs. In 2022 the outcomes were revised to the current AACP Curricular Outcomes and Entrustable Professional Activities (COEPA). LECOM School of Pharmacy (LECOM SOP) has assigned the COEPA 2022 as LECOM SOP outcomes based on LECOM SOP's mission, vision, strategic initiatives, goals, and objectives. Graduates of the LECOM School of Pharmacy will be:

Domain 1 Knowledge

1.1 Learners: Seek, analyze, integrate, and apply foundational knowledge of medications and pharmacy

practice (biomedical; pharmaceutical; social, behavioral, administrative; and clinical sciences; drug classes; and digital health).

Domain 2 Skills

2.1 Problem-solvers: Use problem solving and critical thinking skills, along with an innovative mindset, to address challenges and to promote positive change.

2.2 Communicators: Actively engage, listen, and communicate verbally, nonverbally, and in writing when interacting with or educating an individual, group, or organization.

2.3 Allies: Mitigate health disparities by considering, recognizing, and navigating cultural and structural factors (e.g. social determinants of health, diversity, equity, inclusion, and accessibility) to improve access and health outcomes.

2.4 Providers: Provide whole person care to individuals as the medication specialist using the Pharmacists' Patient Care Process.

2.5 Advocates: Promote the best interests of patients and/or the pharmacy profession within healthcare settings and at the community, state, or national level.

2.6 Stewards: Optimize patient healthcare outcomes using human, financial, technological, and physical resources to improve the safety, efficacy, and environmental impact of medication use systems.

2.7 Collaborators: Actively engage and contribute as a healthcare team member by demonstrating core interprofessional competencies.

2.8 Promoters: Assess factors that influence the health and wellness of a population and develop strategies to address those factors.

2.9 Leaders: Demonstrate the ability to influence and support the achievement of shared goals on a team, regardless of one's role.

Domain 3 Attitudes

3.1 Self-aware: Examine, reflect on, and address personal and professional attributes (e.g. knowledge, metacognition, skills, abilities, beliefs, biases, motivation, help-seeking strategies, and emotional intelligence) that could enhance or limit growth, development, and professional identity formation.

3.2 Professionals: Exhibit attitudes and behaviors that embody a commitment to building and maintaining trust with patients, colleagues, other health care professionals, and society.

2.3.1. Curriculum

LECOM is an innovative leader in instructional approaches and content leading to the Pharm.D. degree. This commitment occurs at all levels, from curriculum planning for all years of the Pharm.D. 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 pharmacist. Emphasis is placed on taking responsibility for making informed choices about learning, in general, and patient care in particular.

The Lake Erie College of Osteopathic Medicine (LECOM) recognized the growing national need for pharmacists and opened the School of Pharmacy in 2002. The LECOM School of Pharmacy offers three pathways to the PharmD degree, a three-year accelerated pathway in Erie, PA, a four-year pathway in Bradenton, FL, and a four-year distance education pathway. LECOM believes that new trends in the Doctor of Pharmacy curriculum have complementary goals to the total-person, patient-centered care fostered by osteopathic medicine.

The LECOM School of Pharmacy has structured its didactic and experiential curriculum to prepare future pharmacists to provide patient care that ensures optimal therapeutic outcomes.

LECOM provides a solid background in patient-centered care and prepares its Doctor of Pharmacy (Pharm.D.) graduates to become effective members of the health care team for all areas of practice. Setting LECOM SOP apart from other schools of pharmacy are:

- Opportunity to complete introductory and advanced experiential components within LECOM Health, an academic osteopathic health center where LECOM students work with pharmacists, physicians, nurses, dentists, and other health care professionals in a uniquely inter-professional setting.
- Integration of science and practice throughout the program.
- Technologically advanced facilities that prepare students to practice in the 21st century.
- Opportunity to enter Master's degree programs in the School of Health Services Administration (SHSA) and the Graduate School of Biomedical Sciences (GSBS).

The future is very bright for our graduates. The demand for pharmacists will continue to grow due to the increased medication and health care needs of an older population. There is also a wide variety of practice settings for LECOM graduates to choose from, including: community, hospital, industry, ambulatory care, managed care, government, academia, and others.

2.3.1.1. Accelerated Pathway

The innovative, year-round curriculum in the Accelerated Pathway leads to the completion of the professional program in three years, enabling students enter the job market or residency one year earlier than traditional four-year programs. This pathway consists of two years of didactic curriculum with multidisciplinary integration of topics throughout courses. Two, four-week introductory rotations are completed during the summer of the first academic year to enable students to experience differences between an institutional and community site, and to apply and develop their operational knowledge and skills. During the third year, students complete six, six-week advanced rotations to apply their didactic knowledge in a real-world setting and to develop their practice-related skills. Students in this pathway have the opportunity to complete introductory and advanced experiential components within LECOM Health, an academic osteopathic health system, where LECOM students work with pharmacists, physicians, nurses, dentists, and other health care professionals in a uniquely interprofessional setting.

2.3.1.2. Florida Pathway

The LECOM School of Pharmacy curriculum in Bradenton, Fla., offers a four-year Doctor of Pharmacy (PharmD) degree pathway. This pathway consists of three years of didactic curriculum with multidisciplinary integration of topics throughout courses. Two, four-week introductory rotations are completed during the summer of the first academic year to enable students to experience differences between an institutional and community site, and to apply and develop their operational knowledge and skills. During the fourth year, students complete six, six-week advanced rotations to apply their didactic

knowledge in a real-world setting and to develop their practice-related skills.

2.3.1.3. Distance Education Pathway

The LECOM School of Pharmacy Distance Education Pathway curriculum is a four-year, online Doctor of Pharmacy degree program for US Citizens or US Permanent Residents (F1 Visa Holders do not qualify). This pathway consists of three years of didactic curriculum with multidisciplinary integration of topics throughout courses. Two, four-week introductory rotations are completed during the summer of the first academic year to enable students to experience differences between an institutional and community site, and to apply and develop their operational knowledge and skills. During the fourth year, students complete six, six-week advanced rotations to apply their didactic knowledge in a real-world setting and to develop their practice-related skills.

A majority of the pathway is taught through online courses using state-of-the-art synchronous and asynchronous technologies where students can learn at home from within the United States (study while outside of the US is prohibited). Additionally, students will be required to come to either the Bradenton, FL or Erie, PA campus at the end of the second semester each year for between one and three weeks in order to fulfill the laboratory, casework, and presentation portion of the curriculum.

Gateway Examinations

To ensure pharmacy student readiness for progression to experiential rotations, the LECOM School of Pharmacy has incorporated a pair of gateway assessments in the curriculum. These assessments include Pre-IPPE and Pre-APPE Gateway Examinations administered just prior to student progression to IPPE and APPE rotations, respectively. Each gateway assessment is composed of a written examination and Objective Structured Clinical Examinations (OSCEs). These examinations assess student competence in knowledge and skills expected from the curriculum at the time of administration and are guided by the LECOM SOP Educational Outcomes (COEPA 2022). Students must successfully pass each component of the gateway examinations to progress in the curriculum. If a student does not successfully pass a component, remediation will follow.

2.3.2. Course Sequence and Credit Hours for the Accelerated Pathway Curriculum

Abbr.	Number	Course Title	Credit Hours
Accelerated Pathway: P1 Fall Term – First Semester			
PHP	1001	Introduction to Pharmacy Practice I	3.0
APC	1001	Applied Patient Care I	1.0
PCC	1008	Pharmaceutics I	2.0
BMS	1004	Intro. to Biomedical Sciences & Principles of Drug Action I	3.0
BMS	1005	Intro. to Biomedical Sciences & Principles of Drug Action II	2.0
Total Term Hours			11.0
Accelerated Pathway: P1 Winter Term – First Semester			
PHP	1002	Introduction to Pharmacy Practice II	3.0
APC	1002	Applied Patient Care II	1.0
PCC	1009	Pharmaceutics II	2.0
SYS	1015	Dermatology & Orthopedics	2.5
SYS	1016	Nephrology	3.0
Total Term Hours			11.5
Accelerated Pathway: P1 Spring Term – Second Semester			

Abbr.	Number	Course Title	Credit Hours
PHP	1003	Introduction to Pharmacy Practice III	3.0
APC	1003	Applied Patient Care III	1.0
PCC	1010	Pharmaceutics III	2.0
SYS	1017	Cardiology	5.0
SYS	1010	Pulmonology	2.0
Total Term Hours			13.0
Accelerated Pathway: P1 Summer Term – Second Semester			
PHR	1001	IPPE Community	4.0
PHR	1002	IPPE Institutional	4.0
		Elective	2.0
Total Term Hours			10.0
Accelerated Pathway: P2 Fall Term – First Semester			
PHP	1004	Advanced Pharmacy Practice I	3.0
APC	1004	Applied Patient Care IV	1.0
PCK	1003	Principles of Biopharmaceutics & Kinetics I	1.0
SYS	1007	Endocrinology	4.0
SYS	1008	Gastroenterology	3.75
Total Term Hours			12.75
Accelerated Pathway: P2 Winter Term – First Semester			
PHP	1005	Advanced Pharmacy Practice II	3.0
APC	1005	Applied Patient Care V	1.0
PCK	1004	Principles of Biopharmaceutics & Kinetics II	1.0
CLN	1003	Nutrition	1.75
HMO	1001	Hematology/Oncology	3.5
		Elective	2.0
Total Term Hours			12.25
Accelerated Pathway: P2 Spring Term – Second Semester			
PHP	1006	Advanced Pharmacy Practice III	3.0
APC	1006	Applied Patient Care VI	1.0
INF	1001	Infectious Diseases I	5.0
INF	1002	Infectious Diseases II	3.0
		Elective	2.0
Total Term Hours			14.0
Accelerated Pathway: P2 Summer Term – Second Semester			
PHP	1007	Advanced Pharmacy Practice IV	3.0
APC	1007	Applied Patient Care VII	1.0
NAT	1005	Neurology	4.5
BHS	1003	Psychiatry	3.0
ADM	1015	Special Populations	2.0
Total Term Hours			13.5
Accelerated Pathway: P3 Year			
PHR	1005	APPE Advanced Community	6.0
PHR	1017	APPE Advanced Institutional	6.0
PHR	1018	APPE Inpatient General Medicine	6.0
PHR	1007	APPE Ambulatory Care	6.0
PHR	1014	APPE Elective I	6.0
PHR	1015	APPE Elective II	6.0

Abbr.	Number	Course Title	Credit Hours
PPE	1005	Pharmacy Practice Essentials	2.0
Total Year Hours			38
Accelerated Pathway Total Credits			136.0

2.3.3. Course Sequence and Credit Hours for the Florida and Distance Education Pathways Curriculum

Abbr.	Number	Course Title	Credit Hours
Florida/DE Pathway: P1 Fall Semester			
PHP	1001	Introduction to Pharmacy Practice I	3.0
APC	1001	Applied Patient Care I	1.0
PCC	1008	Pharmaceutics I	2.0
BMS	1004	Intro. Biomedical Sciences & Principles of Drug Action I	3.0
BMS	1005	Intro. Biomedical Sciences & Principles of Drug Action II	2.0
SYS	1015	Dermatology & Orthopedics	2.5
Total Semester Hours			13.5
Florida/DE Pathway: P1 Spring Semester			
PHP	1002	Introduction to Pharmacy Practice II	3.0
APC	1002	Applied Patient Care II	1.25
PCC	1009	Pharmaceutics II	2.0
SYS	1016	Nephrology	3.0
SYS	1017	Cardiology	5.0
SYS	1010	Pulmonology	2.0
Total Semester Hours			16.25
Florida/DE Pathway: P2 Fall Semester			
PHR	1001	IPPE Community	4.0
PHR	1002	IPPE Institutional	4.0
PHP	1003	Introduction to Pharmacy Practice III	3.0
APC	1003	Applied Patient Care III	1.0
PCC	1010	Pharmaceutics III	2.0
SYS	1007	Endocrinology	4.0
Total Semester Hours			18
Florida/DE Pathway: P2 Spring Semester			
PHP	1004	Advanced Pharmacy Practice I	4.0
APC	1004	Applied Patient Care IV	1.25
PCK	1003	Principles of Biopharmaceutics and Kinetics I	1.0
SYS	1008	Gastroenterology	3.75
CLN	1003	Nutrition	1.75
HMO	1001	Hematology/Oncology	3.5

Abbr.	Number	Course Title	Credit Hours
		Elective	2.0
		Total Semester Hours	17.25
Florida/DE Pathway: P3 Fall Semester			
PHP	1005	Advanced Pharmacy Practice II	4.0
APC	1005	Applied Patient Care V	1.25
PCK	1004	Principles of Biopharmaceutics and Kinetics II	1.0
INF	1001	Infectious Diseases I	5.0
INF	1002	Infectious Diseases II	3.0
		Elective	2.0
		Total Semester Hours	16.25
Florida/DE Pathway: P3 Spring Semester			
PHP	1006	Advanced Pharmacy Practice III	4.0
APC	1006	Applied Patient Care VI	1.25
NAT	1005	Neurology	4.5
BHS	1003	Psychiatry	3.0
ADM	1015	Special Populations	2.0
		Elective	2.0
		Total Semester Hours	16.75
Florida/DE Pathway: P4 Year			
PHR	1005	APPE Advanced Community	6.0
PHR	1017	APPE Advanced Institutional	6.0
PHR	1018	APPE Inpatient General Medicine	6.0
PHR	1007	APPE Ambulatory Care	6.0
PHR	1014	APPE Elective I	6.0
PHR	1015	APPE Elective II	6.0
PHR	1016	APPE Elective III (Optional)	6.0
PPE	1005	Pharmacy Practice Essentials	2
		Minimum Total Year Credits	38
		Florida Pathway Total Credits	136.0

2.3.4. Course Numbering and Abbreviation System

LECOM School of Pharmacy (SOP) standard abbreviations four course designations:

Abbr.	Full Name
ADM	Special Populations
APC	Applied Patient Care
BHS	Psychiatry
BMS	Biomedical Sciences
CLN	Nutrition
HMO	Hematology/Oncology
INF	Infectious Diseases

PCC	Pharmaceutics
PCK	Principles of Biopharmaceutics & Pharmacokinetics
PHE	Pharmacy Elective
PHP	Pharmacy Practice
PHR	Pharmacy Rotation
PPE	Pharmacy Practice Essentials
SYS	System

2.3.4.1. Course Descriptions for the Doctor of Pharmacy

APC 1001 – Applied Patient Care I – 1.0 Credit Hour

APC 1002 – Applied Patient Care II – 1.0 - 1.25 Credit Hours (depending on Pathway)

APC 1003 – Applied Patient Care III – 1.0 Credit Hour

APC 1004 – Applied Patient Care IV – 1.0 - 1.25 Credit Hours (depending on Pathway)

APC 1005 – Applied Patient Care V – 1.0 - 1.25 Credit Hours (depending on Pathway)

APC 1006 – Applied Patient Care VI – 1.0 - 1.25 Credit Hours (depending on Pathway)

APC 1007 – Applied Patient Care VII – 1.0 Credit Hour (Accelerated Pathway only)

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

BMS 1004 – Introduction to Biomedical Sciences & Principles of Drug Action I – 3.0 Credit Hours

BMS 1004 – Introduction to Biomedical Sciences & Principles of Drug Action II – 2.0 Credit Hours

The Introduction to Biomedical Sciences & Principles of Drug Action modules feature integrated biology and chemistry content to establish analysis and understanding of biological systems, properties of drugs, and interactions of drugs with biological systems. Concepts from biochemistry and anatomy and physiology provide foundational understanding of principles of drug action and will provide the basis for introduction to medicinal chemistry and pharmacology. Chemical principles will include analysis of physicochemical properties of drugs, and how these properties impact activity and disposition of drugs in biological systems. Pharmacology principles will include introduction to drug receptor interactions and subsequent biological responses, biochemical mechanisms of drug action, and foundational knowledge for clinical sciences.

HMO 1001 – Hematology/Oncology – 3.5 Credit Hours

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

and alternative medicine will also be discussed as they relate to the hematology oncology module. This module will include active learning modalities in order to facilitate mastery of content.

INF 1001 – Infectious Diseases I – 5.0 Credit Hours

INF 1002 – Infectious Diseases II– 3.0 Credit Hours

The two-course infectious disease module series will include an integrated approach combining medicinal chemistry, pharmacology, pathology/pathophysiology, microbiology, pharmacotherapeutics, clinical pharmacokinetics and pharmacogenetics of infectious disease. The courses will cover infections organized by pathogen type, including bacterial, viral, fungal, and parasitic infections. Microbiology concepts, including basics of bacteriology, virology, mycology and parasitology with an emphasis on the agent-drug relationship will introduce each pathogen section. Concepts from medicinal chemistry will be coupled with the pharmacology of the drugs involved in this module series. This will include chemical features of therapeutic agents required to elicit biological response and their role in affecting physiochemical properties. Pharmacology principles will include drug receptor interactions and subsequent biological responses, biochemical mechanisms of drug action, adverse and toxic effects, contraindications and important drug-drug interactions. The pathophysiology and therapeutic principles in clinical practice will be incorporated in a sequential and integrative manner. This will enable students to relate knowledge from both basic sciences and clinical sciences. Clinical pharmacokinetic concepts will also be included with application of basic biopharmaceutical and pharmacokinetic concepts to clinical management of various patients' conditions in order to provide safe and effective therapy. Relevant pharmacogenetic considerations that may impact safety or efficacy of therapeutic agents and the role of pharmacogenetics in the clinical decision-making process and making therapeutic recommendations will also be discussed. This module will include active learning modalities in order to facilitate mastery of content.

ADM 1015 – Special Populations – 2.0 Credit Hours

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

CLN 1003 – Nutrition – 1.75 Credit Hours

The nutrition module will include an integrated approach combining biochemistry, anatomy/physiology, medicinal chemistry, pathophysiology, pharmacology, pharmaco-therapeutics, and alternative medicine of the gastrointestinal system. This course will include key concepts from anatomy and physiology and biochemistry that will be correlated to the pathophysiology and principles of drug action. This will

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

PCC 1008 – Pharmaceutics I – 2.0 Credit Hours

PCC 1009 – Pharmaceutics II – 2.0 Credit Hours

PCC 1010 – Pharmaceutics III – 2.0 Credit Hours

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

PCK 1003 – Principles of Biopharmaceutics & Pharmacokinetics I – 1.0 Credit Hour

PCK 1004 – Principles of Biopharmaceutics & Pharmacokinetics II – 1.0 Credit Hour

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

PHE 1025 – Leadership in Pharmacy Elective – 2.0 Credit Hours

This online course is a student-centered course focused on exploring professional growth within the profession of pharmacy. The course includes reading assignments from the professional literature in the disciplines of pharmacy, medicine, and business. Reading assignments relate to the advancement of the profession of pharmacy, personal development for workplace effectiveness, and leadership. The course helps students develop an enhanced sense of ownership and personal responsibility for their individual academic and professional development. It aims to improve student recognition of the variety of pathways for pharmacy careers, allowing students to work together to explore opportunities within professional organizations, advocacy, advanced training, and other avenues. Students examine their own interests and strengths in order to begin developing independent learning goals for application

during formal education and into their professional lives. Assessment includes forum postings, participation in online discussions, and written assignments.

PHE 1029 – Geriatric Pharmacy Practice Elective – 2.0 Credit Hours

This course will prepare students for pharmacy practice in any setting that includes a geriatric population. Items covered in the course include: characteristics regarding the geriatric population in the United States and its impact on Health Care spending, considerations for medication use in the elderly population and communication with the elderly. The course is delivered online with interactive features used via the course blog and forum discussions.

PHE 1032 – Antimicrobial Stewardship Elective – 2.0 Credit Hours

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

PHE 1034 – Introduction to Industry/Pharma Elective – 2.0 Credit Hours

The purpose of this course is to understand the fundamental concepts and careers in a pharmaceutical company. Students will learn about various traditional roles (Medical Science Liaison (MSL), Health Outcomes, Managed Markets, Clinical Trials, etc) and non-traditional roles (sales, marketing, field reimbursement, etc). Material will also include fundamentals of clinical trials, regulatory process, as well as health outcomes evaluation methods (ICER, QALYs, etc). The course will also discuss pathways to a job in industry, fellowship options, advancement opportunities, salary and benefits, and networking skills.

PHE 1038 – Clinical Toxicology Elective – 2.0 Credit Hours

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

PHE 1044 – Independent Research I Elective – 2.0 Credit Hours

PHE 1066 – Independent Research II Elective – 2.0 Credit Hours

PHE 1084 – Independent Research III Elective – 2.0 Credit Hours

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

PHE 1061 – Ownership in Pharmacy Elective – 2.0 Credit Hours

This 2 credit-hour elective is designed to give pharmacy students an understanding of pharmacist entrepreneurial positions including independent pharmacy ownership, specialty pharmacy, long-term care consulting, independent contracting, research consultation, concierge medicine, compounding/veterinary practice, and professional organization consulting.

PHE 1067 – Foundations in Personal Finance Elective – 2.0 Credit Hours

The goal of this course is to provide students with a foundation for how to think about personal finance. This course provides a practical approach to managing one's personal finances that includes financial record keeping, personal federal income tax, major consumer purchases, financing, investment fundamentals and other financial topics of interest. Students will take a look at the millionaire culture in

America to begin to understand what it means to be rich and how it is possible perceptions created by pop culture do not truly match up with how wealthy families live.

PHE 1068 – Empathy and Patient Care Elective – 2.0 Credit Hours

This course will examine the components of empathic practice through readings, videos and weekly discussions. Reflections will be used to highlight each student's particular growth and development as an empathic pharmacist. Specific tools and skills will be shared to enable the student to implement the principles of empathic practice.

PHE 1075 -- Spanish for Pharmacists Elective – 2.0 Credit Hours

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

PHE 1079 – Problem Based Learning in Pharmacy Practice Elective – 2.0 Credit Hours

This course is designed to enhance the students' application of pharmacotherapeutic knowledge to patient specific scenarios. Students will work in groups and be assigned a facilitator for each session. The use of communication and drug information skills will be stressed in this course as the students work collaboratively within their groups to collect and analyze patient information, access treatment guidelines and medical literature, formulate and initiate patient-specific treatment plans and perform patient education. The opportunity to sharpen these skills will better prepare students for their APPE rotations.

PHE 1081 – Biologics Development - A Regulatory Overview Elective – 2.0 Credit Hours

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

PHE 1088 – Current Trends in Biotherapeutics Elective – 2.0 Credit Hours

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

PHE 1091: Intro to Pharmacy Residency Elective – 2.0 Credit Hours

This course is designed to help the student prepare to enter pharmacy residency training following graduation. The course will provide the student with a thorough overview of career

and training opportunities, the residency application process and residency resources. The student will gain experience in the application of his or her existing knowledge base, efficiently responding to patient care or drug information questions, interviewing and presenting patient cases. Other covered topics include time management, research project design and implementation, life as a resident, and introduction to hospital pharmacy.

PHE 1092 – Managed Care Pharmacy Elective – 2.0 Credit Hours

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

Students will participate in case studies and weekly discussions as part of the courses active learning component.

PHE 1093 – Presentation Skills Elective – 2.0 Credit Hours

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

PHE 1094 – Pediatric Pharmacotherapy Elective – 2.0 Credit Hours

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

PHE 1100 – Healthcare and the Media Elective – 2.0 Credit Hours

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

PHE 1101 – History of Pharmacy Elective – 2.0 Credit Hours

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

PHE 1102 – Specialty Pharmacy Elective – 2.0 Credit Hours

Specialty pharmacy is one the largest growing fields of pharmacy, with a variety of practice models and perspectives. Today, specialty drugs make up about 40% of overall drug spend, and it is estimated that it

will account for over 50% in the next few years. Topics for the Specialty Pharmacy elective include discussing the top disease states encountered in specialty pharmacy (e.g., inflammatory conditions, MS, HIV, oncology), important accreditations required (e.g, URAC, ACHC), storage and handling of the drugs (including shipping), and the high-touch clinical care model required to help ensure appropriate use, improve clinical outcomes, and manage drug spending.

PHE 1103 – Fundamentals of Managed Care Elective – 2.0 Credit Hours

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

PHE 1115 – Community Pharmacy Preparation Elective – 2.0 Credit Hours

This elective is designed to help students interested in community practice to develop and refine skills that will be necessary to enter this type of practice. The areas of focus are management, patient care services, traditional dispensing processes, over-the-counter products, communications, legal, staffing, interviewing, and problem-solving. The format of the class is a combination of traditional lecture/discussion and Team-Based Learning. For a portion of the class students will be divided into teams and given assignments.

PHE 1116 – Clinical Pharmacy Elective – 2.0 Credit Hours

This course is designed to prepare students for clinical rotations and a future in clinical pharmacy by enhancing their critical thinking and problem-solving skills related to patient care. Students will work through a series of clinical cases and consults throughout the course in a variety of specialty practice areas, including psychiatric pharmacy, internal medicine, infectious diseases, and cardiology. Throughout each specialty practice area, students will be exposed to a variety of clinical cases and scenarios and will work through the completion of a series of consultations related to the practice area. By the end of the course, students should have a stronger clinical knowledge base, improved critical thinking and problem-solving skills, and will be better prepared for a future in clinical pharmacy practice.

PHE 1117 – Drug Information Elective - 3.0 Credit Hours

This course is designed to provide students with a background and introduction into effective search strategies, literature evaluation, developing a response to a drug information question, and effective presentation skills. Students will develop skills related to evaluating and assimilating knowledge into a cohesive and structured response, as well as their oral presentation skills. The goal of the course is to develop the student's skills and comfort level with finding, organizing, and presenting information verbally. Students will be evaluated on the content and delivery of their presentations.

PHE 1118 – Intro to Pharmacist Roles Elective – 2.0 Credit Hours

The Introduction to Pharmacist Roles course will expand students' knowledge of careers in pharmacy and allow them to apply their knowledge to typical tasks pharmacists perform. This course will integrate topics from the first didactic year, including cardiology and respiratory pharmacotherapeutics, pharmacy calculations, biostatistics, top 300 prescription drugs, and principles of compounding. Students will apply knowledge through self-care recommendations, patient counseling, and drug therapy and monitoring recommendations.

PHP 1001 – Introduction to Pharmacy Practice I – 3.0 Credit Hours**PHP 1002 – Introduction to Pharmacy Practice II – 3.0 Credit Hours****PHP 1003 – Introduction to Pharmacy Practice III – 3.0 Credit Hours**

This series is designed for introducing and exposing pharmacy students to a wide range of practice-based skills in the pharmacy profession. Students will learn various aspects of pharmacy that include drug literature evaluation, time management, leadership skills, communication techniques with patients and providers, basics to healthcare management and managed care, pharmacoeconomics, pharmaceutical calculations, biostatistics, and federal pharmacy laws, as well as pharmacotherapeutic, medicinal chemistry, and pharmacology topics. Students will also develop patient care skills by learning about the pharmacists' patient care process, patient assessment skills, how to conduct medication reconciliations, counseling for common over-the-counter medications, counseling for inhaler and diabetes devices, and complementary therapies. The skills and topics taught in this course are necessary to help prepare pharmacy students for subsequent coursework and for their Introductory Pharmacy Practice Experience (IPPE).

PHP 1004 – Advanced Pharmacy Practice I – 3.0 – 4.0 Credit Hours (depending on Pathway)**PHP 1005 – Advanced Pharmacy Practice II – 3.0 – 4.0 Credit Hours (depending on Pathway)****PHP 1006 – Advanced Pharmacy Practice III – 3.0 – 4.0 Credit Hours (depending on Pathway)****PHP 1007 – Advanced Pharmacy Practice IV – 3.0 Credit Hours (Accelerated Pathway only)**

This series is designed to advance and refine students' knowledge in a wide range of practice-based skills in the pharmacy profession. Students will expand upon knowledge learned in the Introductory Pharmacy Practice series to further prepare them for practice. This advanced series covers various aspects of pharmacy practice including state law, practice management, pharmacy leadership, patient/medication safety, quality improvement, pharmacoeconomics, public health, and managed care. In addition, students will apply various acquired knowledge and skills to conduct patient interviews and counselling sessions, lead journal clubs and patient case discussions, formulate care plans and drug information responses, and delivery formal presentations. The knowledge and skills learned and refined in this series are necessary to prepare pharmacy students for their Advanced Pharmacy Practice Experiences (APPEs) and future practice as a pharmacist.

PHR 1001 – Introductory Pharmacy Practice Experience (IPPE) - Community – 4.0 Credit Hours

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

PHR 1002 – Introductory Pharmacy Practice Experience (IPPE) - Institutional – 4.0 Credit Hours

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

PHR 1005 – APPE Advanced Community – 6.0 Credit Hours

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

care delivery in the community setting, including the need for continuity of care.

PHR 1007 – APPE Ambulatory Care – 6.0 Credit Hours

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

PHR 1014 – APPE Elective I – 6.0 Credit Hours

PHR 1015 – APPE Elective II – 6.0 Credit Hours

PHR 1016 – APPE Elective III – 6.0 Credit Hours

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

PHR 1017 – APPE Advanced Institutional – 6.0 Credit Hours

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

PHR 1018 – APPE Inpatient General Medicine – 6.0 Credit Hours

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

PPE 1005 – Pharmacy Practice Essentials (PPE) – 2.0 Credit Hours

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

BHS 1003 – Psychiatry – 3.0 Credit Hours

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

the role of pharmacogenetics in the clinical decision-making process and making therapeutic recommendations will also be discussed. This module will include active learning modalities in order to facilitate mastery of content.

SYS 1007 – Endocrinology – 4.0 Credit Hours

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

SYS 1010 – Pulmonology – 2.0 Credit Hours

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

SYS 1015 – Dermatology and Orthopedics – 2.5 Credit Hours

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

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

SYS 1016 – Nephrology – 3.0 Credit Hours

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

SYS 1017 – Cardiology – 5.0 Credit Hours

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

therapeutic agents and the role of pharmacogenetics in the clinical decision-making process and making therapeutic recommendations will also be discussed. Concepts of complementary and alternative medicine will also be discussed as they relate to the Cardiology module. This module will include active learning modalities in order to facilitate mastery of content.

SYS 1008 – Gastroenterology – 3.75 Credit Hours

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

NAT 1005 – Neurology – 4.5 Credit Hours

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

2.3.5. Interprofessional Education (IPE)

As future healthcare professionals, students will be expected to practice with a variety of interprofessional members of the healthcare team to provide the best patient care possible. LECOM trains students to be prepared for this interprofessional (IPE) environment. Students in LECOM's professional degree programs, including osteopathic medicine (COM), pharmacy (SOP), dentistry (SDM), and podiatry (SPM) are required to participate in a series of IPE curricular activities. LECOM's IPE curriculum is focused to teach the behavior of collaborative practice that forms the foundation of connected health care teams to execute safe, high-quality, accessible, and patient-centered care desired by all. The IPE curriculum consists of a series of courses and experiences underpinned by four IPE

competencies as developed by the Interprofessional Education Collaborative: Roles and Responsibilities, Teams and Teamwork, Communication, and Values and Ethics.

LECOM IPE courses. All IPE courses are Pass/Fail (with the exception of the Pharmacy School, which does assess them for part of a grade) and noncredit. Participation is monitored by preclinical and clinical administration and the Institutional Director of IPE.

1. **IPE 1001: Introduction to IPE.** In this online course, first-year or second year students from the COM, SOP, SDM, SPM are all enrolled together in a large Institutional online course to learn the fundamentals of IPE. In the first part of the course, students gain knowledge of the four IPEC competencies through online modules involving reading assignments, PowerPoint slides, and online quizzes. In the second part of the course, students are broken out proportionately into small interdisciplinary groups of 20 students each. Here, students collaborate together by applying their IPE knowledge to a series of case scenarios related to each IPEC competency through asynchronous online forum group discussions. Faculty from all professional schools facilitate these online discussion groups. Students must pass this IPE course with a minimum of 80% to pass the host course in which this IPE course is embedded, but does not impact the final grade in the host course. However, for pharmacy students, the numeric score earned in IPE 1001 partially contributes to the final course average in the host course. Host courses are listed in the table below.

School	Campus	Host Course #	Host Course Name	Year of Student
COM	Erie	HPO 1006	History & Physical I	First Year
COM	Bradenton	CLE 1002	Clinical Examination I	First Year
COM	Elmira	HPO 1006	History & Physical I	First Year
COM	Seton Hill	HPO 1006	History & Physical I	First Year
SDM	Bradenton	GPD 1001	General Practice Dentistry I	First Year
SOP	Erie	APC 1003	Applied Patient Care III	First Year
SOP-DE	Erie	APC 1004	Applied Patient Care IV	Second Year
SOP	Bradenton	APC 1003	Applied Patient Care III	Second Year
SPM	Erie	HPO 1006	History & Physical I	First Year

2. **IPE 1200: Applied IPE - Clinical Case Scenario.** In this standalone non-credit online course students improve their IPE skills by working together in small, online discussion groups through a computerized IPE case-scenario tutorial. This online course builds on the IPE 1001-Introduction to Interprofessional Education course. IPE course goals are achieved through five online discussion forums where students apply their learning in the four interprofessional competencies. Each student engages in active learning of interprofessional care through the course materials and is assessed on the course content, its importance, and relevance in the health professions. Students from LECOM's health professions schools are proportionated into groups of 10 with a faculty facilitator to work through the case scenario to review, hone, and put into practice their IPE behavioral skills involving communication, roles, teamwork, and ethics. Students must pass this course with a minimum of 80% or will be sent to their respective School's student disciplinary committee. The table below lists where this IPE course occurs in the curriculum of the professional programs, campuses, and student years:

School	Location	Year of Student
--------	----------	-----------------

COM	Erie	Second Year
COM	Seton Hill	Second Year
COM	Elmira	Second Year
SOP	Erie	Second Year
SDM	Erie & DeFuniak	Fourth Year
SPM	Erie	Second Year

3. **IPE 2001: Reflections in Inter-Professional Care.** In this final online course, all final-year medical and pharmacy students close the loop in LECOM's IPE curriculum by critically analyzing a memorable IPE learning experience encountered during clinical rotations that left an indelible impression. In experiential learning, where students learn through experience, reflection is central. In this online course, students first review the IPE Competencies through required readings, videos, and a short quiz. Then, students create a reflective analysis paper of the remarkable IPE encounter they experienced by applying the REFLECT rubric, which enables students to understand and reflect upon the importance and process of inter-professional care in collaboration within a variety of health professions students. This low-burden, high-impact LECOM School of Pharmacy Academic Catalog and Student Handbook 44 course is designed to allow all medical and pharmacy students, regardless of campus location, the opportunity to embrace effective IPE and to develop elements of competence in the four Interprofessional Education Collaborative (IPEC) domains. Students must pass the host course in which this IPE course is embedded, as listed in the table below:

School	Location	Host Course #	Course Name	Year of Student
COM	Erie	DOR 1036	Senior Capstone	Fourth Year
COM	Bradenton	DOR 1036	Senior Capstone	Fourth Year
COM	Seton Hill	DOR 1036	Senior Capstone	Fourth Year
COM	Elmira	DOR 1036	Senior Capstone	Fourth Year
COM-PCSP	Erie	DOR 1036	Senior Capstone	Third Year
COM-APAP	Seton Hill	DOR 1036	Senior Capstone	Third Year
SOP	Erie	PPE 1005	Pharmacy Practice Essentials	Third Year
SOP-DE	Erie	PPE 1005	Pharmacy Practice Essentials	Fourth Year
SOP	Bradenton	PPE 1005	Pharmacy Practice Essentials	Fourth Year
SPM	Erie	POD 1048	CORE Rotation III	Fourth Year

Additional IPE Experiential Learning Opportunities in the curriculum:

1. **LECOM IPE RESEARCH DAY:** The annual LECOM research day is an IPE event where students from all schools come together to view and discuss research posters and presentations. LECOM IPE RESEARCH DAY is held at the Erie campus each Fall semester and at the Bradenton campus each Spring semester.
2. Interprofessional clinical opportunities exist in the dental clinics (involving medical and pharmacy students) and at the LECOM Senior Living Center in Erie, PA, the latter of which was funded by a major national foundation award for the LECOM LIGHT grant. Other opportunities have included Mental Health First Aid for Veterans, Mental Health First Aid, and the Yellow Ribbon program.
3. Most clinical rotations include interprofessional collaborations among students, preceptors, and other healthcare professionals where LECOM students get to learn from and experience IPE

collaborative practice.

2.4. PHARMACY CERTIFICATE PROGRAMS

2.4.1. Pharmacy Post-Baccalaureate Program and Pre-PharmD Enrichment

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

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

Upon successful completion of the one-year curriculum, the student will receive a certificate acknowledging completion of all coursework. Letters of recommendation to prospective professional programs will be forwarded on behalf of Post-Bacc/PEP students as requested.

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

2.4.1.1. Pre-Pharm D and Pharmacy Post Baccalaureate Curriculum

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

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

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

Abbr.	Number	Course Title	Credit Hours
Pharmacy Post Baccalaureate and Pre-Enrichment Programs Fall Semester			
BIO	1501	Biological Science I	3.0
CHM	1504	Organic Chemistry for Pharmacy	3.0
PHS	1501	Pharmaceutical Sciences I	3.0
CHM	1505	Biological Organic Chemistry	3.0
RPH	5030	Pharmacy Practice	1.0
RPH	5080	Pharmacoeconomics	1.0
ADM	1501	Critical Thinking	1.0
Total Semester Hours			15.0
Pharmacy Post Baccalaureate and Pre-Enrichment Programs Spring Semester			
BIO	1502	Biological Science II	3.0
PCC	1501	Intro to Pharmacy Calculations	3.0
PHS	1502	Pharmaceutical Sciences II	3.0
PHC	1502	Introduction to Pharmacology	3.0
CHM	1506	Introduction to Medicinal Chemistry	3.0

Abbr.	Number	Course Title	Credit Hours
			Total Semester Hours
			15.0
			Total Program Hours
			30.0

Course Descriptions

BIO 1501 – Biological Sciences I – 3.0 Credit Hours

BIO 1502 – Biological Sciences II – 3.0 Credit Hours

The course explores the basics and molecular basis for important physiological processes supporting a healthy state. Disease states will also be examined with a slight emphasis on specific biological molecules that are specific targets of drug action. This course will augment the understanding of how drugs are rationally designed based on their interactions with specific biological molecules which affect the function of targeted metabolic pathways. The topics in these courses include: Cell Biology, Immunology, Microbiology and in the second semester, physiology.

PHS 1501 – Pharmaceutical Sciences I – 3.0 Credit Hours

PHS 1502 – Pharmaceutical Sciences II – 3.0 Credit Hours

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

ADM 1501 Critical Thinking – 1.0 Credit Hours

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

PCC 1501 Intro to Pharmacy Calculations – 3.0 Credit Hours

This course will focus on mathematics which is a necessary foundation for the study of pharmacy. Mathematical principles will be reviewed and then applied to the chemical and physical topics studied in pharmacy including prescription formulations, isotonicity, dose calculations, and IV infusions. As an effective health care provider, the pharmacist is expected to and required to accurately perform pharmaceutical calculations. This course will prepare the pharmacy student for the application of mathematical concepts required in the practice of pharmacy while also introducing special topics unique to the pharmacy profession.

PHC 1502 – Introduction to Pharmacology – 3.0 Credit Hours

Core Pharmacology is an introductory series of lectures designed to orient pharmacy students to the effects of drugs on humans in both normal and pathologic states. The first portion of the course deals with general principles in pharmacology, including drug absorption, distribution, elimination, and pharmacodynamics. The second portion of the course focuses on drugs of the autonomic nervous system, central nervous system, chemotherapeutic agents for infections and cancer, and various other pharmaceutical agents for specific therapeutic applications.

CHM 1504 – Organic Chemistry for Pharmacy – 3 Credit Hours

Organic chemistry of drugs is part of a two-course lecture series surveying the principles of organic chemistry and their application to pharmacology and pharmacy practice. This course addresses foundational principles of structure and bonding, organic compounds, stereochemistry, reactions, structure determination, and functional groups. A hybrid lecture/problem-based format will be utilized, and examples of conceptual application to medication therapy and subsequent pharmacy coursework will be highlighted.

CHM 1505 – Biological Organic Chemistry – 3.0 Credit Hours

Biological Organic Chemistry is part of a two-course lecture series, along with Organic Chemistry for Pharmacy, surveying the principles of organic chemistry and their application to pharmacology and pharmacy practice. This course addresses foundational principles of structure, reactions, and functional groups of biologically important molecules. This course will use traditional lecture, group discussion and problem-based learning.

CHM 1506 – Introduction to Medicinal Chemistry – 3.0 Credit Hours

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

RPH 5080 – Pharmacoeconomics – 1.0 Credit Hour

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

2.4.1.2. Pre-PharmD Enrichment and Post Baccalaureate Certificate Program Tuition and Fees

Matriculation Fee		\$50
Nonrefundable fee (<i>payment credited to the tuition fee upon matriculation</i>)		
Tuition	(All students)	\$14,640
Technology Fee (non-DE)		\$350
Health Insurance (<i>Mandatory Unless Approved for Waiver</i>)		\$3,339

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

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

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

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

the Cost of Education.

2.4.2. RN to PharmD. Bridge Program

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

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

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

2.4.2.1. RN to PharmD. Admissions Requirements

Successful applicants to the RN to PharmD Bridge program will:

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

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

2.4.2.2. Course Sequence and Credit Hours for the RN to PharmD Certificate

Abbr.	Number	Course Title	Credit Hours
Pharmacy RN to PharmD Program Fall Semester			
CHM	1504	Organic Chemistry for Pharmacy	3.0
PHS	1501	Pharmaceutical Sciences I	3.0
CHM	1505	Biological Organic Chemistry	3.0
RPH	5030	Pharmacy Practice	1.0
RPH	5080	Pharmacoeconomics	1.0
ADM	1501	Critical Thinking	1.0
BIO	1501	Biological Sciences I (optional)	3.0
Total Semester Hours			12.0 – 15.0
Pharmacy RN to PharmD Program Spring Semester			
CHM	1506	Medicinal Chemistry	3.0
PHS	1502	Pharmaceutical Sciences II	3.0
PHC	1502	Pharmacology	3.0
PCC	1501	Pharmacy Calculations	3.0
BIO	1502	Biological Sciences II (optional)	3.0
Total Semester Hours			12.0 – 15.0
Total Program Hours			24.0 – 30.0

Course Descriptions

ADM 1501 Critical Thinking in Pharmacy Practice – 1.0 Credit Hours

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

BIO 1501 – Biological Sciences – 3.0 Credit Hours (optional)

BIO 1502 – Biological Sciences – 3.0 Credit Hours (optional)

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

CHM 1504 – Organic Chemistry for Pharmacy – 3.0 Credit Hours

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

CHM 1505 – Biological Organic Chemistry – 3.0 Credit Hours

The Organic Chemical structures and chemical properties of Sugars, Fats, Proteins, DNA, Vitamins.

CHM 1506 – Medicinal Chemistry – 3.0 Credit Hours

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

PCC 1501 – Pharmacy Calculations – 3.0 Credit Hours

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

PHC 1502 – Pharmacology – 3.0 Credit Hours

Core Pharmacology is an introductory series of lectures designed to orient pharmacy students to the effects of drugs on humans in both normal and pathologic states. The first portion of the course deals with general principles in pharmacology, including drug absorption, distribution, elimination, and pharmacodynamics. The second portion of the course focuses on drugs of the autonomic nervous system, central nervous system, chemotherapeutic agents for infections and cancer, and various other pharmaceutical agents for specific therapeutic applications.

PHS 1501 – Pharmaceutical Sciences I – 3.0 Credit Hours

PHS 1502 – Pharmaceutical Sciences II – 3.0 Credit Hours

This course is designed primarily to prepare the pharmacy student for the application of mathematical concepts required in the practice of pharmacy. Concepts covered in this course include fractions, proportions, exponential notation, percent, dimensional analysis, conversion factors and solving linear

equations. Problem solving skills will also be developed. Students will be required to perform dosage calculations based on individual patient needs and characteristics as well as computations required for accurate preparation of solid and liquid dosage forms and injectable medications. Chemical and physical principles will be presented with the appropriate mathematical principles to prepare students for the study of pharmaceutical calculations, pharmaceutics and pharmacokinetics in the Pharm.D. program.

RPH 5080 – Pharmacoeconomics – 1.0 Credit Hour

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

2.4.2.3. RN to PharmD Cost of Education

Matriculation Fee		\$50
Nonrefundable fee (<i>payment credited to the tuition fee upon matriculation</i>)		
Tuition	(All students)	\$14,940
Technology Fee (non-DE)		\$350
Health Insurance (<i>Mandatory Unless Approved for Waiver</i>)		\$3,339

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

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

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

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

2.5. SCHOOL OF PHARMACY ACADEMIC POLICIES AND PROCEDURE S

2.5.1. Policy and Procedure for Final Grade Appeals

2.5.1.1. 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 Coordinator, Program Director, Clinical Preceptor or Systems Co-coordinator (“professor”) clearly did not apply the same standards they used for grading other members of the class whose work and behavior were like those of the appealing student.
 - Assignment of a grade that is arbitrary and/or capricious: i.e., the professor had

apparently no discernible rationale for arriving at the grade given.

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

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

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

2.5.1.2. Procedure for Final Grade Appeals in the School

Step 1: Faculty/Student Conference

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

Didactic Courses:

- A conference between the student and the course coordinator shall take place as soon as possible after learning of their grade, but no later than ten (10) business days after the end of the academic term.
- If either the student or faculty member wants the conference to take place in the presence of a third party, a request will be submitted to the appropriate Pathway Dean/Director for another member of the school to sit in on the conference.
- The student shall explain the reasons for appealing the grade (see Cause for Final Grade Appeals), and the faculty member shall explain the reasons for assigning the grade.
- If the faculty member believes the grade should not be changed, the student shall be notified in writing or electronically (with a copy to the appropriate Pathway Dean/Director within five (5) business days after the conference has occurred.
- If the student is not satisfied with the decision of the course coordinator, the student will then have five (5) business days from receiving the decision of the course coordinator to submit a written appeal to the appropriate Pathway Dean/Director.
- The Pathway Dean/Director will consider all the facts presented by the student and faculty member and make a decision regarding any grade change based on the criteria listed in Cause for Final Grade Appeals.
- The student will be notified in writing within a reasonable time period of the Pathway Dean/Director’s decision.

Experiential Rotations:

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

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

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

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

Step 3: Appeal to the Dean

- If the student is not satisfied with the finding of the ASP Committee, they may submit the appeal to the dean within three (3) calendar days after the decision has been made. For the appeal to be considered, all the necessary documentation, including written arguments, must be filed with the dean within seven (7) business days after notice of appeal is given.
- The dean shall notify the registrar within a reasonable amount of time in writing of the final decision of any change in grade.
- If the student is not satisfied with the Dean's decision, the student may then submit the appeal to the President in writing only within seven (7) business days after the decision has been rendered by the Dean. All decisions by the President concerning the appeal are final.

2.5.2. Satisfactory Academic Progress Policy

A student is making satisfactory academic progress if the grade received for each course, system, module, or rotation is 70% (C) or greater. Any grade below a 70% (C) must be successfully remediated as described in Section 2.5.5 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 master's Programs.

Evaluation by the Academic Standing and Professionalism (ASP) Committee occurs no later than the end of each semester or payment period. The ASP Committee notifies Financial Aid so that a notification can be made to the student about financial aid warning status. A student who has failed any course, system, module, or rotation will be assessed pursuant to the rules in Section [2.5.5 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 ASP Committee determines the satisfactory academic progress status of the student or prior to the start of the next semester or payment period.

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

The coursework for students at LECOM is offered in sequence. A student who is unsuccessful with remediation at the end of an academic year will be evaluated by the ASP Committee according to the established procedure and will be required to either repeat the entire year or be dismissed. LECOM policy requires a pace of 100% (completed course credits/attempted course credits) per academic year. Students who are repeating a year are not eligible for federal financial aid during the year in which they are repeating already taken course work. A repeating student shall be responsible to pay all tuition and fees through private financing as federal loans are not available until academic progress is made. Repeating students must pay 25% of tuition and fees and their full balance due for disability insurance and health insurance prior to returning as a repeater. Funds for their remaining balance must be in place prior to the end of the second week of the semester to be permitted to continue attending LECOM as a repeater.

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

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

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

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

2.5.3. Promotion

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

- The faculty will recommend students to the Dean for promotion.
- A student will not be recommended for progression to the next academic year with any outstanding grades of (I) or (F). Students must have a grade average of 2.0 or above.

- When considering a student for promotion, the student's professional, ethical, and personal conduct will also be taken into consideration. Therefore, a student must adequately conform to the standards set forth in the Academic Catalog and Student Handbook to be eligible for promotion.
- A student will be promoted only if all academic, legal and financial requirements to LECOM are satisfied.

2.5.4. Academic Probation

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

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

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

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

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

- F. Academic probation should be regarded as a serious matter and is official notice to the student that the quality of the student's performance during the probationary period must improve in order to remain eligible to continue enrollment. Any student who fails to improve their performance in the areas identified by the ASP Committee during the probationary period may continue on probation, be asked to withdraw or be dismissed from LECOM.

2.5.5. Remediation

2.5.5.1. Policy Statement

Remediation is a *privilege*, which may be earned by a student through an active participation in the educational program as demonstrated by regular attendance, individual initiative, and utilization of resources available to him or her. There is no right to remediation. All decisions on remediation rest solely with Administration. All remediations will occur after the conclusion of the course for an exam and the end of the academic year for a course. All remedial examinations must be taken when scheduled by the ASP Committee. Students must score 65% or greater in a course to be eligible for the remedial examination.

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

2.5.5.2. Procedures for the School of Pharmacy

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

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

A. Didactic Courses:

1. Students scoring between *64.5 and 69.4%* (65-69) in a course will take a remedial examination. Students need to score at least a 70% to pass a remediation course or exam.
 - a. A Remedial Examination Fee will be assessed to all individuals taking and passing a remedial exam. This fee will be \$100.
 - b. All remedial examinations must be taken when scheduled by the ASP Committee.
 - c. Failure of the Remedial Exam will result in the student being considered in a similar manner to those students receiving less than *64.5%* in a course. (See Item 2 below.). Students in the distance education pathway will complete their remedial course(s) at home with the use of synchronous online meetings with faculty as needed.
2. Students scoring below *64.5%* in a course will be required to complete a remedial course,

including competency assessments as determined by the instructor. The fee for this course, which must be paid in advance, is \$500. This would also apply to remediations of rotations (IPPE and APPE). The *remedial course* may include, but is not limited to, the following:

- a. Special projects or studies in the deficient area(s);
- b. Repetition of the course; or
- c. Participation in a self-study course.

Remedial coursework may lead to a delay of IPPE and/or APPE rotations, which may cause a delay in the date of graduation..

2. If a student fails two or more courses per quarter (Erie)/three or more courses per semester (FL/DE), may be given the option of deceleration at the end of the quarter/semester.
3. If a student fails less than two courses per quarter (Erie)/less than three courses per semester (FL/DE) may be allowed to progress by successfully completing a remediation course or by successfully auditing the course and completing the coursework the following year.
4. Decelerated students that fail to meet the requirements outlined in the deceleration plan may be dismissed.
5. Any failure will be referred to the ASP committee.

B. Experiential Rotations:

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

C. Remediation Information

The highest grade a student may earn through remediation is a C (70%). The original course grade will appear as an F (failure) but is excluded (E) from the GPA calculation. The remediation grade will be recorded on the transcript with an C with an (I) meaning included. For those students required to remediate off-campus, a footnote will specify the institution where the remediation occurred.

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

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

Decisions regarding remediation will be made on an individual basis after considering all pertinent circumstances. The decision will be made by the Dean, based upon the recommendations of the ASP Committee. The ASP Committee will base its recommendations on the student's academic record and consideration after consultation with the Preceptor, Course Coordinator as well as the student involved when appropriate.

C. Deceleration

1. Deceleration: If a student exceeds the number of maximum allowed course failures within a semester or academic year, they may be given the option to decelerate the curriculum for that academic year. Deceleration allows a student to continue to progress in the curriculum by carrying a full-time credit load that will include new PharmD coursework, remediation coursework, and supplemental courses. The PharmD curriculum for the decelerated year will be spread over two years and the student will take supplemental coursework to help build skills to master the curriculum and gain additional foundational knowledge.
2. Students who are in deceleration must complete their curriculum schedule in order to meet satisfactory academic progress (Section **Error! Reference source not found.**) and to be eligible for federal financial aid. All decelerated students will be reviewed by the Academic Standing and Professionalism Committee each semester to ensure satisfactory academic progress.
3. Provided are a list of supplemental courses that may be taken through the deceleration course sequence:

Abbr.	Number	Title	Credit Hours
ADM	1001	Critical Thinking	1.0
CHM	1505	Biological Organic Chemistry for Pharmacy	3.0
PCC	1501	Pharmacy Calculations	3.0
PHC	1502	Introduction to Pharmacology	3.0
PHE	1117	Drug Information Elective	3.0

D. Remediation Expenses:

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

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

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

- A. Receiving a grade of failure (F), defined as below 70% in a remediated course or remediated experiential rotation for the School of Pharmacy.
- B. Receiving a grade of failure (F) in more than one core clinical or experiential rotations or more than two total clinical/experiential rotations in an academic year. Core rotations include the following: Advanced Institutional, Acute Care, Advanced Community, and Ambulatory Care.
- C. Unsatisfactory professional and personal behavior, including but not limited to the following:
 - Attendance
 - Cooperation with instructors
 - Interaction with fellow students, associates, LECOM or clinical site personnel
 - Approach to and interaction with patients
 - Personal appearance not in compliance with the LECOM dress code.
- D. Failure to demonstrate continued academic and professional growth and achievement.
- E. Conviction of a felony or a crime involving moral turpitude. (Student must notify LECOM of any arrests or charges.
- F. In the Accelerated Pathway (Erie): Four original course failures during the first academic year; Five original course failures during the second academic year.
- G. In the Florida Pathway, (Bradenton) and the Distance Education Pathway: Three original course failures in any academic year.
- H. The need to participate in more than two remediation courses or rotations in the same academic year.

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

2.5.7. Health and Technical Standards

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

Candidates for degrees must be able to demonstrate intellectual-conceptual, integrative, and quantitative abilities; possess skills in observation, communication, and motor functions; and display mature behavioral and social attributes. Technological compensation can be made for some disabilities in some of these areas, but a candidate must be able to perform in a reasonably independent manner without a

trained intermediary. (The use of a trained intermediary implies that the candidate's judgment or senses may have to be mediated by someone else's powers of selection and observation.) LECOM will make reasonable accommodations for other qualified students as required by law.

Observation

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

Communication

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

Motor

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

Interpretative, conceptual, integrative and quantitative abilities

1. Students must have effective and efficient learning techniques and habits that allow mastery of the pharmacy curriculum.
2. They must be able to learn through a variety of modalities including, but not limited to, classroom instruction, small group activities, individual study, preparation, and presentation of reports, use of computer technology and in experiential settings of all types.
3. They must be able to memorize, measure, calculate, reason, analyze, synthesize, and apply information and concepts.

4. They must also be able to comprehend spatial relationships and three-dimensional models.
5. Students must be able to problem solve in areas relevant to pharmacy administration and patient care.

Behavioral and Social Attributes

1. Students must demonstrate the maturity and emotional stability and stamina required for full use of their intellectual abilities.
2. They must accept responsibility for learning, exercising sound judgment, and promptly completing all responsibilities attendant to the care of patients.
3. Students must understand the legal and ethical aspects of the practice of pharmacy and function within the guidelines established by the law and by the ethical standards of the pharmacy profession.
4. They must be able to relate to patients and their families, colleagues, and other members of the healthcare team with courtesy, maturity, and respect for the dignity of individuals.
5. They must, at all times, demonstrate the emotional stability to be able to exercise sound judgment, and carry out prompt completion of all of the responsibility's attendant to the care of their patients in a sensitive and effective manner.
6. Students must be able to adapt to changing environments, display flexibility and professional responsibility to their patients, and to learn to function in challenging environments.
7. Students must be able to tolerate physically, mentally, and emotionally taxing workloads.
8. Students must have the capability of performing all required duties without creating a threat to the safety of patients or colleagues.
9. Students must be able to abstain from any type of fraternization or sexual activities with patients or their families.
10. Students must be willing to submit to drug testing and to abstain always from any use of illegal drugs, improper use of prescribed medications or intemperate use of alcohol. Applicants with a history of drug or alcohol abuse are unlikely to be admitted to the program.

Ethical and Legal

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

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

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

General Health

A candidate must exhibit and maintain sufficient physical stamina to perform strenuous workloads for long periods. A candidate should be free of chronic debilitating diseases that preclude successful completion of the curriculum. A candidate must be free of active infectious diseases deemed highly contagious in a healthcare setting. Reasonable accommodation(s) will be granted to otherwise qualified students who have a disability.

Compliance with Monitoring Program

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

Candidates with Disabilities

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

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

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

Request for Accommodations

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

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.

2.5.7.1. Special Environments

Introduction

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

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

2.5.7.2. Students Who Believe They Are Sensitive to Chemicals

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

- A. The student will be directed to the Office of Student Affairs which will inform the student of the following options:
 - The student may wish, at the student's expense, to be medically evaluated. The Office of Student Affairs will assist in identifying a Board-Certified Physician and may, upon request from the student, assist the student in obtaining an appointment at the earliest possible opportunity.
 - If the student wishes to reduce exposure to the chemicals in question, this may be accomplished by wearing extra clothing and gloves. Students should also consider wearing an appropriate mask.
- B. The student will be given three (3) working days in which to decide as to the two options. During this period, if the student decides not to attend the class in question, the absences will not be counted. The student will, however, be held responsible for the material covered and examinations given during the absences. After three (3) working days, if the student has not decided in writing to the Director of Student Affairs, any further absence from courses will be counted against their attendance record, which could result in consideration for dismissal from LECOM.

2.5.7.3. 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, they do so of their own volition knowing that the following options exist. If a student advises the professor that they are (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 them to make an informed decision regarding the following options:

- Transfer into another course;
- Obtain, at her own expense, appropriate clothing to reduce her exposure to the potentially harmful chemicals or an appropriate filter mask;
- Take a Leave of Absence from school and resume coursework the following year after the birth of the baby; (refer to section [Error! Reference source not found.](#))
- Drop the course and, at her own expense, take an approved course at another institution during the subsequent summer session. This option would have to be approved at the end of the academic year in question pending review of the student's overall record by the appropriate dean.

2.5.8. 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>.

2.5.9. Registration

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

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

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

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

2.5.10. Academic Advisement

Students are assigned a faculty advisor upon matriculation. Students should view faculty advisement as a privileged part of the academic process. If either the student or faculty member

does not find the relationship helpful, either is free to seek a change in writing to the appropriate director of Pathway Dean.

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

2.5.11. Grading and Credit Hours

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

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

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

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

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

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

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

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

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

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

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

2.5.12. Timing of and Attendance at Examinations

Students must be on time for examinations. Examinations will not be given after the scheduled time or, at the discretion of the Course Coordinator, after the first student has completed the examination and left the room. If a student is not seated in their assigned seat at the designated start time of an examination, the student may or may not be permitted to take the examination. If no other student has yet completed the exam and left the exam room at the time of the student’s arrival, the student may be permitted to take the exam; however, the student may receive a grade deduction of up to 5% on the examination following a review of circumstances leading to late arrival.

Individual Course Coordinator 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 Coordinator and Pathway Assistant Dean. For excused absences due to illness, a written statement from the attending physician is required before the student will be allowed to take the examination. If the absence is unexcused, the student may be allowed to take an examination. Approval must be obtained from the Chairperson of the ASP Committee and appropriate dean or pathway lead. The highest grade that can be earned for an examination after an unexcused absence is 70%.

2.5.13. Examination Decorum

Accelerated and Florida Pathways

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

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

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

Distance Education Pathway

Exams are proctored through an online proctoring service (Meazure learning). Students are required to use an external camera attached to the computer they will be testing on for that day. The testing environment must be in a closed-door room on a cleared desk allowing the proctor to see the student, their computer, and their surroundings. No one is allowed in the room during exam, and no talking is allowed. A room scan is required before the student begins the exam to ensure a secure environment. Students are allowed a whiteboard for notes during the exam. If the proctor or student disconnects from the proctoring session, the student must attempt to rejoin the proctoring session immediately or reach out to the program. Failure to follow this policy may result in a zero on the exam. Violations of these policies or the use of unauthorized devices or assistance results in a referral to the ASP committee and may lead to changes in proctoring procedures for that student.

2.5.13.1. Interruptions During an Examination

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

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

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

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

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

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

2.5.14. Counseling after Failed Examinations

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

2.5.15. Requirements for Graduation

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

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

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

2.5.16. Commencement

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

Students who complete the requirements for graduation after the graduation date may participate in the commencement ceremony provided their anticipated completion date occurs prior to August 31 of the year of graduation. A diploma will not be granted at the graduation ceremony. Students who do not complete the requirements for graduation by the August 31 date must participate in the Commencement

Ceremony the following year unless an exception is granted by the Dean. Only in unusual circumstances and with the approval of the President will the degree be awarded in absentia. For students completing the requirements after the graduation date, diplomas shall be dated with the last day of the month and year in which all requirements are met.

All graduating students shall comport themselves in a thoroughly professional manner throughout the graduation ceremony. Graduates will already be wearing their hood for the roll call and will be handed a diploma cover at one end of the ceremonial stage, then proceed across the stage and down the stairs to be directed to the photo area. Guest hooding is not permitted. There shall be no overtly demonstrative conduct by students as they cross the stage. Any student who fails to honor these standards will be addressed by the Provost and their receipt of the diploma may be delayed.

2.5.17. Online Learning Regulations

Student Location Policy

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

Students participating in a LECOM education program **must** be in a U.S. state, the District of Columbia, Puerto Rico, or the U.S. Virgin Islands. Moreover, students are required to notify LECOM if there is a change to their location while taking LECOM courses. "Location" is not the same as permanent or legal address. It may not be where they have a lease and most of their belongings. It is where they are located while taking classes.

3. FINANCIAL AID

INTRODUCTION – PURPOSE OF LECOM’S FINANCIAL AID PROGRAM

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

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

Financial assistance to meet the cost of education is primarily available from federal and private loan programs originated or certified by LECOM. LECOM participates in the William D. Ford Direct Loan Program, a federal student loan program under which eligible students borrow directly from the U.S. Department of Education at participating schools. Direct Subsidized Loans, Direct Unsubsidized Loans, Direct PLUS Loans, and Direct Consolidation Loans are all types of direct loans. Students applying for federal financial aid are required to complete the FAFSA (*Free Application for Federal Student Aid*) annually at <https://studentaid.gov>. LECOM uses the information submitted on the FAFSA to determine loan eligibility. LECOM also participates in private educational loan programs. Private education loans are certified in compliance with federal and state regulations.

Additional information may be obtained from the LECOM Erie Financial Aid at (814) 866-6641 or email financialaid@lecom.edu; LECOM Bradenton Financial Aid at (941) 756-0690 or email BradentonFinAid@lecom.edu; LECOM at Seton Hill Financial Aid at (724) 552-2867 or email setonhillfinaid@lecom.edu; or LECOM at Elmira Financial Aid at (607) 442-3554 or email ElmiraFinAid@lecom.edu.

3.1. FINANCIAL AID PROCEDURES AND CODE OF CONDUCT

The Higher Education Opportunity Act requires institutions that participate in the Title IV loan program to develop, publish, administer, and enforce a code of conduct with which the institution’s officers, employees and agents shall comply. In support of this and in an effort to rule out any perceived or actual conflict of interest between LECOM officers, employees, or agents and education loan lenders, LECOM adheres to the following student lending code of conduct:

- LECOM does not participate in any revenue-sharing arrangements with any lender.
- LECOM does not permit any officer, employee, or agent who is employed in LECOM Financial Aid or is otherwise involved in the administration of education loans to accept any gifts of greater than a nominal value from any lender, guarantor, or servicer.
- LECOM does not permit any officer, employee, or agent who is employed in LECOM Financial Aid or is otherwise involved in the administration of education loans to accept any fee, payment, or other financial benefit (including a stock purchase option) from a lender as compensation for any type of consulting arrangement or contract to provide services to a lender or on behalf of a lender relating to education loans.
- LECOM does not permit any officer, employee, or agent who is employed in LECOM Financial Aid or is otherwise involved in the administration of education loans to accept anything of value from a lender, guarantor, or group of lenders and/or guarantors in exchange for service on an advisory board, commission, or other group established by such a lender, guarantor, or group of lenders and/or guarantors. LECOM does allow for the reasonable reimbursement of expenses associated with participation on such boards, commissions, or groups by lenders, guarantors, or

groups of lenders and/or guarantors.

- LECOM does not assign a lender to any first-time borrower through financial aid packaging or any other means.
- LECOM recognizes that a borrower has the right to choose any lender from which to borrow to finance their education. LECOM will not refuse to certify or otherwise deny or delay certification of a loan based on the borrower's selection of a lender and/or guarantor.
- LECOM will not request or accept any offer of funds to be used for private education loans to students from any lender in exchange for providing the lender with a specified number or volume of Title IV loans or a preferred lender arrangement for Title IV loans.
- LECOM will not request or accept any assistance with call center or Financial Aid staffing.

3.2. APPLICATION PROCEDURES

All accepted students must complete the LECOM Authorization and Consent Form on the LECOM student portal, *myLECOM*. Students who choose to use federal aid must complete the Free Application for Federal Student Aid (FAFSA) at studentaid.gov. The Office of Financial Aid uses the information on the FAFSA to determine eligibility for federal loans. Students applying for financial aid are required to complete the FAFSA annually.

If a student chooses to use the Direct PLUS Loan, the application must be completed annually. The Direct PLUS Loan application is not available until after April 1st and requires a credit check. To qualify for a Direct PLUS Loan, students must not have an adverse credit history. If the credit check shows that the student has an adverse credit history, the Office of Federal Student Aid will explain how the student may still be able to qualify for a Direct PLUS Loan by seeking a credit worthy endorser (co-singer) or by submitting an appeal.

Per federal regulations, basic eligibility requirements for Federal Student Aid include the students must:

- demonstrate financial need for need-based federal student aid programs;
- be a U.S. citizen or eligible noncitizen;
- have a valid Social Security Number;
- be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program;
- maintain satisfactory academic progress (Section 3.6);
- provide consent and approval to have their federal tax information transferred directly into their Free Application for Federal Student Aid (FAFSA) form;
- sign the certification statement on the FAFSA form stating they are not in default on a federal student loan, owe money on a federal student grant, and they'll only use federal student aid for educational purposes; and
- show they are qualified to obtain a college education.

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

3.2.1. Additional Aid Requests due to Special Circumstances

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

3.3. STUDENT FINANCIAL ASSISTANCE AND PAYMENT OF TUITION AND FEES

LECOM disburses the payment of federal student aid funds to a student's account once loan funds are received from lenders (Federal Student Aid or private loan sources). Award offers that have been accepted but are still in process, or aid not received by the registration due date, tuition and late fee charges will be waived until the loan proceeds are received by LECOM. Tuition and late fee charges will not be waived for students who file loan applications after matriculation. Exceptions to this policy will be made on an individual basis.

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

3.4. TUITION REFUND POLICY FOR STUDENTS WHO ARE SELF-PAY

A self-pay student who cancels, withdraws for personal or medical reasons, is suspended, or is dismissed will receive a refund of tuition and fees within 30 days of any of the foregoing in accordance with the following schedule:

- 100% during the first week of the semester;
- 75% during the second week of the semester;
- 50% during the third week of the semester; or
- 25% during the fourth week of the semester.

No refunds will be granted to a student who withdraws or is withdrawn, for any reason, after the fourth week of the semester. A student is financially responsible for any outstanding balance owed upon discontinued enrollment.

Cancellation can be made in person, by electric mail, by Certified Mail or by termination. All monies will be refunded if the school does not accept the applicant or if the student cancels within three (3) business days after signing the enrollment agreement and making initial payment. Cancellation after the third (3rd) business day, but before the first class, results in a refund of all monies paid, with the exception of the registration fee (not to exceed \$150.00).

Termination Date: In calculating the refund to a student, the last day of actual attendance by the student is used in the calculation unless an earlier written notice is received. Refunds will be made within 30 days of termination of students' enrollment or receipt of Cancellation Notice from the student.

Students utilizing financial aid who cancel and withdraw for personal or medical reasons or are suspended or dismissed during the drop-add period (first week of the term) shall have 100% of their loan funds returned on their behalf to Federal Student Aid.

3.4.1. Veterans Benefits Refund Policy

A student receiving veterans' benefits and who fails to complete the program, withdraws, or is dismissed for any reason prior to the completion of the program, will be charged for tuition, fees, and other charges on a pro rata basis. Charges for the completed portion of the program shall not exceed the approximate pro rata portion of the total charges for tuition, fees, and other charges for the full length of the program. LECOM complies with the provisions of 6E-1.0032 (6)(i), FAC and other applicable federal and state requirements within the refund policy.

3.5. TREATMENT OF TITLE IV FUNDS WHEN A STUDENT VOLUNTARILY WITHDRAWS

Federal Title IV regulations specify the amount of Title IV aid a student has earned, if a student withdraws, is dismissed, or stops attending. The Title IV programs covered by these regulations include federal direct subsidized, unsubsidized, and graduate PLUS loans.

Financial aid funds are posted to student accounts at the start of each term. Students earn funds for the time they attend classes or are actively participating in rotations. If a student withdraws during the term, a Return to Title IV Funds (R2T4) calculation is performed to determine the amount of aid the student has earned for the period of enrollment (the start of the term to the student's last day of attendance).

The amount of assistance is determined on a pro rata basis for students who resume course work from leave of absence. For example, if a student completed 30% of the term, the student has earned 30% of the loan funds that were originally scheduled to be disbursed. The institution must return any unearned aid. If the student has completed more than 60% of the term, the student has earned all the Title IV aid that was scheduled to be disbursed for that period.

If a student did not receive all the funds that were earned, the student may be due a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, the institution must receive the student's permission before the funds can be disbursed. To avoid incurring additional debt, a student may choose to decline some or all the loan funds. With the student's permission, the institution may automatically use all or a portion of the post-withdrawal disbursement for all other institution-related charges.

There may be occasions where Title IV funds that a student was scheduled to receive cannot be disbursed to the student upon withdrawal because of other eligibility requirements.

If the institution is not required to return all the excess funds, the student can elect to return the remaining amount. All loan funds must be repaid in accordance with the terms of the master promissory note signed by the student when they borrowed the funds.

3.6. SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID RECIPIENTS

A student receiving scholarships, loans, and/or financial assistance through federal and private resources must remain in good academic standing and make satisfactory academic progress to retain their awards. To make satisfactory academic progress a student must meet all their educational requirements and be on target to graduate on time with a degree or certificate. If the student fails to maintain institutional standards, the student is considered not to be making satisfactory academic progress and will lose financial assistance until the standards are met.

- A student on a leave of absence for any reason is considered not to be making satisfactory academic progress and will not be eligible for federal and private financial assistance, including federal and private education loans.
- Students required to repeat a term or academic year, are no longer eligible for federal financial aid and will need to obtain a private educational loan for the term(s) they are repeating coursework.
- Students removed from clinical rotations, including failure of a board examination, are not making satisfactory academic progress and are not eligible for subsequent financial aid until they progress to their next semester.

Additionally, each LECOM College/School adheres to specific criteria for maintaining satisfactory academic progress, which are defined in individual College/School policies. Exceptions to this policy will be made on an individual basis and in compliance with federal and state regulations governing financial aid.

3.7. LEAVE OF ABSENCE FOR FINANCIAL AID RECIPIENTS

A student who requests to suspend enrollment for a period of time is considered on a leave of absence. Students must follow the procedure outlined in Section 8.4 and receive approval to be on approved leave of absence. As part of the application process for a leave of absence, a student receiving financial aid must meet with Financial Aid staff and submit a completed Leave of Absence Form for Financial Aid to determine how the leave of absence will affect their eligibility for financial aid.

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

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

3.8. STATE RESIDENCY STATUS FOR FINANCIAL AID RECIPIENTS

For purposes of financial aid, state residency status is determined per state law at the time of original application and that status is maintained for all years of attendance at LECOM.

3.9. TERMS OF PAYMENT

A Course and Fee Statement (i.e., billing statement) and Financial Aid awards are posted to the LECOM student portal, *myLECOM*, approximately 30 days prior to the start of each semester. Statements are not mailed and must be viewed through the institutional student portal, *myLECOM*.

The first semester statement includes half of the annual tuition, all fees, and disability and health insurance premiums, if applicable, less matriculation payments. Statements for dental, pharmacy, and first- and second-year medical and podiatric medical students also include virtual textbook fees. The second semester statement includes the remaining half of the annual tuition, and if applicable, the second semester health insurance premium and any other necessary adjustments.

Student account balances must be paid in full two weeks prior to the start of the term. Students utilizing financial aid must have all steps to financial aid complete before the term starts.

Student tuition and fees may be paid by using Visa, MasterCard, Discover, or American Express credit cards or by check. Any fee associated with the use of the credit card are paid by the student. Any check that is returned by the bank for non-sufficient funds will be assessed a \$25.00 service fee.

3.9.1. Late Payment Fee

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

3.10. INSTITUTIONAL SCHOLARSHIPS FOR LECOM STUDENTS

LECOM supports its students through a scholarship program where funds raised by the institution through activities such as the annual scholarship auctions, raffles, charity events, sale of goods, and donations from private businesses and individuals are provided to students to offset cost of tuition. Financial aid provides all LECOM students with access to institutional scholarship forms during the fall and spring terms. All completed forms that are submitted prior to the deadline are considered for distribution of scholarship monies.

Scholarships are awarded in two categories. The first type of scholarship is that of academic excellence and support of the LECOM community. Successful candidates who receive funds for these types of scholarships must demonstrate that they are excelling in their program of study and that they will continue to strive for academic excellence in the coming years of their education. Second, they must demonstrate, through their volunteer community service, that they are dedicated to supporting the LECOM community. Community service opportunities are bountiful both within the institution and through student club organizations which engage in sponsoring community service projects each semester. Students who have a demonstrable record of community service and academic excellence will be strongly considered for these scholarship awards.

The second type of scholarship that is available to LECOM students is based on emergent needs with the student being able to demonstrate insufficient funds to continue their education at the institution without an infusion of scholarship monies. These need-based scholarships are determined on a one-on-one basis through consultation with the director of financial aid, Dean of the student's program, and the Provost. Should any student within the institution face such financial hardships they should reach out to financial aid and/or their program director or Dean to initiate the process of consideration for these scholarships.

All students who are eligible to receive scholarships must be in good standing within their program. Students who are on academic or conduct disciplinary actions for either academic or professionalism issues are not eligible for the LECOM Scholarship programs.

4. INFORMATION TECHNOLOGY POLICIES

INTRODUCTION: GENERAL GUIDELINES FOR TECHNOLOGY USAGE

LECOM provides electronic communication devices, equipment, and technology, including, but not limited to, telephones, email systems, computer files, internet access, copiers, fax machines, and cellular telephones (collectively referred to as “electronic devices”). At all times, all LECOM-provided electronic devices and all data stored thereon remain LECOM property and LECOM has a legitimate business interest in the proper utilization of such property. Therefore, LECOM reserves the right to monitor, retrieve, or read any data composed, sent, or received on any LECOM-provided electronic device. Anyone using any LECOM-provided electronic device consents to have their use of the device monitored and accessed at any time and at LECOM’s discretion. A user should have no expectation of privacy in any use of LECOM-provided electronic device or system.

It is a violation of policy for any data composed, sent, or retrieved via a LECOM-provided electronic device to contain content that may be reasonably considered offensive or disruptive. Offensive content includes, but is not limited to, derogatory comments that would offend another on the basis of their sex, age, race/ethnicity, color, national origin, religion, disability, veteran status, sexual orientation, gender identity/expression, or any other protected class.

4.1. TECHNOLOGY AND PORTAL ACCESS FOR STUDENTS

LECOM provides access to educational technologies for enrolled students, these include:

Office 365, Email, and Box

Students at LECOM have access to Office 365, encompassing the full Office Suite and a LECOM email address. Even after graduation, alumni will retain access to LECOM email, Office 365, and web-based applications like Word, Excel, and PowerPoint. However, if LECOM Office 365 accounts remain inactive for five years or more post-graduation, they will be deactivated.

Additionally, students are provided with a BOX.com storage account, offering a substantial 1TB storage capacity for storing Office 365 files. Upon graduation, students will have a grace period of 90 days to clear out their BOX.com account. After this period, they will transition to a free 10GB BOX.com account. This transition ensures efficient management of student data and resources following their time at LECOM.

LECOM Institutional Portal (myLECOM)

LECOM operates a Student Information System (SIS) that is known as the LECOM Institutional Portal, *myLECOM*. *myLECOM* is a centralized student record system that helps the institution manage critical student information and delivery of services. This system allows access to financial aid, academic programs, learning resource center electronic resources, admissions, bookstore, and many more helpful information sites such as accreditation updates, research opportunities, and information technology information.

Students are granted access to their *myLECOM* account at the time of matriculation as part of the LECOM Student Identify Verification Policy (Section 6.3). While students are enrolled at LECOM they will have access to *myLECOM* and continue to do so following graduation to ensure access to 1098T forms and records. Access to the LECOM portal shall continue until April 15 of the year following graduation (or to the date of any extended tax deadline).

LECOM Learning Management System (Canvas)

LECOM operates a Learning Management System (LMS) that is known by its brand name, Canvas, located at lecom.instructure.com. The Canvas LMS is an institutional platform that all LECOM College and Schools use to deliver course content, learning material, and communications to students. This technology is designed to provide consistent communication about coursework and enhance student engagement in online, hybrid and in-person learning. Canvas LMS is a robust digital foundation for all aspects of learning and may be used by faculty to assess student engagement with course content through real-time analytics built into the system.

Students are granted access to their Canvas LMS account at the time of matriculation as part of the LECOM Student Identify Verification Policy (Section 6.3).

4.2. EMAIL USAGE

Email is used as an official means of communication within the LECOM community. All LECOM email communications to students are sent to LECOM email accounts.

LECOM makes reasonable efforts to maintain the integrity and effective operation of its electronic mail system, but users are advised that the system should, in no way, be regarded as a secure medium for the communication of sensitive or confidential information. Because of the nature and technology of electronic communications, LECOM can assure neither the privacy of an individual's use of the electronic mail resources nor the confidentiality of messages that are transmitted, received, or stored.

Students may not automatically forward their @lecom.edu account to another email account. LECOM is not responsible for the handling of email by outside vendors (e.g., gmail.com, yahoo.com, aol.com, etc.).

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

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

LECOM has the right to send official communications to students via email and the right to expect that such communications be received and read in a timely fashion. All students must use their LECOM accounts when communicating with the institution via email. If a student is dismissed, their LECOM email account will be deactivated immediately.

4.3. INTERNET USAGE

Any individual given internet access via LECOM-provided devices is expected to use the internet to enhance the performance of their work and study responsibilities. The internet does not guarantee the privacy and confidentiality of information. Therefore, no one shall place LECOM-provided material (e.g., copyright software, internal correspondence, confidential materials, etc.) on any publicly accessible internet site without permission. Sensitive material transferred over the Internet (including FTP and email) may be at risk of detection by a third party. Caution must be exercised when transferring such material in any form. Only computers with up-to-date anti-virus software will be given internet access.

It is against federal law and LECOM policy to violate copyrights or patents of another person on or through the internet. Students, faculty, and staff are prohibited from downloading or using copyrighted material in any way without obtaining written authorization.

LECOM reserves the right to determine whether use of the internet is consistent with acceptable use guidelines. Unacceptable uses of the internet include, but are not limited to, the following:

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

4.4. PASSWORDS

All students who connect to the LECOM network and electronic resources are responsible for reviewing and adhering to POLICY CS-2002 located on the LECOM Portal, *myLECOM*.

4.5. INFORMATION TECHNOLOGY HELP DESK

LECOM IT employs a dedicated helpdesk system designed to address any technical concerns encountered by students during their academic tenure. To facilitate the resolution process, please submit a helpdesk request regarding all issues to:

Email: issupport@lecom.edu

Upon submission of a helpdesk ticket, a member of LECOM IT will respond within one business day. All subsequent communications pertaining to the reported issue will be conducted exclusively through email correspondence generated by the helpdesk system.

4.6. COMPUTER REPAIR

LECOM IT does not perform troubleshooting services on personally owned devices except for the following basic cases:

- Software troubleshooting
- Antivirus software installation
- Basic Wi-Fi and Networking issues

Individuals are required to submit a completed LECOM computer repair form and waiver agreement before any service can be performed.

LECOM IT will not troubleshoot hardware issues or perform hardware repairs on personally owned devices. Individuals will be referred to local computer repair shops for any computer hardware issues.

4.7. SOCIAL NETWORKING

LECOM considers social networking a useful tool for communication and marketing. However, if used improperly, it can result in a variety of adverse consequences, such as disclosure of sensitive or confidential information, copyright violations, and potential damage to the institution's reputation. As used in this policy, social networking is defined as communicating with others over the internet for social purposes, which typically occurs on social media sites, such as Facebook, X (formerly known as Twitter), and Instagram, or "blogs," but can also occur on sites offered by television networks, newspapers, and magazines.

The following guidelines apply to the use of social networking via LECOM-owned computers, mobile devices, or other technology, as well as personally owned devices when connected to the LECOM network. The guidelines should also be considered when engaging in social networking on devices that are not linked to the LECOM network.

Compliance with Institutional Policies

- Use of LECOM-issued technology for social networking must be in accordance with all applicable institutional rules.
- Use of the LECOM network for social networking must comply with all institutional policies.
- In some circumstances or events, use of handheld devices may be prohibited.

Attribution of Postings

- Individuals should never attribute social media postings to LECOM or imply that they are endorsed or written by LECOM.
- For faculty, staff, and students if affiliation is listed in a user profile or posting, the profile or posting should include the following disclaimer: "The statements and views expressed in this posting are my own and do not reflect those of my employer or school."

Social Networking Site Terms of Use

- Anyone participating in a social network for any reason is responsible for reading, understanding, and complying with the site's terms of use. Any concerns about the terms of use for a site should be reported to the Director of IT.

Contact Information

- Due to confidentiality and privacy concerns, faculty, staff, and students are prohibited from importing or uploading any LECOM contacts to any networking sites where the information may be used beyond name recognition purposes.

Content

- When writing content for posting, individuals are expected to use the same judgment they would use in writing any formal letter. Individuals are expected to post only content that they would be

comfortable sharing with colleagues, the LECOM audience, and the public.

- Individuals are personally responsible for all content they post on social networking sites. Any questions about the propriety of any posting should be referred to and approved by the Provost before posting.
- Online postings may not adversely impact or create problems for LECOM or its audience. Postings should not express personal opinions about other people or about potentially controversial topics, such as politics and religion, or offer referrals, endorsements, or recommendations for or about others.
- Individuals should refrain from posting content that could be characterized as defamation, plagiarism, harassment, advertising, false light, an invasion of privacy, a copyright violation, or infringe on the rights of others.
- Individuals should not post information that would be potentially embarrassing to oneself or LECOM, or call into question one's own or LECOM's reputation, including the dissemination of photographs or other images.
- Individuals should not leak confidential information. Postings should not discuss LECOM business on public postings, unless authorized by the Provost.
- Postings must identify all copyrighted or borrowed material with appropriate citations, links, or permissions.
- Individuals should ensure postings are accurate, truthful, respectful, free of misspellings, and display correct grammar, language, and tone.
- Individuals should obtain approval from LECOM's legal counsel before responding to an inaccurate, accusatory, or negative comment about LECOM, or any matter pertaining to LECOM employees, broadcasts, guests, or legal matters.
- Unless previously authorized by the Provost, individuals may not use the LECOM logo or suggest a post is on behalf of LECOM.
- Individuals may not use the LECOM network or email lists to influence polls, rankings, or web traffic.
- Individuals should show good judgment when "friending" someone within a social network.
- Individuals should promptly remove any content deemed inappropriate or harmful.
- Individuals should refrain from posting any information or conducting any online activity that may violate applicable local, state, or federal laws and regulations.

Violations of This Policy

Due to the importance of this policy, violations will not be tolerated and will be sanctioned.

Consequences may include such measures as dismissal from an academic program or any other action deemed appropriate by LECOM.

4.8. USE OF COPYRIGHTED MATERIALS

All LECOM faculty, staff, and students must respect and comply with the rules and laws on copyrights, such as the provisions of the Title 17 of the U.S. Code. Unauthorized use of or distribution of copyrighted materials, including, but not limited to, peer-to-peer file sharing (i.e., transmitting copyrighted materials, such as music, movies, and compilations, to others for their use) is a violation of federal law that can subject the sender to fines or imprisonment.

For students, unauthorized use of or distribution of copyrighted materials is considered an honor code violation, which can result in expulsion from LECOM, or other LECOM-imposed sanctions for misconduct. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages of not less than \$750 and not more than \$30,000 per work infringed. For willful infringement, a court may award up to \$150,000 in civil damages per work

infringed. A court can, in its discretion, also assess costs and attorney fees. Willful copyright infringement also can result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

LECOM provides instructions on obtaining permission for the use of copyrighted materials, which are posted in the LECOM Copyright Guide, which can be found on the Learning Resource Center page on the institutional portal, *myLECOM*.

4.9. TECHNOLOGY-RELATED NAME CHANGES

Name changes for records of students will be processed when notification is received by the Registrar (Section [7.3 Updating Student Records](#)).

The email display name of the user will be changed to the new name and a secondary email account will be added under the new name. The new email address can be set as the primary email account, if desired.

Logon IDs to the LECOM network, portal (*myLECOM*), Canvas, MediaSuite, and Wi-Fi will not be changed.

5. LEARNING RESOURCE CENTER (LRC)

INTRODUCTION: GENERAL LIBRARY INFORMATION

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

5.1. CONDUCT FOR THE LEARNING RESOURCE CENTER

The Learning Resource Center (LRC) is an area designated for individual study and use of available resources. The abuse of LRC guidelines and procedures will result in termination of LRC privileges and/or disciplinary action.

Note: No food or beverages are permitted in the LRC at any time. Cellular telephone use is prohibited in the LRC.

5.2. CIRCULATION

All matriculated students have the privilege of using the LRC for study and accessing resources from the LRC collection. A valid, current student ID is required to check materials out.

- Books circulate for 28 days. Book loans may be renewed once.
- Board review materials circulate for 14 days.
- Journals do not circulate.
- Reference material may not leave the LRC.
- Special anatomical teaching models circulate based on the preferences of Course Directors.

5.3. ONLINE PUBLIC ACCESS CATALOG

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

5.4. FINES AND FEES

All materials must be returned by the date due. Items that are not returned by the date due will be assessed \$1.00 per day unless arrangements for renewal have been made.

The borrower is responsible for all late fees and replacement costs. Fines must be paid when the material is returned or at a later date. Failure to pay any fine or fee will result in the suspension of LRC borrowing privileges until the account is cleared. A receipt for fines and fees paid to the LRC is provided upon request.

5.5. EQUIPMENT, COMPUTERS AND PRINTERS

LRC computers provide access to the internet and to the LRC electronic resources, see 5.9 for complete listing of resources. Network printers and photocopiers are available.

The complete Microsoft Office suite including Word, Excel, PowerPoint, etc., is also available on LRC

computers.

Use of any LRC equipment must adhere to the Technology Usage and Guidelines set forth in Section 4 [Information Technology Policies](#).

5.6. RESERVE COLLECTION

The Reserve Collection consists of anatomic models, reference materials, and media. Items in the reserve collection must be used in the LRC and may not be checked out. Access to the collection items is requested at the circulation desk.

5.7. PHOTOCOPIERS

Photocopiers are available for student use. The machines are located in the LRC copy room. Copies are \$.10 for black and white and \$.20 for color, if available at the campus location. Photo copiers only print in an 8 1/2 by 11-inch format. The copiers also offer a scan-to-email feature.

PRINTING

Printing in the LRC is managed by a program called Papercut. All incoming students are assigned a print account. Print copies are 10 cents each. Each account is assigned 5 free pages to begin with. Instructions on how to use the Papercut account are available on the LRC web page and copies are also available at the LRC circulation desk. Payment for copies is cash only. Please manage your accounts carefully as refunds are not given at the end of your student tenure.

5.8. INTERLIBRARY LOANS

Interlibrary loan service is used for items not available from the LRC collection. Through the use of e-mail, scanning technology and DOCLINE, most routine requests have a turn-around time of three to seven working days. Books and monographs require from three to ten working days. An interlibrary request form should be completed and submitted to an LRC employee to initiate a loan request. This form is to be completed and submitted from the LRC *myLECOM* website.

Although most libraries loan photocopies on a reciprocal basis, there are some health science libraries that charge a fee for loans. The requester is responsible for all charges incurred and will be notified if there is a charge for the loan prior to sending the request.

5.9. ELECTRONIC RESOURCES

Access to all digital resources for the Learning Resource Center may be gained through a secure login on the *myLECOM* portal. Navigation to the LRC page within *myLECOM* provides users with the ability to use the OVID Discovery single-search, a one-stop shop solution for student and faculty research needs. OVID Discovery is a platform developed specifically for health, biomedical, and pharmaceutical electronic libraries which bring together all resources subscribed to by the LRC.

Selected databases accessible to all authorized users through the LECOM Learning Resource Center include:

1. **MEDLINE** - through Ovid - The LECOM LRC offers access to Medline, the National Library of Medicine's premier biomedical bibliographic database, through the Ovid interface. Users are able to formulate their own search strategies and retrieve citations and abstracts. The Ovid Core Biomedical Collection I, II, III, & IV provides access to 84 full-text medical journals which may be searched and printed.

2. **PubMed LinkOut** - LinkOut is a service that allows you to link directly from PubMed and other NCBI databases that are available free of charge from the National Library of Medicine to the LECOM Learning Resource Center's complement of full text journal literature.
3. **UpToDate** - is an online medical reference designed to answer questions at the point of care. It contains 8,000+ topic reviews in 13 specialties, plus drug information and interactions. The content is authored by a faculty of esteemed physicians and is peer-reviewed. Updates are published three (3) times a year.
4. **DynaMed** - is a clinical reference database created by a physician for professionals for use at the "point of care." With clinically organized summaries for nearly 2,000 topics, DynaMed is an evidence-based reference shown to answer most clinical questions during practice. DynaMed is updated daily and monitors the content of over 500 medical journals and systematic evidence review databases.
5. **StatRef** - is an electronic medical library that enables users to cross search 25 medical textbooks such as ACS Medicine, Danforth's Obstetrics and Gynecology, Essentials of Musculoskeletal Care and the Merck Manual of Diagnosis & Therapy. Anatomy resources such as interactive mapping, 3-D displays and tutorials are also available through the StatRef platform.
6. **Lexi-Comp** - is a web-based drug information database providing content in the following areas: Drug information and identification, natural products, poisoning and toxicology, laboratory and diagnostic tests and infectious diseases. The database allows the user to query a database of 3,000 images of drugs by form, shape, color, and markings. A drug interaction analysis program is also available.
7. **Ebsco Host** - is a collection of databases that allow searching of medical related literature. There are several searchable databases, all containing access to full-text titles that students may search separately or concurrently. Some of the databases include Nursing and Allied Health Collection, Psychology and Behavioral Science Collection, Health Business Full Text, CINAHL, MEDLINE with Full Text and several more.
8. **EMBASE & IPA** - through Ovid - The EMBASE Drugs and Pharmacology and International Pharmaceutical Abstracts (IPA) databases are also accessible through Ovid. EMBASE indexes literature from 1991 to present and is known for its international scope and timely in depth indexing. IPA indexing is from 1980 to present. Abstracts cover the entire spectrum of drug therapy and pharmaceutical information, including CAS Registry numbers and a therapeutic classification for drugs.
9. **Facts and Comparisons** – eAnswers (Drug Information) - Facts & Comparisons eAnswers is a tool that assists students and clinicians with key drug and clinical information to support everyday tasks. Updated daily, Facts & Comparisons eAnswers access over 6,000 comparative drug tables, screen for allergy interactions, check for potential drug interactions, review comparative efficacy data, identify drugs carried in by patients, generate a list of drugs for a disease or symptom, review formulary options, find REMS summaries, quickly reach Patient Assistance Program information and much more.
10. **Evidence Based Medicine Reviews** - through Ovid - A resource in the evidence-based medicine movement that combines EBM resources in a single fully-searchable database. A description of

several of them is as follows:

- a. *Cochrane Database of Systematic Reviews* - Consists of experts in over 40 clinical specialties who authoritatively review hundreds of studies in their areas. These reviews allow clinicians to get answers to their most commonly asked questions based on analysis of the available medical literature.
 - b. *Database of Abstracts of Reviews of Effectiveness* - Access to selected systematic reviews on the effectiveness of clinical interventions and policies.
 - c. *ACP Journal Club* - Reviews of journal articles
 - d. *Definitive Controlled Trials* - Contains over 300,000 bibliographic references to controlled trials in health care.
11. **Board Review Series - Health Library/Clinical Clerkship Series** - The Health Library includes e-books covering the core disciplines of gross anatomy, physiology, embryology, behavioral science, cell biology, neuroanatomy, microbiology, immunology, biochemistry, molecular biology, pharmacology, and pathology. Nearly 5,000 multiple-choice review questions with answers and explanations. Comprehensive online self-assessments that allow students to track their performance. The Clinical Clerkship series covers the core clerkship rotations and is ideal for clerkship students, faculty, and directors and coordinators. Features include more than 30 textbooks from Lippincott Williams & Wilkins, over 150 cases, broken down by rotation along with more than 4,700 multiple-choice Q&A.

Additional Resources

1. **WEB OPAC** - The LECOM Online Public Access Catalog contains all library holdings from the Erie, Bradenton, Elmira, and Seton Hill campuses. Its search engine allows patrons to browse the collection or perform advanced searches using title, author, subject, and/or keywords.
2. **Electronic Books** are utilized in the College of Osteopathic Medicine (COM) Erie, Seton Hill, and Elmira locations, the School of Pharmacy (SOP), the School of Podiatric Medicine, and the School of Dental Medicine (SDM). The COM uses VitalSource, an e-book aggregator that provides electronic access to the textbooks required for Medical students. The software interface used to deliver the content is dense and multi-layered allowing the students to highlight and share information between users, print excerpts and employ a search function, locating specific information fast and easily. VitalSource allows content on 5 separate devices such as a desktop, laptop, tablet, and smartphone. Content may be accessed anywhere using the web interface or it may be downloaded and stored on personal devices for use anytime, anywhere.
3. **Journal Holdings** – There are two links for journals on the LECOM LRC webpage. One is for the entire print journal collection housed in the LRC. The other is the link to the entirety of the journal holdings through our Full Text Finder program. Journals titles may be searched and are also grouped by their subject. Once a journal is located, links to the journal content is provided. Faculty at all locations are solicited annually via e-mail by the LRC administration for feedback regarding additions or deletions to the journal collection.

5.10. LIBRARY INSTRUCTION

Personal instruction is available on request for all students. If a student wishes to have individualized instruction, they may visit with a librarian at the circulation desk to set a time for the instruction session. Students may also use the “Ask a Librarian” link featured on the Discovery page at *myLECOM*.

6. CAMPUS SECURITY AND SAFETY

INTRODUCTION: CAMPUS FACILITIES AND SECURITY

LECOM strives to create a safe, supportive environment for its students and employees. To this end, LECOM has systems and procedures in place to facilitate campus safety. LECOM facilities are well maintained, and security is given consistent attention to assist in the safety of - students, staff, and faculty. Generally, LECOM facilities are open from 6:00 a.m. to 12:00 a.m., Monday through Friday during academic sessions. Saturday, Sunday, and holiday facility hours are 8:00 a.m. to 12:00 a.m. Times may vary by location and during examination periods or special events.

Landscaping and outdoor lighting on campus are designed for security. Sidewalks are designed to provide well-traveled, lit routes from parking areas to buildings. Grounds-keeping personnel trim shrubs from sidewalks and the building entrances to provide a safe, well-lighted route to the buildings. All campus lighting is routinely inspected. Security personnel are available, if requested, both day and night at most LECOM campus facilities to escort students, staff, and faculty to their vehicles. Fire extinguishers and fire hose connections are placed throughout LECOM for safety. Emergency defibrillators (AEDs) and medical supplies are also placed at key locations for emergency use.

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

6.1. LECOM POLICE AND SECURITY

The LECOM Police and Security Service Unit is responsible for the provision of law enforcement and/or security for LECOM in Erie, PA and Bradenton, FL. Its mission is to provide a safe and secure environment for the students, visitors, faculty, and staff of LECOM. The 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 LECOM campuses and properties under the control of LECOM. Campus security is provided twenty-four hours a day, seven days a week at most LECOM controlled facilities.

At LECOM Erie, the Service Unit includes both sworn Campus Police Officers and unsworn Security Officers; LECOM Police and Security patrol Erie facilities. LECOM at Erie Campus Police Officers possess full police powers under the law. Campus Police have the power to arrest and exercise all other police powers in the same manner and with the same authority as any police officers in the Commonwealth of Pennsylvania. LECOM at Erie Campus Police Officers who have been appropriately trained and certified may carry firearms and non-lethal weapons while on duty for the protection of the LECOM community. At the Main campus in Erie, Campus Police will be dressed in full uniform and may be wearing body cameras while performing their duty.

LECOM Security Officers and contracted security officers are not police officers, and do not have the authority to make arrests. They are authorized by LECOM to enforce policies established by the institution. In addition, they staff the security offices, monitor the surveillance camera system, patrol the campus and assist police officers in their duties when applicable. LECOM Security Officers and LECOM Police Officers wear similar uniforms. Contracted security officers wear the uniform of their employer. Approved security officers who are trained and certified may carry firearms and/or less lethal weapons on duty.

At LECOM Bradenton, the Department consists of security officers who patrol the campus twenty-four

hours per day, seven days per week. LECOM Bradenton Security consists of both LECOM Security Officers and contracted security officers.

Security is provided at LECOM DeFuniak Springs by contracted security, however due to the limited hours of operations, coverage is not provided twenty-four hours per day. The DeFuniak Springs campus is located within the jurisdiction of the DeFuniak Springs Police Department, who patrol the campus regularly.

LECOM at Seton Hill is located within the Seton Hill University Campus, and security is provided by Seton Hill University Police. Seton Hill University Police are responsible for patrolling the Seton Hill University campus twenty-four hours per day, seven days per week.

Security is provided at LECOM at Elmira twenty-four hours per day, seven days per week by contracted security. Elmira Police Department also conducts regular patrols on LECOM property. Security on Elmira College Campus is also provided twenty-four hours per day, seven days per week by Elmira College's Office of Campus Safety. Elmira College Campus Safety is not responsible for LECOM property.

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.

Security Locations and Phone Numbers

LECOM at Erie, PA

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

LECOM at Seton Hill, Greensburg, PA

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

Dial 4-9-9-9 from Seton Hill University phones

To contact local law enforcement:

Dial 9-1-1 from a LECOM phone

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

LECOM at Bradenton, FL

Security Office
College of Medicine and School of Pharmacy Building
Located inside the southwest entrance
5000 Lakewood Ranch Boulevard
Bradenton, Florida 34211
(941) 782-5908

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

LECOM at Elmira in Elmira, NY

Security Office
Located within main entrance
(607) 442-3510
Cell (607) 857-7550
Elmira College Campus Safety
710 Park Place (Cory House)
Elmira, NY 14901
x1777 from Elmira College phones
(607) 735-1777 from all other phones

6.2. CAMPUS SAFETY AND SECURITY PROGRAMS AND INFORMATION SYSTEMS

Daily Crime Log

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

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

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

Campus Security Notification System

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

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

- Omnilert Campus Alert system (this is the primary means of communicating alerts)
- PA/Overhead systems
- LECOM Video Bulletin Board
- LECOM E-Mail System
- Social Media postings
- Memoranda or fliers distributed to each student or employee
- Information posted to the LECOM Portal and/or Campus Security page

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

PA/Overhead Systems

LECOM has established a standardized set of codes, which are classified by color, to clearly inform the campus community of the type of security event that may occur on the campus. These codes are distributed to incoming students during orientation along with the emergency contact information for the campus. The following codes are used when broadcasting over the buildings PA/overhead system:

LECOM Code by Color
Blue - Life Threatening
Yellow - Non-Life Threatening
Red - Fire
White - Workplace Violence
Orange - Active Shooter
Purple - Hazardous Material
Green Bomb Threat
Gray - Severe Weather
Black - Earthquake

Campus Security Alerts - Omnilert

LECOM utilizes Omnilert, an emergency and alert notification system that enables the institution to send notifications via text message and email. The service is available to all current students and employees. LECOM can text and email subscribers with timely information about emergencies, class cancellations, or critical campus reminders. For employees, registering with the system is necessary to receive the notifications. All incoming students are automatically signed up for the Omnilert System. If students do not wish to receive emergency and alert notifications, they must “opt-out” by requesting, in writing, to be removed from the system. 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.

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

6.3. STUDENT IDENTITY VERIFICATION POLICY

Verification of student identity is central to the integrity of the educational process at LECOM both for on campus and distance education programs at the Institution. Photo-identification/key cards are issues to all on campus students, faculty and staff, utilization of unique username and passwords via a multifactor authentication system for access to LECOM digital systems, and background screenings provide the foundation for student identify verification at the Institution.

Student Photo Identification

All accepted students on campus are issued a student I.D. number and an I.D. badge. Proof of identity in the form of a driver’s license, passport, military I.D., or state issued-photo I.D. is required before issuance of the badge. LECOM reserves the right to request an additional picture ID if a student’s appearance has dramatically changed.

LECOM Security and Police arrange for the issuance of photo-identification/key cards (I.D. cards) to new students prior to and during the new student 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 always be worn and be visible while on campus and at all clinical sites.
- The ID card must be scanned each time a student enters or leaves a building or other secure areas.
- Students must individually swipe their ID card each time they enter or exit a secure area.

- It is extremely important that each student swipes out when leaving. If a student fails to swipe out when leaving, they will not be able to re-enter.

If a student ID card is lost or stolen, the student is required to immediately inform Police and Security. There is a \$25.00 fee to replace a lost or damaged ID card. If a student withdraws, transfers, or is dismissed from LECOM, they must return their student ID card to LECOM Police and Security on the last day in attendance.

Information Technology Access

Students granted access to LECOM information technologies are responsible for adherence to all appropriate policies and procedures and commit to the following:

- Prior to matriculation, accepted students are issued a unique username and password linked to them via the I.D. number. After matriculation, the username and password are used to identify the student for all internal LECOM processes and for access to Web services, including course content and online exams.
- Student User Accounts are granted to support the instructional process, facilitate communications in academic endeavors and promote sharing information 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, using passwords that are not easily duplicated, and for adhering to the LECOM password policy. LECOM is not responsible for lost data or work.

Background Checks

Matriculating students for all LECOM programs must have their identity verified through a third-party service with whom LECOM has a contract. The background check is an essential component of the matriculation process and must be completed within 30 days of the deposit or receipt of the matriculation packet.

The majority of matriculants at LECOM are working toward careers in healthcare through attainment of licensure credentials. It is imperative that LECOM use the industry best practice standard of background checks and identity verification to ensure the integrity of the educational process and the safety of future patients.

6.3.1. Distance Education Students – Student Identity Verification

The purpose of this policy is to ensure that LECOM operates in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) concerning the verification of student identity in distance education. The HEOA requires that institutions offering distance education or correspondence courses have processes in place to ensure that the student registering for a course is the same student who participates in the course or receives course credit. The Act requires that institutions use one of the following three methods:

- A secure log in and pass code;
- Proctored examinations; and
- New or other technologies and practices that are effective in verifying student identification.

Compliance

All students, faculty, and staff at LECOM are provided with a LECOM username ID for secure access to the Institutions systems, including for distance learning. New students claim their username ID after providing their unique student ID number, date of birth, and through multifactor authentication linked to their email or phone. As part of this set up, the system requires that the student create unique security questions and answers to be used in the event that they need to change or reclaim their password.

Students are responsible for providing their complete identity information in any identification verification process. It is against Institutional policy for a user to give someone their password or to allow others to use their account.

LECOM uses Canvas as its learning management system (LMS). The Canvas system integrates with the Institutions' authentication services to ensure appropriate and secure access to courses and other student information systems. All users of the institution's learning management system are responsible for maintaining the security of IDs and passwords, or any other access credentials as required. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or email is prohibited.

In addition, LECOM provides instructors access to class rosters that include student photos associated with their name and account. Live audio and video of students interacting in the course is also a feature of the learning management system. As technology and personal accountability are not absolute in determining a student's identity, faculty members are encouraged to use these technologies and to design courses that use assignments and evaluations that support academic integrity.

The institution may charge an additional student technology fee associated with proctoring examinations for distance education students. If a LECOM program has such a fee it is stipulated in the specific program student handbook in the tuition and fees section and on the financial aid webpage for the program.

The Lake Erie College of Osteopathic Medicine complies fully with the provisions of the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. 1232g. This act protects the privacy of a student's information in distance education by requiring, with certain limited exceptions, that the student's consent must be obtained before disclosing any personal identifiable information in the students' education record.

6.4. VEHICLE REGISTRATION AND PARKING REGULATIONS

Each LECOM campus provides free parking for employees, students, and visitors. Campus security staff are responsible for monitoring traffic patterns and ensuring safety across the parking lots. Parking at LECOM campuses is a privilege and parking/driving infractions can result in such privileges being suspended temporarily or permanently.

Vehicle Registration

Except for visitors, a vehicle must have a LECOM-issued parking permit to utilize any LECOM parking lot. The parking permit must be visible and attached to the front windshield of the vehicle. Additionally, swipe cards are required for entry into the parking lots at Seton Hill and Elmira campuses.

Parking Regulations

All vehicles are subject to the following restrictions and regulations:

- No vehicle may be left in the LECOM parking lot overnight.
- Parking in spaces designed for visitors is strictly prohibited.
- Parking in spaces designated for handicapped people without a handicapped license plate or

placard is strictly prohibited. Violators are subject to fines and penalties established by the state.

- Parking, stopping, or standing in fire lanes is strictly prohibited.
- Parking in areas designated as Tow-Away Zones is strictly prohibited and subjects the vehicle to removal from the campus at the owner's expense.

LECOM reserves the right to restrict parking access for individuals who violate the institution's parking regulations.

Vehicle Searches

Any vehicle entering or parked on LECOM property is subject to search by institutional authorities and/or law enforcement personnel (pursuant to state or federal law). Such searches may be conducted without a warrant for any reasonable purpose in protecting the health and welfare of LECOM employees, students, and visitors. Searching of a vehicle may include all compartments and components thereof, providing that searching the compartment(s) or component(s) could reasonably produce evidence of the violation of institutional policies or law. Once a search begins, the person in control of the vehicle will not be permitted to remove the vehicle from the premises during the reasonable duration of the search.

Potential Vehicle Infractions

The vehicle speed limit for all roadways within a LECOM campus is 10 miles per hour. Traffic citations may be issued for any infraction of the state codes on the roadways of a LECOM campus and/or notification to administration for disposition via disciplinary committees. LECOM reserves the right to restrict access to parking and driving on LECOM property for individuals who violate the institution's policies related to the stated infractions. Possible infractions include, but are not limited to, the following:

- Excessive speed
- Reckless driving
- Failure to stop at a stop sign
- Failure to use turn signals
- Driving outside established lanes
- Driving under the influence of drugs or alcohol
- Texting while driving
- Intentionally injuring wildlife with vehicle

6.5. STUDENT RESPONSIBILITY FOR SAFETY AND SECURITY

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

- Report any safety or security concerns, or suspicious persons or situations to campus security and/or local police. "If you see something, say something."
- Use your issued Card/Key every time you enter or exit a building.
- Report strangers who do not have a badge and "tailgate" you into a building or secured area.
- Strictly obey traffic and parking regulations on campus. This is especially important when driving in congested parking areas and around pedestrian traffic areas.

- Never park, stop, or stand in fire lanes. This could cause a serious delay in the response time for fire fighters in the event of an emergency on campus.
- Keep personal items inside locked lockers.
- Never leave bags or other personal items in hallways (they should be secured in cars or lockers).

6.5.1. Campus Crime Prevention Program

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

- All incoming students attend several presentations (in person or virtually) during the New Student Orientation introducing LECOM policies and procedures, safety information, evacuation plans, crime prevention, crime reporting, and related topics.
- In accordance with New York state law, all LECOM at Elmira students attend an “Enough is Enough” training seminar.
- Prior to orientation all in-coming first year students receive an Identification Badge/Card/Key and a Parking Permit.
- LECOM Security, in conjunction with Student Affairs, Administration, and Human Resources and the various student organizations provide crime prevention presentations as needed or requested throughout the year.

6.5.2. Reporting Crime

Any person who is the victim of a crime, including, but not limited, to domestic violence, dating violence, sexual assault, or stalking, either on or off campus, is encouraged, but not mandated, to report the incident to the appropriate law enforcement agency. A report of a crime can be made by contacting local law enforcement, fire, emergency medical services, or 911. They can also be made in person at the LECOM Security offices at Erie and Bradenton, Seton Hill University Police Department, the LECOM at Elmira Security Office, or Elmira College Campus Security. Every member of the LECOM community is encouraged to report a crime promptly if the victim wants a report to be made or is unable to make a report. LECOM Police and Security refers or investigates all reports of criminal activity received from any source. Investigations of serious crimes are referred to local, state, or federal law enforcement agencies, as appropriate.

As required by law, the LECOM Police and Security reports crimes occurring on campus or non-campus buildings or property to the federal and state governments. In accordance with the Jeanne Clery Campus Safety Act, the LECOM Police and Security are designated as the Campus Security Authority to receive reports of crimes at the Erie, PA and Bradenton, FL campuses. The Seton Hill University Police Department is designated as the Campus Security Authority to receive reports of crimes at the LECOM at Seton Hill location in Greensburg, PA. Security at LECOM at Elmira is designated as the Campus Security Authority to receive reports of crimes at Elmira campus.

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, Seton Hill University Police Department, or Elmira College campus security as well as to the LECOM administration.

6.5.3. Fire Drill Policy

When the fire alarm sounds, students should react immediately to ensure safety.

- Never ignore or assume the alarm is false or is a test;
- Everyone must evacuate the building by way of the safest and closest exit;
- Never use an elevator to evacuate during a fire alarm activation;

- Once outside the building, move to the area designated for assembly. Fire/Evacuation teams consisting of faculty and staff are present at the facilities to offer assistance. If unsure, look for faculty/staff holding identifying banners;
- Do not obstruct access to the building by fire fighters and fire trucks;
- Do not attempt to leave the area. Vehicles/persons will not be permitted to leave the parking areas once the alarm is sounded; and
- Once outside, do not reenter the building until told to do so by security

Fire Alarm Evacuation Drills

Fire Alarm Evacuation Drills are scheduled early in the fall semester to acquaint all students with the process of evacuating the building and finding their designated gathering area. Maps are located throughout the building showing the closest evacuation route. Additional drills may occur throughout the year. Evacuation is MANDATORY, all occupants must leave immediately during all fire alarm activations. Students who refuse to leave the building or who are found in the building after evacuation will be subject to disciplinary action. Never assume the alarm is false or is a drill.

6.5.4. Student Telephone Emergency Message System

Should an emergency arise with a student's family, the family may contact Student Affairs to initiate contact with the student. Students are asked to inform family members/friends that only emergency messages will be relayed to students. The caller must clearly state that an emergency exists. The caller will be asked for their name, telephone number, their relationship to the student, and the nature of the emergency. Verifiable student information may also be requested.

6.5.5. Costumes

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

6.6. DRUG, ALCOHOL AND WEAPONS POLICY

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

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

6.6.1. Drug-Free Campus Policy

LECOM is dedicated to the safety, health, and welfare of its students and employees by maintaining a drug-free environment. To promote this goal, students and employees are required to report to LECOM in appropriate mental and physical condition to perform their required educational and work tasks in a

satisfactory and safe manner. LECOM complies with provisions of the Drug-Free Schools and Communities Act of 1989. Stated rules of conduct prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students or employees on LECOM property: buildings, grounds, vehicles, rental space, affiliated hospitals, or locations of official LECOM functions. Violations of this policy may result in a disciplinary action and an order to participate in a program of rehabilitation and monitoring, suspension, or dismissal of a student or termination of employment of an employee. Such violations may also have legal consequences.

- Alcoholic beverages may not be served or consumed on any LECOM campus or sponsored activity.
- While on LECOM premises and while conducting business-related activities off LECOM premises, no student or employee may use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs.
- No student or employee shall illegally use or abuse legal drugs.
- No student or employee shall possess, use, manufacture, produce, sell, exchange, or otherwise distribute any drug prohibited by federal or state law at LECOM.
- No student or employee shall possess, consume, furnish, manufacture, sell, exchange, or otherwise distribute any alcoholic beverage except as permitted by federal and state law.
- Students found by school application process, security background check, 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 at LECOM Erie, LECOM at Seton Hill, LECOM at Elmira, or to the Florida PRN in LECOM Bradenton, possibly for an evaluation. A referral will be made to PHP/PRN regardless of legal standing including 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 as recommended by PHP/PRN 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. No student may engage in clinical activities of any type if deemed unsafe to engage in practice by, or if not in good standing with, one of these programs.

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

6.6.2. Substance Abuse Education Programming

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

6.6.3. Marijuana Usage

LECOM is committed to maintaining a safe and healthy environment that is free from illegal drug use, including marijuana. Marijuana is illegal under Federal Law and continues to be categorized as a controlled substance under Schedule I of the Controlled Substances Act (CSA). Even though some states have legalized the use of marijuana for medicinal and recreational purposes, marijuana, marijuana

extracts and tetrahydrocannabinols (THC) are illegal for human use under Federal law. LECOM students and employees are not permitted to use marijuana at any time under the provisions of the LECOM drug free policy.

6.6.4. Smoking

In keeping with LECOM's intent to provide a safe and healthy environment, smoking, or the use of smokeless tobacco products (including vaping) is strictly prohibited in all areas of any LECOM property or sponsored activities, including in parking lots. This includes the use of such products in cars parked on LECOM property. This policy applies equally to all employees, students, and visitors. Violations of this policy will result in disciplinary action, up to and including expulsion.

6.6.5. Weapons Policy

The use, possession, carrying in any manner, or conveyance of firearms, hand billies, knives, or other dangerous cutting instruments, explosives or any other device that can be deemed to be a weapon(s) on LECOM owned or controlled property, at LECOM-sponsored or supervised activities, or at Seton Hill University or Elmira College is strictly forbidden. The only exception is for authorized law enforcement officers. Violation of this policy can be considered grounds for immediate discharge from LECOM.

6.7. TITLE IX PROHIBITION OF DISCRIMINATION ON THE BASIS OF SEX

Title IX prohibits discrimination on the basis of sex. Sex-based harassment is a form of discrimination on the basis of sex and encompasses quid pro quo harassment, hostile environment harassment, sexual assault, dating violence, domestic violence, and stalking. Additionally, state law prohibits such conduct. All of these are defined in the LECOM Title IX Policy. **The LECOM Title IX Policy is found in Appendix K in this handbook.**

LECOM does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment. 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. LECOM has a zero-tolerance policy of all such conduct whether perpetrated by employees, students, or campus visitors committed on or off campus.

The procedure to be followed in the event of an allegation of one of these violations is in the Title IX Policy and not in Section 9 Student Conduct of this handbook.

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

CRIME REPORTING

Any person who is the victim of a crime, including but not limited to sexual assault, domestic violence, dating violence, and stalking, either on or off campus is encouraged, but not mandated, to report the incident to the appropriate law enforcement agency.

If you are in immediate danger and need and want help, contact local law enforcement. Call 911 in an emergency.

If you prefer, the LECOM Police and Security Department and/or Seton Hill University Police Department (at the Greensburg, Pennsylvania campus), can contact local law enforcement for you. See the LECOM Title IX Policy for a list of law enforcement with contact information by LECOM campus. This list includes the LECOM Police and Security Department by campus.

RECOMMENDED ACTIONS

If you are the victim of sexual assault, domestic violence, dating violence, or stalking, the following is recommended:

- Preserve any physical evidence that may be needed to prove that an incident of 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 them involved.
 - Even if you do not think that you want to press charges at the time of the medical examination and treatment, it is important to obtain the evidence in case you change your mind at a later date.
- You can seek the services of counselors who specialize in assisting victims and the families of victims of these crimes. These counselors can give advice, assistance, and accompany you through the process. LECOM personnel will assist you in contacting counselor(s) if you request this assistance. See the LECOM Title IX Policy for a list of crime victim and other counseling services by LECOM campus. In addition to those, LECOM offers the following programs:

CURALINC WORK-LIFE BALANCE EMPLOYEE ASSISTANCE PROGRAM

CuraLinc Employee Assistance Programs (“EAP”) are available at no charge to LECOM students and employees. The LECOM Student EAP is called StudentLinc while the LECOM Health Employee EAP is called SupportLinc. Calls are kept confidential within the constraints of the law. The CuraLinc EAP offers unlimited telephonic access to counselors to provide support with personal or professional problems 24 hours per day, 365 days per year. Additional information concerning CuraLinc is available on the LECOM Portal by clicking on the Human Resources tab and then selecting CuraLinc Documents.

- StudentLinc for LECOM Students: (888) 236-4519 or via its website at www.mystudentlinc.com; group code: lecomstudent
- SupportLinc for LECOM Employees: (888) 236-6709 or via its website at www.supportlinc.com; group code: lecomhealth
- HIGHMARK BLUES ON CALL
For students or employees who participate in Highmark Insurance, Highmark has the Blues On Call 24-hour nurse line that members can access for referrals to behavioral health coaching. The number is 1-888-BLUE-428 or 1-888-258-3428 or visit www.highmarkbcbs.com

PROTECTIVE ORDER

It may be possible for you to obtain a court order requiring an abuser to stop doing certain acts such as abusing you, contacting you, or coming near you and may make the abuser do things such as leaving your home. In addition, it may be possible to impose temporary custody of children and temporary child support, if appropriate. In Pennsylvania it is termed a Protection from Abuse (PFA) order. In Florida it is

termed an Injunction for Protection Against Domestic Violence, or a restraining order. New York courts issue Orders of Protection. If such an order is obtained from the local court and properly served on the abuser (by law enforcement and not you) and the abuser then violates the order, the abuser may be arrested by the police. To begin the process to obtain a protective order you can go to the courthouse in the county where you live to complete forms or obtain an attorney to assist you. If you have obtained a protective order that has been properly served on the abuser, kindly provide a copy to the LECOM Police and Security Office (Erie, Pennsylvania; Bradenton, Florida; or Elmira, New York) or to the Seton Hill University Police Department (Greensburg, Pennsylvania).

CONFIDENTIALITY IN REPORTING A CRIME

It is critical for the safety of the entire LECOM community that all incidents of crime are reported immediately so that the LECOM Police and Security Department, the Seton Hill University Police Department, Elmira Security, or local law enforcement can investigate. LECOM personnel will determine if follow-up actions are required, including LECOM issuing a timely warning or emergency notification. If crimes are not reported, little can be done to help other members of the community from also becoming victims. LECOM community members are encouraged to report crimes promptly and to participate in and support crime prevention efforts. If you are the victim of a crime, including but not limited to sexual assault, domestic violence, dating violence, or stalking, but do not want to pursue a Title IX action within LECOM, please consider filing a voluntary report to law enforcement, including the LECOM Police and Security Department.

Depending upon the circumstances of the crime you are reporting, you may be able to file a report while maintaining your confidentiality. The purpose of a confidential report is to comply with your wish to keep your personally identifying information confidential, while taking steps to ensure your safety and the safety of others. A confidential report allows LECOM to compile accurate records on the number and types of incidents occurring on our campuses. Reports filed in this manner are counted and disclosed in the Clery Annual Security Report. In limited circumstances, your confidentiality may not be able to be assured and in that circumstance, you will be informed. Anyone may call to report a crime. Callers may remain anonymous.

Although a criminal investigation and prosecution for the offense is the recommended course of action in cases of sexual assault, domestic violence, dating violence, or stalking, the ultimate decision for such action rests with the victim. A Title IX process may still be invoked if a LECOM employee or student is the alleged offender even if the alleged victim decides against law enforcement involvement.

Victims are encouraged to report incidents of discrimination on the basis of sex, including sex-based harassment, sexual assault, domestic violence, dating violence, and stalking, to the LECOM Institutional Title IX Coordinator or a Deputy Coordinator. See the LECOM Title IX Policy for details of reporting, including how to contact the Title IX Coordinator and Deputy Coordinators. Included are, among other things:

- a description of prohibited conduct
- definitions
- how to report sex discrimination, including sex-based harassment (sexual assault, domestic violence, dating violence, and stalking are types of sex-based harassment)
- contact information for the Title IX Coordinator and Deputy Coordinators and law enforcement
- the process after alleged sex discrimination is reported (including supportive measures)
- the complaint resolution and grievance process
- appeal information

6.8. DANGEROUS PERSON POLICY

LECOM adheres to a zero tolerance for threats or violent acts. Any LECOM student engaging in coursework or participating in clinical rotations or practice experiences shall not threaten to, attempt to, or actually perpetuate violence, abusive physical acts, or abusive emotional acts toward another person that is likely to result in physical or emotional injury or pain or the destruction of property. The prohibited act(s) may be direct or indirect, overt, or covert, serious, or in jest, including those by a third-party communication or on social media. The scope of this policy includes all LECOM programs, buildings, grounds, vehicles, rental spaces, affiliated hospitals, or locations of official LECOM functions.

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

Violations of this policy may result in an order for an evaluation by a LECOM approved psychiatrist, psychiatric resident, or psychologist, and suspension or dismissal from LECOM. Any LECOM student who intentionally or knowingly fails to identify or report a dangerous person, as described in this section, is subject to an honor code violation (see Section [9 Student Conduct](#)).

6.8.1. Harassment and Hazing

It has always been the policy of LECOM that all the students have the right to learn in an environment free from any type of violence or discrimination, including harassment and hazing.

Under no circumstances will LECOM tolerate any form of harassment or hazing. Prohibited harassment behavior includes, but is not limited to: threatening, offensive or intimidating behavior or remarks; demands for sexual favors; or behavior which creates a hostile or intimidating atmosphere, because of someone’s gender, age, race, color, national origin, religion, creed, disability, or any other characteristic protected by law. Engaging in any of these prohibited forms of conduct will result in disciplinary action, up to and including dismissal from LECOM, against any student who is found, upon investigation, to have engaged in such conduct.

See Appendix K, *Title IX Policy*, for a discussion of harassment based on sex.

Hazing is any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student, or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in, any organization operating under the sanction of or recognized as an organization by an institution of higher education.

Included is any brutality of a physical nature, such as:

- whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug or other substance; or
- any other forced physical activity which could adversely affect the physical health and safety of the individual

Included is any activity which would subject the individual to extreme mental stress, such as

- sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment;
- any other forced activity which could adversely affect the mental health or dignity of the individual; or
- any willful destruction or removal of public or private property.

Any activity included in the definition of hazing upon which the initiation, admission, or continued membership in an organization is directly or indirectly conditioned is presumed to be “forced” activity, the willingness of an individual to participate in such activity notwithstanding. Hazing is a crime. How to report hazing or harassment not based on sex:

- In the case of offending students, the report should be made to the Director of Student Affairs or any member of the administration who may refer the matter to the appropriate dean and/or the SPG/ASP Committee.
- In all other cases regarding faculty or staff personnel, the report should be made to the appropriate Dean, the Director of Student Affairs, or any member of the administration.

No student or employee will be retaliated against based on having asserted a good faith complaint pursuant to this policy. Following the investigation, LECOM will take the appropriate measures as soon as possible to redress the harm done. All LECOM supervisory personnel have an affirmative responsibility to report, discourage and eliminate conduct inconsistent with this policy.

6.8.2. Violence and/or Threats of Violence Policy

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

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

Any student who intentionally and/or knowingly fails to identify or report a violent or potentially violent situation is subject to an Honor Code violation as described in [Section 9.7 Adjudication of Honor Code Violations](#).

6.8.3. Hate Crimes

LECOM considers a hate crime as a criminal offense committed against a person or property which is motivated, in whole or in part, by the offender’s bias. Such bias may be a preformed negative opinion or attitude toward a group of people based on certain characteristics or toward an individual’s actual or perceived race, gender, religion, sexual orientation, ethnicity, disability, national origin, or gender identity/expression. Incidents may involve physical assault, damage to property, and/or theft. They may also involve bullying, harassment, verbal abuse, or insults, and/or offensive graffiti or letters. Any student who engages in any of these prohibited acts is considered a “dangerous person” as further defined in [Section 6.8](#). Hate crimes are also specifically forbidden by the state criminal laws of Pennsylvania, New York, and Florida and applicable Federal laws.

Any person engaging in such conduct will be subject to expulsion or discharge from LECOM. Anyone who witnesses such conduct, regardless of whether they are the target, should report the conduct pursuant to the Reporting a Crime Policy ([Section 6.5.2](#)).

In accordance with the Jeanne Clery Campus Safety Act, LECOM annually reports any occurrences of

hate crimes and hazing incidents and makes the data publicly available on the institutional website.

6.9. SUICIDE INTERVENTION POLICY

Any LECOM student who engages in suicidal behaviors and/or verbalizations must be evaluated by a LECOM approved psychiatrist, psychiatric resident, or psychologist. An individualized assessment will be made as to whether the student can continue with or resume their coursework, clinical rotation, or practice experience as described in Section 8.5 [Mandatory Leave of Absence](#).

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

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

6.10. CAMPUS VISITORS

Only matriculated students, staff, faculty, and invited and escorted guests are permitted in LECOM buildings. LECOM students and employees are required to show their LECOM issued ID badge for entrance to LECOM buildings or other facilities. Prior to allowing access to the building Police & Security may check to ensure they have not been suspended, dismissed, or otherwise prevented from entering. Non-students are not permitted to attend didactic or laboratory sessions without special permission of the appropriate Dean. No visitors are permitted in the anatomy laboratory without special permission of the Course Director of Gross Anatomy. These regulations are strictly observed.

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

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

College Campus Main Phone Numbers

- Erie: (814) 866-6641
- Bradenton: (941) 756-0690
- LECOM at Seton Hill: (724) 552-2880
- LECOM at Elmira: (607) 442-3500

Visitors to LECOM must sign the visitor log at the entrance of the building and wear a visitor badge indicating they are authorized to be on campus. Approval of a special visitor pass may be obtained from one of the following: Director of Security, Director of Student Affairs, a Dean, an Associate Dean, or an Assistant Dean.

6.10.1. Visitor Policy for Minors

- Without administrative approval, NO juveniles or juvenile family members of the faculty, students, or staff will be allowed in academic areas of the campus.
- All juveniles on LECOM premises visiting for recruitment purposes must have permission from the Provost or Dean (depending on campus) and must be accompanied by a parent or guardian.
- A juvenile is defined as a person under the age of 18.

7. REGISTRAR AND EDUCATIONAL RECORDS

INTRODUCTION: INSTITUTIONAL REGISTRAR

The Registrar is the keeper of the educational record for all students. Among the services provided are the release of academic transcripts, confirmation of enrollment, recording and dispersal of student grades, change of name and address, maintenance of additional student directory information, enrollment verification, production of letters of good standing, and release of diplomas. In addition, the Registrar also oversees Electronic Residency Application Service (ERAS), CentralApp, San Francisco Match, Visiting Student Learning Opportunities (VSLO), National Association of Boards of Pharmacy (NABP), and other residency matching services as well as physician licensing verification.

7.1. TRANSCRIPTS

The Registrar is the keeper of educational records for all students, which includes oversight and release of transcripts. Any request for an official transcript must be completed through [Parchment](https://www.parchment.com/u/registration/73994100/institution) and requires a \$20.00 processing fee per transcript. (<https://www.parchment.com/u/registration/73994100/institution>)

Normal processing of transcript requests is completed within two to three business days and three weeks following the end of an academic semester. Unofficial transcripts will not be issued. An official transcript contains the complete academic record at LECOM. Academic credit transferred from other colleges and/or universities is indicated on the transcript only if the credit is applied toward a LECOM degree. Transfer grades are not included in LECOM transcripts.

Official transcripts will not be provided to any student who is delinquent in any financial obligation(s) to LECOM, any of its affiliated hospitals, clinics, and/or delinquent in submitting any required health forms. Official transcripts will not be provided to any student if clinical rotation requirements have not been received by the appropriate clinical education office(s). If LECOM has knowledge that a student or graduate is in default on any federal, state, outside agency, institutional loan, or service obligation, LECOM will withhold all official transcripts, letters of recommendation, and evaluations for internships, residencies, employment, staff privileges, specialty certification, and licensure.

7.2. GRADE REPORTS

Grade reports are accessible to students through the LECOM Student Information System (SIS), Banner. LECOM no longer mails or emails grade reports at the end of each semester.

7.3. UPDATING STUDENT RECORDS

LECOM requires legal proof of any change to identifying student information contained in an official student record, including financial aid documents, payroll records, billing records, medical records, federal immigration documents, tax forms, student loan documents, and direct deposit files.

Name and/or Gender Change Prior to Graduation

To request a name and/or gender change in any official student record while the student is matriculated at LECOM, a student must complete a Name/Gender Designation Change Request Form, Appendix H, and present legal documentation of the name and/or gender change.

Name and/or Gender Change After Graduation

A request to change a name and/or gender in LECOM records, including the printing of a new diploma with the name change, will be honored after graduation has occurred only if the proper name and/or gender change form has been completed a Name/Gender Designation Change Request Form, Appendix H. The graduate must present documentation that constitutes proof of a legal name and/or gender change and a payment of a \$500 fee. If a name and/or gender is changed near to graduation, a diploma will not be released to the student until official documentation of the name and/or gender change has been received.

Legal Documentation of Name and/or Gender Change

The student or graduate must present the original legal document or a certified (i.e., notarized) copy with the original notary seal to the Registrar. Faxed copies of documents will not be accepted. Original documents will be copied for the official record and returned to the student. Documentation that constitutes proof of a legal name change is as follows:

One of the following:

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

and

- Two government-issued documents reflecting the new name (e.g., original, or notarized copy of passport, driver's license, or birth certificate, etc., and social security card).

Requests for name changes for degree candidates must be submitted to the Registrar no later than six weeks before the graduation ceremony takes place. Students requesting name changes after this date are not guaranteed that the change will be reflected in the commencement program.

Address Change

Each student is responsible for ensuring a correct mailing address is on file with LECOM. Mailing Address changes may be made online through the Student Self Service under the Personal Information tab. One's permanent address cannot be modified.

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, the 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.

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

7.3.1. Student Racial/Ethnic Self-Description

Statistics on diversity in the student body, including information on gender, recipients of federal grants and self-identified members of racial or ethnic groups are available through Student Affairs.

7.4. CLASS RANK FOR DOCTORS PROFESSIONAL PROGRAMS

Class rank may be obtained from the Registrar by written request made from the LECOM email account. Normal processing is within two to three business days and three weeks for processing following the end of a semester. 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.

Class rank is based solely on percentage grades attained in the coursework and clinical rotations and has nothing to do with grade point averages. Class rank for a graduating student is based on the grades up to and including the final rotation of the academic year.

To be ranked, a student must have credits equivalent to their classmates at the end of the semester. A student will not be ranked in the following instances:

- A student who repeats a year or switches campus locations;
- A student with a grade or grades of Incomplete at the end of the semester; and
- A student who is off schedule in clinical rotations (unless they are caught up with the rest of the students in the class by the end of the semester).

Unranked students may contact the Registrar upon completion of all requirements for graduation to determine the quartile in which they will be ranked.

7.5. ISSUANCE OF DIPLOMAS

Each graduate will receive a diploma immediately following commencement provided all requirements and clinical rotations have been completed. A student who is off schedule will have their diploma ordered once all requirements are completed.

The official date on the diploma will be the last day of the month in which all graduation requirements are completed. Unless other arrangements are made, late graduates' diplomas will be mailed to the address on file with the Office of the Registrar.

Diplomas or reproductions of diplomas will not be issued or transmitted in any manner prior to the commencement ceremony. Replacement of a lost, damaged, or destroyed diploma may be requested through the Registrar and secured upon payment of \$100.00 per diploma.

7.6. FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student educational records. The law applies to all institutions that receive funds under applicable programs of the U.S. Department of Education. All LECOM students are annually notified of their FERPA rights via the Academic Catalog and Student Handbook.

FERPA provides students with certain rights regarding their educational records. FERPA also gives parents certain rights with respect to their minor-aged child's education records, which are transferred to the student when they reach the age of 18 or attend an institution beyond the high school level. Any student to whom the rights have been transferred are considered eligible students. All LECOM students are eligible students.

Under FERPA, the rights of eligible students are as follows:

- An eligible student has the right to inspect and review their educational record within 45 days of any request. An institution is not required to provide copies of the educational record unless, for reasons such as great distance, it is not possible for the eligible student to review the educational record onsite. An institution may charge a fee for copies. No charge will be made for retrieving or searching for educational records.
- An eligible student has the right to request that an institution correct an educational record that the student believes to be inaccurate or misleading. If the institution chooses not to amend the record, the eligible student has the right to a formal hearing. If, after the hearing, the institution still chooses not to amend the educational record, the eligible student has the right to place a statement with the record setting forth their view about the contested information.
- Generally, an institution must have written permission from the eligible student in order to release any information contained within an educational record. However, FERPA allows institutions to disclose educational records, without consent, to certain parties and/or under certain conditions, which are as follows:
 - To institutional officials with legitimate educational interest;
 - To other institutions to which a student seeks or intends to enroll;
 - To specified officials for audit or evaluation purposes;
 - To appropriate parties in connection with the financial aid of a student;
 - To organizations conducting certain studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction;
 - To accrediting organizations;
 - To specified officials necessary to comply with a judicial order or lawfully issued subpoena;
 - To appropriate officials in cases of health and safety emergencies; and
 - To state and local authorities within a juvenile justice system, pursuant to specific state law.

7.6.1. Definition of Educational Records

LECOM defines educational records as records, files, documents, or other materials that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution. LECOM maintains the following specific types of educational records:

- Personal data identifying each enrolled student, including full legal name, address, race, date and place of birth, marital status, name of spouse, and name of parent or guardian;
- Description of student academic status, including completed grade level, grades, standardized test scores, and clinical evaluation of competency and achievement;
- Scores on professional examination boards;
- Records of extracurricular activities;
- Health data;
- Systematically-gathered academic, clinical, and counseling ratings and observations; and

- Reports of disciplinary and criminal proceedings provided the reports contain only factual-information and not subjective information.

The following are not considered educational records under FERPA:

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

7.6.2. Procedure to Inspect Educational Records

A student may inspect and review their educational record upon written request to Student Affairs. The written request must precisely identify the record the student wishes to inspect. Student Affairs will make arrangements for access to the record as promptly as possible and notify the student of the time and place where the record may be inspected. Access must be given within 45 days or less from the receipt of the request.

When a record contains information about more than one student, the requesting student may inspect and review only that part of the record that relates to the student making the request.

If a student is unclear as to the meaning of any educational record, they may request an interpretation of the contents of the record from Student Affairs.

7.6.3. Right of LECOM to Refuse Access

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

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

7.6.4. Record of Requests for Disclosure

LECOM maintains a record of all requests for and/or disclosure of information from a student's educational record. The record of each request indicates the name of the party making the request, any additional party to whom the record may be disclosed, and the legitimate interest the party had in requesting or obtaining the information.

LECOM requires that any party to whom it allows access to any educational record(s) maintain the record(s) in strict confidence and use the record(s) only for reasons authorized by FERPA.

Educational records shall not be disseminated via email unless absolutely necessary. When necessary, encryption shall be used, and the sender shall be instructed to carefully check the recipients, contents, and attachments of the email prior to transmission. The transmission of key personal identifiers, such as social security numbers, driver identification numbers, and birthdates will be avoided.

7.6.5. Disclosure of Directory Information

LECOM may disclose personally identifiable information from the educational record of a student who is attending the institution if that information is considered directory information. Directory information includes the student'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. A student may refuse the release of directory information by serving written notice to that effect to the Registrar within 30 days after the commencement of any academic year.

LECOM reserves the right to disclose directory information from the educational record of an individual who is no longer in attendance at LECOM without requiring any specific procedure.

7.6.6. Correction of Educational Records

A student has the right to ask to have an educational record corrected that they believe to be inaccurate, misleading, or in violation of their privacy rights. The procedure for correcting an educational record is as follows:

- The student must submit a request in writing to amend an educational record to Student Affairs. In doing so, the student must identify the part of the educational record they want to change and specify why they believe that the record is inaccurate, misleading, or in violation of their privacy rights.
- LECOM may comply with the request or may decide not to comply. If LECOM does not comply, the institution will notify the student of the decision and will advise them of the right to challenge the information believed to be inaccurate, misleading, or in violation of their privacy rights.
- Upon request, LECOM will arrange for a hearing and notify the student, reasonably in advance, of the date, place, and time of the hearing. The hearing will be conducted by a hearing officer who shall be a disinterested party appointed by the Director of Student Affairs. The hearing officer may be a LECOM official. At the hearing, the student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the educational record. The student may be assisted or represented by one or more individuals, including an attorney.
- The hearing officer will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the

decision.

- If the hearing officer decides that the challenged information is not inaccurate, misleading, or in violation of the student's privacy right, the hearing officer will notify the student of the right to place a statement in the record commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.

7.6.7. FERPA Breach

Any individual who handles any element of an educational record of a LECOM student shall take all possible means to maintain the confidentiality of the record. Violations of FERPA, including, but not limited to, a breach, may be subject to progressive discipline, up to and including termination of employment.

FERPA-protected information shall not be kept on any LECOM computer. All protected information must be stored in the portal or in a secured user folder located on the LECOM server.

In the event of any improper disclosure or breach of the confidentiality of any FERPA-protected material, LECOM shall adhere to the following procedure:

1. Verify that a breach of FERPA-protected information has occurred;
2. Identify as precisely as possible what information was involved and the nature of the breach;
3. If possible, stop further disclosure of information (e.g., cease a transmission, recall emails, etc.);
4. Upon verification of a breach, notify Director of Information Technology, Registrar, Dean of the College/School involved, and Provost;
5. Document all that is known about the breach;
6. Assemble an incident response team (by the responsible Dean in consultation with the Provost);
7. 7. Notify data owners (individuals whose data has been breached), if they are not already aware of the breach;
8. Provide notice to all affected students at the direction of the Dean. Notice should be from the Dean with the approval of the Provost;
9. Preserve all evidence relating to the breach;
10. Initiate and conduct a full investigation;
11. If criminal actions are involved in the breach, notify security and local law enforcement with the approval of the Provost;
12. Determine how to mitigate any damage done and identify strategies to prevent a reoccurrence of the breach;
13. Assemble the responsible officials of each College/School (by the Provost) and thoroughly review what happened; and
14. Implement necessary institution-wide safeguards.

7.6.8. Placement in Employment

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

8. STUDENT AFFAIRS

INTRODUCTION: STUDENT AFFAIRS

The mission of Student Affairs is to provide recruitment and admissions support for all LECOM programs. It is to develop and maintain policies and procedures in support of LECOM's students, faculty, and administration in concert with the educational mission of the institution. In addition, Student Affairs is to provide advising, financial aid counseling, and support services to help students adjust to all aspects of their education at LECOM.

8.1. BEHAVIORAL HEALTH SERVICES

LECOM provides confidential resources for behavioral healthcare services to students 24 hours a day, 7 days a week through Student Protection Plus program. The "Student Protection Plus," can be accessed through any of the following ways:

1. Online: mystudentlinc.com - code: lecomstudent
2. Mobile App: eConnect Mobile App (links to app stores at the mystudentlinc.com)
3. Hotline: 24/7/365 by phone at 888-236-4519 to speak directly with licensed clinicians. This number is a dedicated line specifically for LECOM students.

Every call into Student Linc is answered directly by one of CuraLink's Care Advocates, all of whom possess the following characteristics:

- Masters or Doctorate degree in a mental health discipline from an accredited university;
- Professional license(s) that is current, in good standing and issued by the state of practice independently;
- Average of eleven (11) years of post-graduate experience providing mental health for student assistance (SAP/EAP) services;

After initial consultation students have unlimited telephonic access to StudentLinc's licensed mental health counselors. Students can use StudentLinc to address the following concerns:

- Drug Abuse from Prescription Medication and Recreational Drugs
- Alcohol-Related Problems
- Transition and/or Adjustment Issues
- Stress Related to Coursework
- Cultural Diversity Issues
- Eating Disorders and/or Body Image Concerns
- Suicidal or Homicidal Ideations

In addition to the telephonic resources the web and mobile platforms contain a variety of resources that help students address emotional fitness and wellbeing, they include:

- Interactive Toolkits: self-service training systems for resiliency, mindfulness, sleep fitness, mental health first aid and meditation.
- Flash Courses: 43 short educational modules with post-module certificate
- Search Engines: Dependent care, financial consultation, education, pet care, legal services, etc.

- Interior Pages: Thousands of audio and video lessons, articles, tip sheets, resource links and self-assessments.
- Savings Center: Discount shopping program to make everyday life a little more affordable.
- Wellbeing Place Blog: Fresh resources with a positive impact on student health and wellbeing.
- Additional Resources: Free will and Power of Attorney, Anti-Stigma Hub, Resources

Mental Health Emergencies

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

Also, now available at 988 is the existing National Suicide Prevention Lifeline, where compassionate, accessible care and support is available for anyone experiencing mental health-related distress. People can also dial 988 if they are worried about a loved one who may need crisis support.

Students are encouraged to reach out to community resources that they believe might be of assistance to them.

Off-Campus Community Resource

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) 755-6805
Centerstone Crisis Center	(941) 782-4600
Coastal Behavioral Health, Sarasota	
24-hour crisis Stabilization Unit	(941) 364-9355
Assessment	(941) 552-1950
Professional Resource Network (PRN)	(800)888-8776
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

On-Campus Resources

Students on each campus have access to licensed psychologists who serve as LECOM's Directors of Behavioral Health. Directors of Behavioral Health offer consultation, support, and referral Monday through Friday between 8:00 am and 4:30 pm for students who are not in crisis. The LECOM Directors of Behavioral Health function to assist students to access the services of various off-campus licensed professionals and to refer students to for short or long-term counseling or treatment. The Directors may make referrals for counseling or treatment as needed to external professionals in the community which may be confidential.

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 Directors of Behavioral Health, psychologists, and serve as consultants. Students are also encouraged to consult with the Campus Directors of Behavioral Health if they are experiencing anxiety, relationship problems, loneliness, depression, alcohol and/or substance abuse, and personal matters (i.e., in-depth issues), as well as for test anxiety, general academic stress, and concerns related to school adjustment.

Contacting On-Campus Support

Richard Hahn, Psy.D.
Interim Director of Behavioral Health
LECOM: Erie, Seton Hill, and Elmira
1858 West Grandview Boulevard
Erie, PA 16509
Office B2-213
(814) 860-5172
rhahn@lecom.edu

Marvin Hendon, Ph.D.
Director of Behavioral Health
LECOM: Bradenton
5000 Lakewood Ranch Boulevard
Bradenton, FL 34211
Office 283
(941) 782-5913
mhendon@lecom.edu

Courtney K. Baker, D.O.
Behavioral Health Liaison
Assistant Professor of Psychiatry
LECOM at Seton Hill
20 Seton Hill Drive
Greensburg, PA 15601
(724) 552-2878
cbaker@lecom.edu

Octavia Flanagan, RN, WHNP-BC, Ph.D.
Behavioral Health Liaison
Assistant Professor of Primary Care
LECOM at Elmira
1 LECOM Place
Elmira, NY 14901
Office 216
(607) 442-3505
oflanagan@lecom.edu

Note on confidentiality of student information: Information disclosed to the Directors of Behavioral

*Health is not disclosed to others *** without the student's consent within the legal and ethical limitations related to safety of the student and others. Dr. Hahn and Dr. Hendon adhere to the ethical code of the American Psychological Association.*

In addition to the Directors of Behavioral Health, 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.

8.1.1. Protocol for Managing Students in Distress

LECOM utilizes an Emergency Paging Response System to provide immediate response in the event of an emergency involving any individual on campus. For students who are in distress:

1. Student Affairs, faculty and staff will ensure that students know to seek immediate assistance if feeling any distress or medical issue during class time.
2. Students feeling a need for medication during class may either take it in the class or excuse themselves for a brief period to take the medicine.
3. Where medication is not involved, and a student feels any type of medical distress, the student may excuse themselves to make use of a rest room or request aid.
4. If students excuse themselves, they should return to class if possible or alert Student Affairs and/or Security if they feel a need to leave. Security will activate the Emergency Response Paging System.
5. Such students should not attempt to drive themselves if there is any doubt of their ability to do so. Likewise, Student Affairs and/or Security should advise the student to wait and arrange for transportation if the student seems impaired.
6. Where a student expresses a need for aid to an instructor, Student Affairs and/or Security should be immediately contacted by the instructor.
7. Student Affairs and/or Security will make any reasonable accommodation for a student. If the situation calls for immediate medical treatment, 911 will be called. Security may also arrange for transport for the student to their residence or to a medical facility if the situation does not call for an emergency response.
8. Where appropriate, Security or Student Affairs will call the student's emergency contact.
9. In every case, when in doubt, LECOM personnel should err on the side of the greatest possible accommodation for the student. If the situation includes behavioral/emotional problems and/or distress the Director of Behavioral Health will be consulted and assist with intervention.
10. The student will not be allowed back in school without designated (e.g., psychiatric/psychological) medical/clinical professional clearance through written documentation and/or may have to comply with specific security measures.

8.1.2. LECOM Behavioral Intervention Team

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

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

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

8.2. STUDENT HEALTH SERVICES

LECOM provides general health care services for its students enrolled in the Highmark Blue Cross/Blue Shield Community Blue Student Insurance Plan. It is mandatory for all students to have healthcare coverage through LECOM's student policy, unless covered by their parent's or spouse's employer's health insurance, TriCare (military), or Medicaid issued by the state where the student will be attending classes (see Section [8.8.2 Mandatory Student Health Insurance Policy](#)).

LECOM Student Health Insurance Plan (SHIP) is with Highmark Blue Cross Blue Shield which offers students the option of a Virtual Medical Appointment 24 hours a day 7 days a week. Please use the provided link to learn more about [Highmark Virtual Medicine](#) and how to make an appointment.

LECOM Erie

For students without a personal physician in the area, LECOM Erie's clinical partners at Millcreek Community Hospital and Medical Associates of Erie, provides general health care services for students with no co-pay using the LECOM Student Health Insurance Program. Suggested nearby locations where services are provided include:

West Grandview Primary Care
Mark Baker, DO
2000 West Grandview Blvd.
Erie, PA
(814) 868 -1088

Plaza 38 Medical Center
2010 West 38th Street
Erie, PA
(814) 868-5481

LECOM Medical Center

Corry Memorial Hospital

5515 Peach Street
Erie, PA 16509
(814) 464-4031

965 Shamrock Lane
Corry, PA 16407
(814) 664-4641

LECOM at Seton Hill

For students without a personal physician in the area, LECOM at Seton Hill has an agreement with the Allegheny Health Network, where they will accept the LECOM Student Health Insurance program.

Suggested nearby locations where services are provided include:

Forbes Family Medicine-PCMH
2550 Mosside Boulevard, Suite 500,
Monroeville, PA.
412-457-1100

Forbes Family Medicine – Murrys ville
4262 Old William Penn Highway, Suite 109
Murrysville, PA 15668
Phone (412) 325-5810

AHN Hempfield Primary Care

6321 Route 30, 2nd Floor
Greensburg, PA 15601
Phone (724) 671-1750

LECOM at Elmira

For students without a personal physician in the area, LECOM at Elmira has an agreement with ArnotHealth, where they will accept the LECOM Student Health Insurance program. Suggested nearby locations where services are provided include:

Arnot Ogden Medical Center
600 Roe Avenue
Elmira, NY 14905
607-737-4100

AMS IMAST Internal Medicine
200 Madison Avenue, 3rd Floor
Elmira, NY 14901
607-734-1581

AMS Eastside Primary Care
200 Madison Avenue, #2B
Elmira, NY 14901
607-732-1310

AMS OB/GYN (Women's Health Center)
600 Fitch Street, #102
Elmira, NY 14095
607-734-6544

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

Arnot Ogden Medical Center
600 Roe Avenue
Elmira, NY 14905
607-737-4194

AMS – Horseheads Walk-In Care
100 John Roemmelt Drive
Horseheads, NY 14845
607-737-4499

St Joseph's Hospital
555 St Joseph's Boulevard
Elmira, NY 14901
607-337-7806

LECOM Bradenton

For students without a personal physician in the area, LECOM at Bradenton has an agreement with PrimeCare of Manatee or Urgent Care Walk-in Clinics, where they will accept the LECOM Student

Health Insurance program. Suggested locations where services are provided include:

PrimeCare of Manatee or Urgent Care	<u>Location</u>
Walk-In Clinics (a Division of MAX Health)	6110 53 rd Avenue East
Stephen Coppa, D.O.	Bradenton, Florida 34203
LECOM Clinical Assistant Professor of	941-755-4242
Internal Medicine	A minimal co-pay will apply.

Student health is a priority at LECOM, students must be healthy in order to be successful in the curriculum and to give their best to each patient. Students requiring diagnostic and preventative health services are advised to try to seek those appointments outside of the normal curriculum if at all possible. It is recognized that therapeutic health services are often unpredictable and interruptions in the curriculum are unavoidable in these circumstances. Whether students are seeking a diagnostic, preventative, or therapeutic health service, if it is during a scheduled class period or an exam, you must follow the procedures to request an excused absence as outlined in Section [9.3 Attendance, Tardiness and Absences](#).

In the case of emergencies, LECOM understands that this is not always possible. In those cases where prior excused absences are not possible, we ask that you inform the proper personnel as soon as you are able. If you are missing an examination or required laboratory, please also provide documentation regarding the nature of the emergency and the steps taken as soon as you can provide them to appropriate personnel as outlined in 9.3. Medical appointments planned in advance that require an absence from class require the student to fill out a “Student Request Form for Excused Absence” in advance of the planned absence.

- * When experiencing a medical emergency, students are advised to call 911 immediately. LECOM provides a list of providers in Appendix A for emergency services. If you feel you or a fellow student are having a medical emergency or any other emergency, call 911 immediately.

8.3. DISABILITY SERVICES

8.3.1. Requesting Special Accommodations Due to a Disability

Students requesting special accommodations for examinations, laboratory procedures, or other activities must submit a [Request for Special Accommodation Due to a Disability Form](#) and required supporting documentation to the Director of Student Affairs at the Erie or Bradenton campus or to the Assistant Dean of Problem Based Learning for LECOM at Seton Hill and the Associate Dean of Academic Affairs for LECOM at Elmira. The completed form and required documentation must be submitted thirty (30) days prior to the start of the semester to permit sufficient time for the review and approval process to be completed prior to the start of the semester. Requests submitted at other times may take up to thirty (30) days to be processed upon the receipt of the completed request form and all required documentation.

Documentation of the assessment by a licensed/certified professional who is not a family member must be submitted in support of the completed [Request for Special Accommodation Due to a Disability Form](#) using the [Physician's/Clinician's Disability Accommodation Verification Form](#). An appropriately qualified licensed/certified professional with expertise and sufficient knowledge in the area of the asserted disability must provide a current assessment of the student's disability.

Documentation which shows that the same, or similar, accommodation was granted at a previously attended undergraduate or graduate institution may be submitted along with the completed [Request for Special Accommodation Due to a Disability Form](#). See the [Request for Special Accommodation Due to a Disability – Guidelines for Documentation](#) for more information about required documentation.

The [Request for Special Accommodation Due to a Disability Form](#), [Physician's/Clinician's Disability](#)

[*Accommodation Verification Form*](#), and [*Request for Special Accommodation Due to a Disability – Guidelines for Documentation*](#) are available on the LECOM portal and may be obtained from Student Affairs.

All requests for special accommodation are reviewed by the designated members of Student Affairs in LECOM at Erie and Bradenton, Assistant Dean for Problem-Based Learning for LECOM at Seton Hill, or the Associate Dean of Academic Affairs at LECOM at Elmira in consultation with the appropriate dean. Strict confidentiality is maintained in the review of each request. The student is responsible for any costs related to any additional evaluation or testing required in support of the request for special accommodation. The student will receive written notification of LECOM's decision regarding the request for special accommodation. If a request for special accommodation is granted by LECOM, a letter of agreement stating the nature and extent of the accommodation will be prepared for signature by the student and appropriate LECOM representative for inclusion in the student's permanent record.

8.3.2. LECOM Accommodations for Testing and Licensing Examinations

It must be noted that LECOM is only able to provide special accommodation for examinations that are under the institution's control. In particular, the licensure examinations for osteopathic physicians, pharmacists, podiatrists, and dentists, parts of which are required in some programs for advancement within and graduation from LECOM, are administered by the national licensure boards listed below. Any requests for special accommodation for licensure examinations must be made directly to the appropriate board. LECOM's approval of a request for special accommodation does not guarantee a similar response from the licensure board.

- The Comprehensive Osteopathic Medical Licensing Examination (COMLEX) is administered by the National Board of Osteopathic Medical Examiners (NBOME).
- The North American Pharmacist Licensure Examination (NAPLEX) is administered by the National Association of Boards of Pharmacy (NABP).
- The National Board Dental Examinations (NBDE) are administered by the ADA's Joint Commission on National Dental Examinations (JCND).
- The American Podiatric Licensing Examinations (APMLE) are administered by the National board of Podiatric Medical Examiners (NBPME).

8.3.3. Contact for Disability Services by LECOM Campus

LECOM Erie
Mark Badaracco, Executive Director of
Enrollment Services and Information Systems
1858 W. Grandview Boulevard
Erie, Pennsylvania 16509
(814) 461-7159
mbadaracco@lecom.edu

LECOM Erie
Thomas Camillo, Registrar
1858 W. Grandview Boulevard
Erie, Pennsylvania 16509
(814) 860-5141
tcamillo@lecom.edu

LECOM at Seton Hill
Judy Cross, Student Affairs Representative
20 Seton Hill Drive
Greensburg, Pennsylvania 15601
(724) 552-2869
jcross@lecom.edu [mailto:](mailto:jcross@lecom.edu)

LECOM at Elmira
Angela Wood, Student Affairs Coordinator
1 LECOM Place
Elmira, New York 14901
(607) 442-3560
awood@lecom.edu

LECOM Bradenton
Debra Horne,
Executive Director of Student Affairs
5000 Lakewood Ranch Boulevard
Bradenton Florida 34211
(941) 782-5933
dhorne@lecom.edu

8.3.4. Discrimination Prohibited

LECOM prohibits and does not engage in discrimination on the basis of disability. LECOM is committed to ensuring that qualified students with disabilities have equal opportunity to participate in LECOM's educational programs and activities.

It is LECOM's intention to provide appropriate, reasonable accommodations for students who voluntarily disclose and provide professional documentation of a disability in accordance with the Americans with Disabilities Act of 1990 (ADA), including changes made by the ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973. LECOM will take all reasonable steps to accommodate qualified students and applicants with disabilities as defined by applicable law.

8.4. LEAVE OF ABSENCE

Leave of Absence refers and is limited to students who, while in good academic standing need to temporarily suspend their LECOM program of study, due to reasons beyond their control, such as illness, military service, financial exigency, or pressing personal reasons justifying an interruption of the degree program. No academic activities may be conducted during a Leave of Absence and this leave may not be used to avoid payment of tuition. Students may be given a leave of absence for other reasons (e.g., medical leave) as noted elsewhere in this Academic Catalog and following LECOM's policies. Students who have had federal financial aid may be subject to additional restrictions and should check with Financial Aid.

Process for Requesting Leave of Absence

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

- The student must meet with their advisor and/or appropriate Associate/Assistant Dean, Director or Pathway director to discuss the LOA.
- The student must complete a *Request for a Leave of Absence Form* (Appendix E) Part B of the Request for Leave of Absence Form requires the student to receive financial aid counseling by the LECOM Office of Financial Aid and complete a *Leave of Absence Form for Financial Aid* (Appendix F).
- The completed *Request for Leave of Absence Form* (Appendix E), completed *Leave of Absence Form for Financial Aid* (Appendix F), letter explaining the reason for the request, and documentation appropriate to the reason (for example, a letter which includes a diagnosis from the attending physician for a medical reason) are all to be provided to the appropriate Associate/Assistant Dean.
- Requests for a medical Leave of Absence must be accompanied by a letter from the treating physician that includes a diagnosis supporting the request. The treating physician's clearance is also required to return from a medical leave of absence. The physician submitting the diagnosis and clearance cannot be a family member.
- The request will be reviewed followed by an official letter from the Dean sent to the student

indicating whether or not the leave of absence has been approved. If the leave of absence is approved the letter will include the frequency of required interim contact by the student with LECOM during the absence and will designate the LECOM official the student is to contact.

- If the leave of absence is approved by the Dean, copies of the *Request for Leave of Absence Form* and the official letter from the Dean will be provided to the Director of Student Affairs, the Office of Financial Aid, the SPG Committee of the student's program and the Bursar.
- When a student returns from a Leave of Absence, tuition for the semester or term of return will be charged on a prorated basis.

If the leave is approved, tuition charges will be in accordance with LECOM's refund policy. During the leave, the student will be required to contact a designated LECOM representative at intervals specified in the approval letter. Any request for an extension of a student's leave of absence must be made in writing to the Assistant/Associate Dean at least 30 days in advance of the end of the current leave, and must be approved, by the appropriate Dean.

Once the appropriate parties are notified of the approved leave of absence, access to the LECOM student portal is deactivated. The student's email account will remain active, but the student will not be included in the email grouping for their respective class.

Health Insurance During Leave of Absence:

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

As Related to the Leave of Absence Policy:

Students may be granted a leave of absence (LOA) from studies for a variety of reasons (medical, personal, family, etc.). The type of LOA designates if the student may remain on the Student Health Plan or if their coverage is terminated.

- Medical Leave of Absence (MLOA) – Students taking a MLOA are required to maintain current insurance coverage for the remainder of the billing period in which they are granted MLOA (or up to 6 months). Students on the Student Health Plan can request an extension for an additional 6 months of coverage, with approval from Student Affairs. Premium must be paid in full prior to the start of the coverage extension.
- Required Academic Leave of Absence – Students who are mandated by LECOM to remediate failing test scores are required to remain on the health insurance at their own expense, during their leave.
- Any other Leave of Absence (LOA) – Students on any other leave of absence are responsible for their own insurance coverage. Coverage with the Student Health Plan will terminate at the end of the month their LOA is granted. Students can request to remain on the policy through the end of the current billing cycle, which has already been paid.

Return from Leave of Absence

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

Students may be required to provide documentation of ability to return to the program depending on the circumstances of their leave of absence. Students on medical leaves of absence are required to provide a

medical release from their treating physician prior to their return to class.

To return to school, students must provide an up-to-date immunization record, a current background check, and evidence of ability to pay if so directed by the Director of Student Affairs. A student returning from a LOA shall be responsible for tuition and fees for the return semester.

A student may be required to take an examination to determine the retention of material prior to being permitted to return. The student may then be required to review certain topics and be tested to ensure the student is able to progress with their class.

Grades earned by a student are good for two (2) years. If a student is on a leave of absence for greater than two (2) years, all coursework prior to the leave of absence must be repeated.

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

Students should be aware of the following potential implications of a leave of absence:

- The anticipated graduation date may be changed to reflect the time of completion of graduation requirements.
- If a student cannot complete the graduation requirements by July 1 of the year they intend to graduate, eligibility to participate in the match will not be granted.
- The reason for the leave of absence will be included in the Medical School Performance Evaluation (MSPE) or any other Deans letters requested.

8.5. MANDATORY LEAVE OF ABSENCE

LECOM offers a robust program of services and accommodations to ensure qualified students with disabilities have equal opportunity to participate in LECOM's programs and activities.

In situations where a student is unable or unwilling to carry out substantial self-care obligations, where current medical knowledge and/or the best available objective evidence indicates that a student poses a significant risk to the health or safety of others, or where a student poses an actual risk to their own safety not based on mere speculation, stereotypes, or generalizations about individuals with disabilities, and the student does not want to take a leave voluntarily, the Dean of the student's particular College or School has the authority to place the student on a mandatory leave of absence. Before placing a student with a disability on a mandatory leave of absence, LECOM will do an individualized assessment to determine if there are reasonable accommodations that would permit the student to continue to participate in the educational program without taking a leave of absence. Such decisions may be appealed in writing to the President, within seven (7) business days of notification.

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

8.6. WITHDRAWAL POLICY

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

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

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

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

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

Once the appropriate departments are notified, the access to the LECOM Student Portal is deactivated and the student account is deleted.

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

Health Insurance as Related to Withdrawn or Dismissed:

Students may be terminated from the Student Health Plan for the following reasons:

- Withdrawal from Studies – Students who withdraw from studies are terminated from the Student Health Plan at the end of the month, following their last day attending. *
- Dismissal – Students who are dismissed from studies are terminated from the Student Health Plan at the end of the month, following their last day attending. * Students are typically able to appeal a dismissal and may be granted the ability to return to studies the following fall. In some cases, LECOM will approve a student to remain on the Student Health Plan, provided the student pays any due premium directly to the Administrator. Also, some students may be allowed to ‘Audit’ the Post Baccalaureate or Master’s in Medical Science classes in order to be eligible to return to classes the following fall. Those students are permitted to remain on the Student Health Plan during the auditing period, provided premiums are paid directly to the Administrator.

*Students may request to remain on the Student Health Plan until the end of the current billing cycle, which has already been paid.

8.7. ACADEMIC FREEDOM

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

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

As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should be accurate, should exercise appropriate

restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Guidelines

The right to academic freedom is essential for enabling faculty members to carry out their functions successfully. The following rights are known collectively as academic freedom:

1. Faculty members have the freedom in the classroom to teach and present material in a fashion that is generally considered appropriate.
2. Faculty members have the right to select methods and topics of research, subject to the review and approval of the appropriate dean, and if applicable, the Institutional Review Board (“IRB”).
3. Faculty members have the right to assign reasonable academic tasks to students, but faculty members must give students full credit for their work.
4. Faculty members have the right to make public research findings and other products of scholarship but have the concomitant responsibility to strive for scholarly objectivity, truth and to respect the privacy and dignity of any research subjects. They must also comply with all applicable laws and regulations.

8.8. HEALTH RECORDS POLICY

8.8.1. Health Records for First Year Students

Prior to matriculation, first year students must submit health and immunization records to Student Affairs. All students must be current on immunizations prior to the beginning of courses. Health forms and instructions for submitting forms are mailed as part of the matriculation packet to all students after their acceptance into LECOM. Each student must submit the following documentation:

- An **Immunization Status Report** must be completed and signed by a physician. This report must indicate that the student has immunity to the following diseases and documentation of a student’s immunity must be attached to the report: diphtheria, tetanus, pertussis, chicken pox, polio, measles, mumps, rubella, and hepatitis B. Students must also have current results of a 2-Step Mantoux PPD or QuantiFERON-TB Gold Test (QFT-G). If found to be necessary, a student will be required to receive an additional dose of an MMR vaccine.
- A **Health History** must be completed by the student.
- A **Physical Exam** must be completed and signed by a physician. This must be completed within one (1) year of matriculation.
- A **Records Release** form must be signed by the student authorizing the physician to release the student’s health records to LECOM. This form also authorizes LECOM to release a student’s records to hospitals where the students are in training.
- An **Emergency Data** form allows the student to designate a person to contact in case of an emergency. It also asks the student to name any known allergies or pre-existing health-related conditions.
- A signed **Matriculation Agreement** wherein the student agrees to submit the above-mentioned items as well as additional tuition, residency, and background check requirements. The Matriculation Agreement must be submitted no later than the first day of Orientation.

The **Two-Step PPD or QuantiFERON-TB Gold Test (QFT-G)** is required for students working in hospitals, pharmacies, or clinics. Both tests show whether or not an individual has been exposed to

tuberculosis. It is the student's responsibility to get an initial two-step PPD or QFT-G and provide documentation of the results to Student Affairs prior to matriculation. If the result of either test is positive, the student must have a diagnostic evaluation and those results must also be sent to Student Affairs. The status of the student is evaluated, and appropriate action will be determined and communicated to the student. A PPD or QFT-G test is required for all subsequent years.

For students on rotations, an annual flu shot is required. In addition, some pharmacies, hospitals, and clinics may require additional documentation of vaccines or tests which are not required by the school. ***In such cases, it is the student's responsibility to satisfy the health requirements of the hospital where they are training.***

8.8.2. Mandatory Student Health Insurance Policy

Participation in the LECOM Student Health Insurance Plan (SHIP) available through Highmark Blue Cross and Blue Shield Community Blue is mandatory for all LECOM students. Students must maintain the Highmark Blue Cross and Blue Shield health insurance throughout the program of study. All students are required to purchase this plan, with the following exceptions:

- Students covered as a dependent by a parental health insurance plan.
- Students covered as a dependent by a spouse's employer health insurance plan.
- ***All students in the School of Pharmacy going out on rotations must be enrolled in the LECOM Student Health Plan.***

Waiver consideration may be granted on a case-by-case basis for students in the military who are enrolled in TriCare, and students with dependent children who are covered by Medicaid. ***Individual insurance plans [other than the LECOM Student Health Insurance Plan (SHIP)] are prohibited. Misrepresentation of coverage will be deemed an honor code violation.***

Students who have been granted a waiver for any reason must update the waiver information on the LECOM Portal twice a year, June 1 and December 1, and provide a current Proof of Coverage letter from their insurer.

Current student health insurance waiver information must include:

- Name, address, and customer service number of the insurer;
- Name of policyholder, and their relationship the student; and
- Policy and group number and effective date of coverage.

8.9. LIVING ACCOMMODATIONS

All LECOM students live in privately-owned, off-campus housing. Student Affairs at each location may have available information on rental properties or rental agencies. However, please note that any information made available to a student does not represent an endorsement of any kind. It is the student's responsibility to identify housing within a reasonable distance of the campus and to research and inspect a listing to determine its suitability. *Students should read leases before signing them.*

LECOM staff and students are prepared to assist new students in becoming more familiar with local neighborhoods and to help them evaluate accessibility to shopping and recreation areas. LECOM disclaims any warranty or guarantee as to the price, quality, or safety of off-campus housing.

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

Student Telephone Emergency Message System

Should an emergency arise with a student's family, the family may contact Student Affairs to initiate contact with the student. Students are asked to inform family members/friends that only emergency messages will be relayed to students. The caller must clearly state that an emergency exists. The caller will be asked for their name, telephone number, their relationship to the student, and the nature of the emergency. Verifiable student information may also be requested.

8.10. LOCKER ASSIGNMENT POLICY

Lockers are assigned to all first- and second-year medical, pharmacy, dental, and podiatric medicine students. Locker assignments will be made at the beginning of each academic year. All lockers must be cleaned out by the last day of classes for each academic year. Student lockers are not available for use during the summer months. If a student withdraws, transfers, or is dismissed from LECOM, they must clean out their locker and notify Police and Security by the last day of attendance.

At no time does LECOM relinquish control of lockers or any other part of the school building or property. School officials reserve the right to and will randomly search all school property at any time without specific cause. These searches may be done without student/employee consent. These searches may encompass 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.

8.11. 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

8.12. BOOKSTORE

The LECOM Bookstore for all campuses is online only. Any textbooks not on VitalSource are available for purchase through the online website. The bookstore stocks LECOM logo apparel & gifts, supplies, and instruments relevant to course work. Only credit cards (MasterCard, Visa, Discover or Amex) can be used for online purchase. LECOM bookstore also offers free pick up at the LECOM Erie campus.

8.13. CREDIT CARD MARKETING POLICY

LECOM prohibits credit card institutions, banks, or any other financial or lending institutions from soliciting students on campus and does not permit them access to campus mail and/or electronic addresses to establish credit card accounts without prior authorization.

8.14. STUDENT ACTIVITIES

8.14.1. Grade Requirements for Participation Policy

Students must maintain at least a 3.0 grade point average, have no course failures, may not be on probation for any reason, may not be repeating an academic year and must be passing all currently enrolled courses to:

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

Students wishing to attend off campus meetings or conferences must submit requests for approval (Appendix D) (normally *at least* thirty days in advance of the travel date, circumstances permitting); be approved in advance; and be excused from any classes that will be missed. Travel arrangements can only be made by the student *after* receiving the approval to travel. To receive housing, food, or transportation support from LECOM, students must be willing to assist in LECOM activities, if any, at

the event. All rules relating to student conduct are in force when students attend any such meetings or conferences. No travel requests will be granted where a student is failing a course. No international travel will be permitted.

8.14.2. LECOM Student Government

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

The SGA provides additional information at its website - <https://www.lecomsga.org/>.

It is the organization's responsibility to maintain and update that site.

8.14.3. LECOM Clubs and Organizations

College or school specific clubs are listed in the Student Handbooks for each campus program and campus location (**Error! Reference source not found.**).

8.14.4. College Committees

LECOM encourages student representations on committees. Specifically, student representation is provided on the LECOM Safety Committee, Curriculum Committee, Strategic Planning Committee and Accreditation Self-Study Committee. Students may recommend a list of candidates from their class to serve on committees with final approval from the appropriate dean. Students must be in good academic standing in order to serve on committees or participate in club or organization activities.

8.14.5. 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 Dean of the College or School for final approval. The approved status of an organization is valid for one year, renewable on an annual basis with submission of the Annual Student Club Registration Form and the Faculty Advisor Form.

Administrative approval is important because only officially approved organizations and groups can use LECOM facilities, be listed in LECOM publications and be eligible for institutional support. Membership in a LECOM organization may include an application, GPA minimum, essay, service hours and/or dues. Hazing within any organization is strictly prohibited.

8.14.6. 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. The electronic

event request form is found at <https://lecomsga.org>.

8.14.7. 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 electronically via the event request form that is found at <https://lecomsga.org> 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 participating student organization or the advisor's designee must be present for each student sponsored event.

8.14.8. LECOM Video Bulletin Board

Students or student organizations wishing to post an announcement or notice on the LECOM Video Bulletin Board must first receive written approval. LECOM reserves the absolute right to reject or edit any submitted announcement or notice intended for posting on the Video Bulletin Board.

8.14.9. Student Participation in LECOM Sponsored Research

LECOM students who wish to participate in research must adhere to the following institutional guidelines regarding such activity.

Any student wishing to participate in research must meet the following criteria:

1. Must be passing all courses.
2. Must have successfully completed the first semester of their program.
3. Must have a cumulative GPA of 3.0 or higher.
4. Must not be on probation for academic, conduct, or professionalism reasons.
5. Must be on schedule to take board examinations.

In addition, students wishing to participate in research must:

1. Have a faculty mentor for the project.
2. Submit a project title and description, signed by the faculty mentor, to the Director of Research for that school.
3. Have completed all relevant CITI training modules.
4. Satisfactorily complete all relevant safety training.
5. Submit and receive approval from relevant regulatory committees (IACUC, IRB).

Students wishing to complete a research elective rotation in their third or fourth year must:

1. Have a faculty mentor for the project.
2. Submit a project title and description, signed by the faculty mentor, to (a) the Director of Research for that school and (b) the Clinical Education office.
3. Receive approval by the Clinical Education office prior to beginning the rotation.
4. Complete an end-of-rotation summary of their project and findings.
5. Meet all other rotation requirements according to the Clinical Education office.

9. STUDENT CONDUCT

INTRODUCTION: CODE OF STUDENT CONDUCT AND DISCIPLINE

The Code of Student Conduct and Professionalism consists of the Student Honor Code and the Standards of Academic and Social Conduct. The Code of Student Conduct and Professionalism 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 Professionalism 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 for Pharmacists. (see Appendix K)

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 *Title IX Policy* attached as Appendix L and not in Section 9 Student Conduct of this handbook.

9.1. PURPOSE OF THE STUDENT CODE

LECOM's primary concern is the student. LECOM attempts to provide all students with a learning 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.

9.2. STUDENT HONOR CODE AND PROFESSIONAL CONDUCT

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 Professionalism." All students subject to this code have an obligation to report suspected violations. All reports of suspected violations must be made in writing to the Chairperson of the SPG/ASP Committee within seven (7) working days of the alleged offense. Any student who has knowledge (other than unsubstantiated rumor) or is a witness to any violation or possible violation, and who knowingly fails to report such is also in violation of this Honor Code and is subject to disciplinary sanctions. Any student found to report another student intentionally and maliciously for the 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 to the appropriate dean and/or the Chairperson of the SPG/ASP Committee within seven (7) working days.

All students must respect and follow the rules on copyrights. Unauthorized use of or distribution of copyrighted materials, including, but not limited to peer-to-peer file sharing is a violation of federal law that can subject students to fines or imprisonment and would be considered an honor code violation, which can result in expulsion, etc.

9.3. ATTENDANCE, TARDINESS AND ABSENCES

As professionals, students are expected to adhere to the attendance policy with diligence. As such, attendance is required at all scheduled instructional periods and will be taken regularly. Absence from instructional periods for any reason does not relieve the student from the responsibility for the material covered during the periods. Unexcused absences will be viewed as violations of the Code of Student Conduct and Professionalism and may result in disciplinary action by the SPG/ASP Committee including, but not limited to, loss of remedial privileges, removal from any leadership position with any student club, organization or student government office, and possible notation in the Dean's Letter. In extreme cases, absenteeism or tardiness may result in dismissal.

Attendance

- Attendance will be checked daily at random times and possibly multiple times per day.
- Students **must be in their assigned seats**.
- Any assigned seat change request must be requested through the appropriate Assistant/Associate Dean. If a seat change request involves exchanging assigned seats with another student, both students must request the seat change.
- Absence is defined as a student who is not present at an instructional period when attendance is taken. If the student had a preapproved excuse for not being present, they are recorded as an excused absence, if they had no preapproval, they are recorded as unexcused absence for that instructional period and for that day.

Excused Absences for Planned Activities

Medical Reasons

For an absence to be considered excused for medical reasons, notice must be received by LECOM prior to the missed class or activity, and a note must be submitted from a local physician or other practitioner in a physician's practice upon the student's return to class. The note will not be accepted if the signee is a relative of the student. The note must be sent directly from the physician's office by fax or secure business email. Notes electronically submitted by students are not acceptable. Students on rotation or in the clinical setting must abide by the additional requirements contained in the College or School Clinical Manual.

Non-Medical Reasons

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 appropriate Assistant/Associate Dean. Any request for an excused absence must be submitted using the Student Request for Excused Absence Form, to the Assistant/Associate Dean at least 30 days prior to the anticipated absence. The form can be found under the Student tab on the *myLECOM* Portal.

Students must complete the excused absence request form for illness, doctor appointments, conferences, emergencies, funerals, etc. and it must be approved by the appropriate Assistant/Associate Dean.

Students must also obtain an Student Request for Excused Absence Form for a planned absence. This form must be filled out by the student and signed by the pathway director and/or appropriate Assistant/Associate Dean. Students should do this in-person and have it completed prior to the anticipated absence. Students must be in good standing with a grade point average of 3.0 GPA in order to be granted an excused absence from school-related activities or to attend organizational meetings or any other extracurricular activity. **The Student Affairs Office may be asked to verify the grade point average.**

If the excused absence is planned in advance, the form should be received by the appropriate

Assistant/Associate Dean 30 days in advance (conferences, weddings, established medical appointments, etc.). If the excused absence is emergent (illness, emergencies, funerals, unplanned medical appointments) the student must notify the appropriate Assistant/Associate Dean, and Pathway Director the day the issue arises.

Excused Absence for Unplanned Reasons

If this absence is due to an unplanned illness or emergency that necessitates missing an instructional period, quiz, or exam the notification of the illness/absence **MUST** be received by the appropriate Assistant/Associate Dean's office by email or phone message prior to the start of the instructional period, quiz, or exam for it to be eligible for consideration as an excused absence.

No travel arrangements may be made without completing a Travel Request Form (Appendix D) and receiving approval. Absences may be excused for:

- Medical necessity: illness of the student or member of the immediate family. For an absence to be considered excused for medical reasons, a note must be submitted from the examining physician upon the student's return to class stating the specific reason for the absence, with a diagnosis and treatment plan included. *NOTE: Absences prior to seeing the physician will not be excused.*
- Death in family: death of immediate family member, significant other or close relative. Documentation may be required.
- Special circumstances/other: circumstances outside of the above situations (vehicle accidents, etc.).
- Attendance at certain LECOM-related activities such as conferences.

In cases of unplanned absence or lateness, the student must notify the appropriate administrative assistant as soon as possible prior to the missed class/activity. In addition, if the student misses an exam, it is the student's responsibility to notify the appropriate administrative assistant via phone and email when it is first noted that an absence will be necessary. This notification must be prior to the start of the instructional period or quiz/exam for it to be eligible for consideration of an excused absence.

The Student Request for 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.

Missed Class Time

If a student misses a class, they are still responsible for the missed material. It should be noted that making up certain academic sessions is not permitted. Simulation and laboratory courses such as OMM, H & P, and Clinical Examination may have special requirements for attendance, tardiness, and absences. Students on rotations or clinical settings must abide by the College or School's Clinical Manual.

Students with a pattern of absenteeism (excused or unexcused) will be referred to the Assistant/Associate Dean for counseling. Students missing >20% of a course's instructional period/quiz/exam days due to excused/unexcused absences may receive an incomplete for the course and will need to take part in the make-up course during the scheduled remediation periods to receive their final grade (whatever they originally earned).

Geographic Location Requirement

Students must be physically located within the United States or its territories in order to matriculate in one of LECOM's programs. This also includes restrictions on access to LECOM's computer systems,

which are only available within the geographic boundaries of the United States and its territories.

- **Monitoring and Compliance:** The institution actively monitors access to its systems and flags any attempts to access LECOM data from outside the allowed geographic region. If such an attempt is detected, the administration is notified.
- **Accountability for Misrepresentation:** If a student misrepresents their location either before or during their enrollment, the student will be referred to the appropriate committee (SPG or ASP) for further review.

Promptness is another trait that a professional health care practitioner must display.

Additionally, tardiness in class both disturbs the professor and the entire student body and is thus markedly inconsiderate and rude. Repeated violations will be considered improper professional behavior and will be referred to the Assistant/Associate Dean and may result in disciplinary action and notation in the Dean's Letter of Evaluation.

Consequences of Absence

1. Students will be notified of unexcused absences as they occur, and their total accumulated number will be shown in that notification.
2. Students with **3** unexcused absences will receive a letter of admonition and meet with the Assistant/Associate Dean. Admonition may include restrictions on participation in clubs, research, or extracurricular activities.
3. Students with **4** unexcused absences will be placed on Conduct Probation (Section [9.8.1 Behavioral Penalties](#))
4. Students with **5+** unexcused absences will be referred to SPG/ASP for disciplinary action.
5. Unexcused absence totals will not reset between preclinical years (repeating a year would reset the student to the total at the beginning of their repeated year).

9.3.1. Cell Phone Usage

Personal use of cell phones during class is prohibited. Cell phone usage should be kept to a minimum and should never interfere with instruction, work, or class.

Use of personal hotspots in the lecture halls interferes with the LECOM wireless network and is prohibited.

The use of cell phone cameras or video/audio recording devices is prohibited during class. Any usage of photographs, videos, or audio recordings must be with the consent of individuals as delineated in Section [9.13.1](#).

9.3.2. LECOM Physical Health Policy including COVID-19

The Lake Erie College of Osteopathic Medicine (LECOM) views the safety and well-being of its students, faculty, and staff as a top priority. Due to the nature of the educational environment at the institution, students are in close proximity with peers, faculty, staff, and patients in the clinical setting. It is imperative to be aware of one's individual health status. If you are feeling ill, running a temperature, etc. stay home and follow your campus' call protocol. If an illness is severe, lasts longer than anticipated, or impairs your ability to effectively engage in self-care, you should consult your primary care physician, or a local urgent care center. It is imperative that students monitor their health status to ensure that they do not inadvertently transmit pathogens to others within their learning environment.

Students exhibiting symptoms, such as:

- Fever
- Vomiting
- Diarrhea
- Runny or stuffy nose
- Sore throat
- Cough
- Sneezing
- Body aches or a mild headache

are encouraged to stay home and contact their Assistant/Associate Dean, preceptor, director of medical education/clerkship director, or other LECOM point of contact to inform them of their current health status. If a student is out for greater than 48 hours (2 days), a return to school excuse from the attending physician is required. Students are further directed to review Section 9.3 for further discussion on the topic of absences, tardiness, and associated policies.

Students, staff, and faculty are to use standard infection control measures to help prevent the spread of illness and keep the LECOM Community safe and healthy.

Simple actions such as:

1. Washing your hands with soap and water frequently.
2. Avoid touching one's face.
3. Using hand sanitizer.
4. Sneezing into a tissue and disposing of properly-- or at a minimum, a sleeve.
5. Sanitizing workspace/eating area before and after use.

Items to consider before returning to campus:

1. Are you feeling better? (have symptoms decreased or resolved?)
 - a. Cough has resolved, decreased to marginal and nonproductive.
 - b. Body aches/sweats have resolved.
 - c. Retained foods/fluids for a whole 24 hrs. without the use of medications.
2. Afebrile for 24 hrs. without the use of antipyretics.
3. Feel capable of putting in a whole academic day.

LECOM continues to maintain best practices for the overall health and safety of all faculty, staff, and students on campuses and clinical training sites. The LECOM Health Operations Center (HOC) closely monitors and evaluates infectious disease situations including the COVID-19/influenza pandemics and environmental factors that can impact our community health. LECOM follows and implements guidelines related to these events to include transmission, length of threat/impact, and considers options based on federal, state, and local government guidelines, including, but not limited to, World Health Organization ("WHO"), Centers for Disease Control and Prevention ("CDC") guidelines and Departments of Health and Environmental Resources.

LECOM has protocols in place and has taken a series of precautions to mitigate the community spread of respiratory pathogens such as COVID-19 to best protect all LECOM campuses.

9.3.3. Cancellation of Class

Students at all locations should use the Omnilert Campus System to check on possible closures. LECOM Erie and LECOM Bradenton utilize the LECOM Omnilert Campus system, local media, and school email to notify students of events of inclement weather and campus closure. LECOM at Seton Hill is closed whenever the Seton Hill University campus is closed for inclement weather. 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.

In the event of inclement weather, tune in to local radio stations for the announcement of school closings. No clinical duties will be canceled because of the weather; only didactic and laboratory classes may be canceled.

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

9.4. DRESS CODE POLICY

Students must maintain a neat-and-clean appearance befitting a student who is attending professional school. Professional attire must be maintained whenever the student is on LECOM grounds including in or adjacent to leased property at LECOM at Seton Hill, LECOM at Elmira, on a clinical experience, or on rotation.

Students must be professionally dressed for all examinations, classes, laboratory classes or workshops. Student changing areas and lockers are provided to change into appropriate dress for OMM labs, H & P labs, and gross anatomy labs (except at LECOM at Seton Hill and LECOM at Elmira). Students do not have to maintain professional attire after 5:30 p.m., Monday through Friday, or on weekends, except when notified by the College or School administration to be professionally attired.

All students must have at least one short, white consultation jacket. Student ID badges must be prominently displayed, and the badges must be worn at all times.

A clean and well-cared-for appearance should be maintained. Men must wear dress trousers, shoes, dress shirt, and necktie. Men's hair must be above the collar. Beards and moustaches must be neat and must be kept trimmed at all times. Man-buns and other extreme styles or colors are not permitted. Excessive body piercings (more than one per ear), ear gauges, and all other visible body piercings are not acceptable. Sandals and open-toe footwear are prohibited. All other shoes must be worn with socks.

Women are required to wear appropriate dresses of reasonable length (no more than four inches above the knee) or slacks (to the ankle) with appropriate blouses. Leggings are not permitted unless worn with a dress. Clothing is inappropriate when it is sleeveless, strapless, backless, or revealing. Hairstyles should be clean and neat, avoiding extreme length, styles, or colors. Revealing or tight, form fitting clothing is unacceptable. Excessive body piercings (more than one per ear), ear gauges, and all other visible body piercings are not acceptable. Capri pants, yoga pants, shorts of any length, jeans, T-shirts, and sandals are not permitted. Students are required to wear shoes with stockings or socks.

Hats, caps, or sunglasses may not be worn during classes or examinations. Any student wearing a hat, cap, or sunglasses will be asked to remove it. ***At all times, wearing unapproved masks or costumes is forbidden.***

Students inappropriately dressed or groomed may be requested to leave the campus and not return until appropriately attired. Any class missed during that time will be considered an unexcused absence. Questionable or disputed cases of dress or grooming shall be presented to Student Affairs, whose decision will be final. Repeated violations will be considered improper professional behavior and may result in disciplinary action.

LECOM will follow guidelines set by the CDC and the Commonwealth of Pennsylvania during any health emergencies and/or global pandemics. The wearing of personal protective equipment (PPE), including masks, may be required at LECOM facilities and functions. LECOM may require PPE for students based on local health emergencies and health emergencies within the student population.

9.5. ARTIFICIAL INTELLIGENCE (AI) POLICY

The rapid advancement of Artificial Intelligence (AI) tools presents both exciting opportunities and important considerations for academic integrity and learning. This policy outlines expectations for students regarding the use of AI in their academic work.

1. Academic Integrity and Originality:

- **Responsibility for Work:** Students are ultimately responsible for the originality and intellectual integrity of all submitted work. AI tools can be used as aids, but the final output must represent the student's own understanding, analysis, and critical thought.
- **Plagiarism:** Submitting work generated by AI as one's own without proper acknowledgment is considered plagiarism. This includes, but is not limited to, text, images, or other media generated by AI.
- **Citation:** When AI tools are used to generate or assist in the creation of content, proper citation is required. Consult your instructor or relevant style guide for specific citation guidelines. If no specific guidelines are provided, a general statement acknowledging the use of AI tools (e.g., "AI tools were used to brainstorm ideas" or "Grammar and style were refined using an AI writing assistant") should be included.

2. Permissible and Non-Permissible Uses:

- **Instructor Discretion:** The permissible use of AI tools will vary by course and assignment. **Students must consult with their instructors for specific guidance on whether and how AI tools may be used for any given assignment.** Unless explicitly permitted by the instructor, the use of AI tools for generating substantive content (e.g., essays, research papers, solutions to problems) is prohibited.
- **Potential Permissible Uses (with instructor permission):**
 - Brainstorming ideas
 - Summarizing long texts (for personal understanding)
 - Grammar and spell checking
 - Creating non-substantive elements (e.g., generating image ideas for a presentation background, but not the core content)
- **Non-Permissible Uses:**
 - Generating answers to exams or quizzes.
 - Submitting AI-generated content as original work without significant modification, critical analysis, and proper attribution.
 - Using AI to circumvent learning objectives or develop skills
 - Students should never input instructors' materials into generative AI tools.

3. Data Privacy and Security:

- Students should exercise caution when inputting sensitive or confidential information into AI tools, as the privacy and security of such data cannot always be guaranteed.

4. Consequences of Misuse:

- Violation of this AI policy will be treated as a breach of academic integrity and will be subject to the same disciplinary actions as other forms of academic misconduct, as outlined in [Section 9.2 Student Honor Code and Professional Conduct](#).

Students are encouraged to engage with their instructors in discussions about the appropriate and ethical use of AI tools in their studies.

9.6. THE STUDENT PROMOTION AND GRADUATION (SPG) COMMITTEE AND ACADEMIC STANDING AND PROFESSIONALISM (ASP) COMMITTEE

The Student Promotion and Graduation (SPG) and Academic Standing and Professionalism (ASP – School of Pharmacy) Committees are responsible for reviewing the academic achievement and advancement of students within their designated College or School. The composition and functions of the committee are as follows:

Student Promotion and Graduation Committee

A. Composition of the Committees

- The College of Medicine/Graduate School of Biomedical Sciences SPG Committee is comprised of academic deans, other administrators, and elected basic science and clinical faculty members.
- The School of Pharmacy ASP Committee is comprised of the Director of Academic Standing and Promotion, Pathway Dean/Director, the Dean of the School of Pharmacy, Directors of Experiential Education, and elected full-time Pharmaceutical Science and Pharmacy Practice faculty members. The students enrolled in the Distance Education Pathway will be considered by the ASP committee of the Erie campus. Meetings may be conducted live, by video conference, or by phone conference. Recording of meetings is not permitted.
- The School of Dental Medicine SPG Committee is comprised of the Assistant Deans and appointed full-time dental pre-clinical and clinical faculty members, and legal counsel, as necessary.
- The School of Health Services Administration SPG Committee is comprised of the program directors, one of whom acts as chairperson, and one additional faculty member from each program.
- The School of Podiatric Medicine SPG Committee is comprised of the Academic Deans and appointed full-time pre-clinical and clinical faculty members, and legal counsel, as necessary.

B. Frequency of Meetings:

- The College of Medicine/Graduate School of Biomedical Sciences SPG Committee meets twice a month at all locations to review the academic achievements and performance of all students. The names and grades of students in academic difficulty are made available to the SPG Committee by the course director, systems coordinator and/or pathway directors. Student conduct and discipline may also be reviewed. These meetings are in addition to meetings that may be held at each campus to discuss students who are “off schedule” for any reason.
- The School of Pharmacy ASP Committee meets each semester, wherein the Committee shall periodically review the academic achievements and performance of all students. The names and grades of students in academic difficulty shall be made available to the ASP Committee by Course Coordinators with additional input from the Associate Dean/Pathway Director.
- The School of Dental Medicine SPG Committee meets each semester, wherein the Committee shall periodically review the academic achievements and performance of all students. The names and grades of students in academic difficulty shall be made available to the Committee by Course Directors with additional input from the Assistant/Associates and

Vice Deans.

- The School of Health Services Administration SPG Committee meets on a quarterly and as-needed basis to review the academic achievements and performance of all students. The names and grades of students in academic difficulty are made available to the SPG committee by the course directors.
 - The School of Podiatric Medicine SPG Committee shall meet at least monthly (during the academic year) and may meet more frequently as the need arises. The names and grades of students in academic difficulty shall be made available to the Committee by Course Coordinators.
- C. The SPG/ASP has the authority to call any student before it who has shown academic or behavioral problems. Students are submitted to the Committee for consideration from:
- Any of the academic Deans;
 - Director of Student Affairs; or
 - Faculty members.
- D. Students may be referred to the Committee for:
- Honor code violations including allegations of cheating or academic dishonesty;
 - Non-honor code violations including issues of professionalism, failure to meet financial obligations to the College or School, or behavioral issues either on campus or during clinical experiences; or
 - Failure to progress academically or academic failure.
- E. Student names are submitted to the Chairperson of the SPG/ASP and placed on the agenda for the next regularly scheduled meeting. If the matter is urgent, a special meeting of the Committee is called. Prior to the meeting, the Committee is provided with any written records, academic records, advisor input, attendance records, etc. prior to meeting with the student. These records are 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 Chairperson 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 is distinct from that for appeal hearings set forth in Section 9.9 F. Appeals to the Dean's decision may be taken to the President within seven days of notification of a decision by the Dean. Students in the Master of Medical Science, Post Baccalaureate Program, Pharmacy Enrichment Program or RN to Pharm.D. Bridge program may not take appeals to the President.

9.7. ADJUDICATION OF HONOR CODE VIOLATIONS

In matters involving the allegations of student Honor Code violations, the SPG/ASP Committee will be the Committee of review. The Committee will review each report as an independent case and, where

applicable, will utilize the “Code of Student Conduct and Professionalism” 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 that is pertinent to the investigation. The student who has been accused of an Honor Code violation and a representative (non-attorney) from the institution who is involved in the matter have the right to appear before the Committee.

Upon concluding its investigation, the Committee shall make a finding as to whether a violation has occurred, or whether the investigation is inconclusive. If it is decided that a violation has occurred, a sanction shall be formulated. Examples of possible sanctions are described below in Section 9.8.1. At that time, the student against whom the sanction has been made will be informed, in writing, as to the findings and sanctions, as well as the established procedural process. If the student disagrees with the decision of the Committee, they will retain rights through the subsequent procedures as described herein and in Section 9.9.1 [Enrollment Status During Appeal](#).

The student, or any involved faculty or staff member who does not agree with the finding and/or sanction of the Committee, may have the decision reviewed. The desire to appeal must be made in writing to the appropriate Dean within three (3) working days of the Committee’s decision.

Should the student and the other party agree to the findings and sanction(s) formulated by the Committee, then the sanction shall be final and implemented accordingly, and rights are thereby waived. The decision must be signed by the student and the administration. Appeals may be taken from the decision of the appropriate Dean to the President within seven (7) working days of the notification of the dean’s decision. The decision of the President shall be final. The President will only hear arguments and evidence presented below.

The standard of proof to be used for all alleged violations of the Student Code (Honor Code and Non-Honor Code) is preponderance of the evidence. **If it is found that it is more likely than not that the student violated the Code, a finding of an infraction will be made.**

All Committee members shall keep any matter brought before them in absolute confidence. Individuals with official access to this confidential information are limited to the Committee members and individuals with official reasons to have knowledge of the case. In accordance with the Family Educational Rights and Privacy Act (FERPA), the individual against whom an allegation is made shall have access to their records. Anyone found to have violated this confidentiality provision shall be subject to discipline through established disciplinary procedures.

To the extent possible, the identity of individuals who report violations or make statements to the Committee will be protected and kept confidential. This confidentiality applies to students, faculty, and staff alike. These individuals must realize, however, that they may have to appear before another member of the LECOM Administration if the matter is not resolved at the Committee level.

9.7.1. Functioning of the Student Code

Infractions of the student code for which students are subject to discipline are normally categorized depending on whether they are Honor Code offenses. Student Honor Code infractions consist of actions of dishonesty, cheating, plagiarizing, stealing, or lying to any College official. Examples of these types of infractions are listed in Examples of Honor Code Infractions. Non-Honor Code infractions represent actions of misconduct which do not result in or contribute to violations of the Honor Code infractions. Examples of these types of infractions are provided.

9.7.2. Examples of Honor Code Infractions

- A. Cheating on academic work, for example:
- Copying, giving the appearance of copying, or attempting to copy, from another student's test or other academic work;
 - Using, during a test, material not authorized by the person giving the test;
 - Collaborating, without authority, with another person during an examination or in preparing academic work offered for credit;
 - Knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or in part, the contents of an un-administered test;
 - Substituting for another student, or permitting another student to substitute for oneself, to take a test;
 - Obtaining an un-administered test or information about an un-administered test;
 - Obtaining an administered secure examination, which has been designated for viewing only;
 - Failure to abide by the rules of administration of all external examinations including but not limited to, subject examinations or NBOME examinations;
 - Misrepresentations in connection with the taking of standardized examinations or on other material matters; or
 - Using another person's password or identity in any LECOM related matters
 - Obtaining a non-administered test or information or security code for a test for purposes of accessing the exam from an unapproved location.
 - Use of Artificial Intelligence (AI) during examinations, quizzes, or other forms of assessment, including standardized assessments unless expressly permitted by course policies.
- B. Plagiarism or the appropriation of an author's work and the unacknowledged incorporation of that work in one's own written work offered for credit or for publication;
- C. Forgery, alteration, destruction, or misuse of LECOM documents, medical records, prescriptions, or physician's excuses;
- D. Dishonesty concerning academic and non-academic issues, such as dishonesty regarding insurance coverage or otherwise knowingly furnishing false information to a LECOM official;
- E. Attempted or actual theft of property of LECOM or of a member of the LECOM community or of a campus visitor;
- F. Tampering with the election of any LECOM recognized student organization;
- G. Theft, unauthorized access or other abuse of computer/IT systems;
- H. Unauthorized possession, duplication or use of keys to any LECOM premises, or unauthorized entry, or use of LECOM premises;
- I. Any violation of HIPAA, including placing HIPAA protected information on personal electronic devices or transmitting such information to home e-mail addresses;
- J. Failing to report any alcohol or drug related arrest or citation; or any other arrests/ citations for violation of federal, state or local laws (not including minor traffic offences) within five business

days of the occurrence;

- K. Being enrolled in a school other than LECOM;
- L. Failure to abide by the conditions of a signed contract with PHP, CPH or PRN, or any other sanctions/requirements imposed by the SPG/ASP; or
- M. Conspiring, planning, or attempting to achieve any of the above acts.

9.7.3. Examples of Non-Honor Code Infractions

- A. Nonprofessional behavior during class, laboratory, clinical rotation, online learning environment, etc., including, but not limited to the following:
 - Non sex-based harassment and hazing;
 - Inappropriate dress or appearance;
 - Not appearing for patient appointments;
 - Being intoxicated;
 - Illegal use, possession or sale of any quantity, whether usable or not, of any narcotic drug or controlled substance or being under the influence of any said narcotic, drug or controlled substance;
 - Violation of any course director's class rules;
 - Wearing headphones or earphones in class; or
 - Use of profane or threatening language.
- B. Violation of LECOM policies or regulations, which have been published and are readily available to the students.
- C. Fighting, horseplay, pranks, or other forms of disorderly conduct on LECOM-owned or controlled property and at LECOM-sponsored or supervised functions.
- D. Obstruction, interruption, or disruption of teaching whether in the classroom, laboratories, or in clinics on- and off-campus or in designated outside teaching institutions and research facilities, as well as obstruction or disruption of administration, disciplinary procedures, or other LECOM activities, including public service functions or other authorized activities on or off LECOM premises.
- E. Use, possession, or carrying in any manner or conveyance of firearms, hand billies, dirk knives, or other dangerous cutting instruments, explosives, or any other weapons on LECOM owned or controlled property, at LECOM-sponsored or supervised activities, at Seton Hill University or at Elmira College.
- F. Illegal use, possession, sale, manufacture, distribution or effective control of chemical precursors, controlled substances, controlled substance analogues, dangerous or illegal drugs; misuse, possession or effective control with intent to misuse a legal drug or other substance which when not used in accordance with legal intent could cause harm to the user; possession of a drug or being a party to any of the above, whether on or off campus; or any violation of federal, state or local laws relating to drugs or alcohol. The student found in violation of this section shall receive a minimum sanction of suspension for one semester; in addition to the remainder of the semester in which the violation was discovered. Additional or more severe sanctions may be assigned based upon the specific facts of the case.

- G. Use, possession, or distribution of alcoholic beverages except as expressly permitted by law and LECOM regulations, or public intoxication.
- H. Conduct, which is disorderly, obscene, or indecent; breach of peace; or aiding, abetting, or procuring another to breach the peace on LECOM premises or at functions sponsored by or participated in by LECOM.
- I. An act constituting a violation of federal, state, civil, or criminal laws or city ordinances.
- J. Misconduct relating to official obligations between the student and LECOM or its officials, including but not limited to the following:
 - Issuance of a check without sufficient funds;
 - Failure to fulfill financial obligations to LECOM;
 - Failure to fulfill other legally binding obligation(s) to LECOM; or
 - Failure to comply with the sanction(s) imposed under the Student Code of Conduct or sanctions otherwise imposed by LECOM.
- K. Conduct which adversely affects the LECOM Community.
- L. Conduct unbecoming of a professional student.
- M. Conspiring, planning, or attempting to achieve any of the above acts.

9.8. PENALTIES

Interim Disciplinary Action

The Office of Student Affairs, a member of LECOM administration, or the Office of the Dean/Associate/Assistant Dean may take immediate interim disciplinary action. Such action may include deactivation of a student's ID badge with restricted access to LECOM facilities. It may also include suspension, pending a hearing against a student for violation of a rule or regulation of LECOM, when in LECOM's judgment the continuing presence of the student poses a danger to persons or property or an ongoing threat of disrupting the academic process. In such cases, the Office of Student Affairs, the appropriate dean, or the chair of SPG/ASP, will, if possible, meet with the student prior to suspension, discuss the reasons for the interim suspension and allow the student to explain their reasons for not being dismissed or suspended pending a full hearing if such a hearing is requested by the student. In all cases referred to Student Affairs, whether interim action is taken, the student will meet, when possible, with the Office of Student Affairs and discuss the case.

9.8.1. Behavioral Penalties

After a student is charged with an infraction, the matter will be taken up by the SPG/ASP Committee. The SPG/ASP Committee may impose one or more of the following behavioral penalties upon individuals, groups, or organizations. Penalties for violation of institutional policies or rules and regulations may be administered regardless of whether the actions of the student are also civil or criminal violations. Whenever disciplinary actions lead to the student leaving LECOM, grades will be assigned in accordance with the LECOM grading policy.

- A. **Admonition:** This consists of a verbal or written warning. Admonitions will not become a part of the student's longitudinal record and may not be reviewed or appealed by the student. Admonitions and all 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. Conduct probation will be imposed with 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 types of treatment, disciplinary procedures, or in extreme cases, to law enforcement.

Students who are arrested or cited for alcohol or drug related offenses, such as DUI, will be suspended pending a psychological/psychiatric evaluation and drug/alcohol testing and must be cleared by a treating healthcare professional to return to class. Failure to report such arrests/citations to school officials will result in disciplinary action by SPG/ASP.

9.9. STUDENT DISCIPLINARY PROCEDURES

A. Authority for Initiation of Disciplinary Action

Under the direction of the President, the Dean the College/School, the Associate/Assistant Deans, the Directors of Student Affairs, Pathway Directors, Course/System/ Directors, and/or other staff members, or certain committees to whom this responsibility has been delegated, have the authority to administer disciplinary procedures.

Disciplinary action may originate from Student Affairs, the appropriate dean, or a faculty member as an initial matter. Exceptions would be those cases which by their nature, or because of state statute, require initial action by another individual, department, or committee, such as:

- **Code violations:** Honor Code and Non-Honor Code violations shall first be considered by the SPG/ASP Committee in accordance with the procedures stated in the Academic Catalog and Student Handbook. Should either party appeal the decision of the SPG/ASP Committee, the appeal should follow the established procedures stated herein.
- **Financial Matters:** In matters involving a violation of a financial obligation to LECOM, including issuance of a check without sufficient funds, the department in which the funds are owed may assign penalties such as late fees, service charges, fines, loss of money-related privileges, being 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 the failure of the student to meet financial obligations within time limits set by the state statutes, the appropriate department may recommend the student's withdrawal from LECOM. Financial withdrawal is not a disciplinary measure but may require nullification of the institution/student relationship in the event of unpaid financial obligations. The student's withdrawal will be processed by the appropriate dean after LECOM has complied with the state statutory requirements for notification. After the debt has been paid and all administrative procedures have been met, the student may request, within a set time, reinstatement, or re-enrollment.

B. Disciplinary Procedures for an Initial Hearing

The following disciplinary procedures will be used for initial hearings with the Office of Student Affairs, the appropriate dean or faculty member (the hearing officer):

- When a report alleging misconduct is received, the student may be summoned by the hearing officer. Failure to report after two notices may result in immediate referral to SPG/ASP.
- After preliminary investigation of alleged misconduct by the hearing officer, the student will be read the charges, and the procedures will be explained. The student will be given copies of the Code of Student Conduct, and disciplinary procedures and the charges. The student may also be informed of the names of any witnesses and a summary of their testimony. The student will be given an opportunity to present their case.
- The hearing officer shall then determine if disciplinary action is necessary and, if so, shall recommend appropriate misconduct penalties including admonition, or a period of conduct probation, to the appropriate Dean or to SPG/ASP. The hearing officer may also choose to refer the matter to the SPG/ASP Committee. The student may not appeal the sanction admonition. With any greater sanction, the student can either accept the recommended penalties, or request that the matter be reviewed by the SPG/ASP Committee. If the student accepts the recommended penalty, it becomes final. The student must sign a statement indicating understanding of the penalty and shall automatically waive all further rights to procedure for disciplinary review. If the student chooses to have the matter heard by the SPG/ASP, the hearing officer shall forward all materials to the SPG/ASP chairperson.

C. Procedure for Review by the SPG Committee

When any initial hearing is referred to SPG/ASP, either at the request of the student or the hearing

officer, the SPG/ASP chairperson has the authority to vary time limits for any request for review by the Committee when it is in the best interest of the student or LECOM to do so.

If the student seeks review, the student must, within three (3) working days from the date on which they were notified that disciplinary action was recommended against them, complete and submit to the chairperson of the SPG/ASP Committee a written request for a review specifically setting forth the following:

- Student name, address, and telephone number;
- Description, date(s) and place(s) of alleged act(s);
- Date discipline was recommended;
- The recommended disciplinary penalty;
- Date of the initial hearing;
- Circumstances which merit review; and
- Signature and date.

D. Authority of the SPG/ASP Committees

1. The Committee will have authority to summon witnesses. Refusal to obey the summons may subject the student to disciplinary action.
2. The Committee will have the authority to review disciplinary matters which have been properly brought before the Committee. Upon completion of its hearing, the Committee will have the authority to issue, modify, reject, or uphold the disciplinary penalties, if appropriate.
3. All members of the Committee will be cautioned to respect the confidentiality of the Committee's entire function and instructed not to discuss the case with anyone other than authorized persons.
4. An Institutional Representative may be named by the Provost to present the case for LECOM.

E. Duties of the Chair of the Committee shall include:

1. As soon as practical after the receipt of a request for hearing, request the complainant or the member of administration directly involved in the matter to submit a written statement of their 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 ensure compliance with appropriate procedures to assure due process. Hearing procedures may be modified by the Chair or the Dean if in their judgment such deviation is necessary to effect justice; and
6. Send a written statement to the student and the appropriate dean within a reasonable time -

normally five (5) working days after the completion of the hearing - stating any decision or recommendation of the Committee and disciplinary penalties, if any.

F. Procedure for Further Appeals

Appeals to a Dean -- Within three (3) working days after the decision has been received, either or both parties may give notice of appeal to the appropriate dean. The decision will be reviewed upon the basis of the written transcript/minutes of the hearing and/or documents filed and produced at the hearing and/or any witnesses the dean wishes to call. The dean may request both parties to submit oral or written arguments to support their positions. For the appeal to be considered, all the necessary documentation to be filed by the appealing party, including written arguments when appropriate must be filed with the dean within seven (7) working days after notice of appeal is given. The dean may approve, reject, or modify the decision in question or may require that the original hearing be re-opened for the presentation of additional evidence and reconsideration of the decision.

Appeals to the President -- Either or both parties may then give written notice of appeal to the President within seven (7) working days after the decision has been rendered by the dean and received by the party seeking appeal. The President shall decide solely on the record as it exists and/or, at the President's sole discretion, individuals may be summoned to give oral or written statements. The President may approve, reject, or modify the decision of the dean or may send the case back to the Committee for further consideration. All decisions by the President concerning the matters of student disciplinary appeal are final.

9.9.1. Enrollment Status During Appeal

Any student dismissed from LECOM, who has filed an official appeal of this decision with the Office of the President will be permitted to remain in classes and/or clinical clerkship rotations during the period of appeal until or unless one or more of the following circumstances is determined by the Dean of the College/School to exist:

- The appeal has not been made according to officially recognized procedures for appealing a dismissal decision;
- The presence of the student in classes or clinical rotation constitutes a disruptive influence to the educational process or to patient care activities; or
- The presence of the student is potentially harmful to faculty, staff, other students, or patients or would affect adversely the delivery of patient care.

Academic work including examinations or other evaluations will not be scored or graded during any period of enrollment while under appeal of a dismissal action. The Office of the Registrar will hold all grade reports and transcripts during the appeal process pending resolution of the appeal.

9.10. 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 Professionalism, should first seek a solution through the following administrative channels, entering at the appropriate level and proceeding in the order stated: Director of Student Affairs, Course Instructor or Preceptor or Course Coordinator or Systems Coordinator or DME, Associate/Assistant Deans, and the SPG Committee. The student seeking to resolve a problem or complaint must initiate such action in writing within seven (7) working days from the occurrence of the matter in question. Review of a student problem or complaint at each of the applicable administrative steps will be carried out as expeditiously as possible. In general, an appeal at a given administrative step should take no more than

seven (7) working days.

If a party to the dispute is not satisfied with the decision given, an appeal to the next administrative step may be made. Continuation of the appeal must be made, in writing, within three (3) working days of the decision given. In like manner, the appeal may continue to the Dean of Academic Affairs. The decision made by the Dean of Academic Affairs is final. They shall notify the student of their decision in writing. It is expected that documentation will be kept at each step of the appeals process to ensure that appropriate procedures have been followed.

9.11. PROTOCOL FOR INPUT ON MATTERS OF STUDENT CONCERN

LECOM defines a complaint as a written, signed, and dated letter which is related to tuition and fee policies, accreditation standards, incidents of discrimination, and Institutional policies / procedures of or applicable to a LECOM college or school or to the LECOM organization.

A written, signed, and dated complaint must contain the following information so that a full, fair, and unbiased investigation may be completed in a timely manner:

- Complaining party's name, address and telephone number;
- Name of the LECOM college, school, program, department, or individual about which you are complaining;
- Short description of what your complaint concerns;
- When the event/incident occurred;
- How and why you believe LECOM acted improperly or incorrectly; and
- Any other information you feel is helpful in addressing your complaint.

In addition, attach any document(s) relating to the complaint. If the submission is electronic kindly send as attached files.

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.

LECOM recognizes the seriousness of filing a complaint with the institution; therefore, in such cases, all documents concerning the complaint will be maintained in a confidential file in the Provost's office unless official action is required by the institution. Confidential information is information received during the complaint that is not otherwise public and/or is not authorized to be made public. This process is designed to promote public confidence and to uphold integrity.

Procedure when a complaint is received:

- A. To receive formal consideration, all complaints must be signed, dated, and submitted in writing. The complaint should describe the reasonable efforts that were made to resolve the complaint informally or alternatively should describe why such efforts would be unavailing.
- B. Following receipt, complaints are transmitted within five (5) working days to the Provost, for consideration.

- C. Following consultation by the Provost with relevant individuals, as needed, the Provost will determine whether the complaint relates to tuition and fee policies, accreditation standards, discrimination, or Institutional policies. Upon receipt of a complaint regarding accreditation standards a letter with the accreditor's address will be sent to the complainant, reminding them of their ability to write directly to the accrediting agency.
- If the complaint does not relate to tuition and fee policies, accreditation standards, discrimination or to established Institutional policies, the person initiating the complaint shall be notified accordingly within twenty (20) working days following receipt of the complaint by LECOM and the matter shall be closed.
 - If the complaint does relate to the tuition and fee policies, accreditation standards, discrimination, or to established Institutional policies, the Provost shall acknowledge receipt of the complaint within twenty (20) working days and share with the complaining party a description of the process and policies which pertain to handling such complaints, as detailed below.
 - The Provost shall notify the Dean of the complainant's program, or other responsible administrator, as applicable, of the substance of the complaint and shall request a preliminary investigation and report on the findings within thirty (30) days of the Provost's request.
 - The Provost may request further information or material relative to the complaint from the complaining party, the Institution, or other relevant sources.
 - Requests for confidentiality shall be respected to the extent that identifying information is not necessary for the resolution of the complaint.
- D. On receipt of the responses referenced above, the Provost shall consider the complaint and all relevant information obtained in the course of investigation and shall formulate an appropriate action according to the following guidelines:
- If the complaint is determined to be unsubstantiated or unrelated to the tuition and fee policies, established accreditation standards, discrimination, or Institutional policies, the complaining party, and the officials of the program in question will be so notified within ten (10) days of the completion of the investigation.
 - If the investigation reveals the program may not be or may not have been in substantial compliance with the tuition and fee policies, accreditation standards, discrimination, or established Institutional policies, one of two approaches shall be taken:
 - The program may submit a report and documentation within thirty (30) days following the investigation demonstrating the manner the substantiated complaint has been corrected. Should the Provost be satisfied with the response, the program and the party filing the complaint should be notified of the Provost's satisfaction with the resolution of the matter.
 - Should the Provost deem the program's response to the complaint inadequate and lacking in evidence of the program's continuing substantial compliance with the Standards, adherence to accreditation policies, nondiscrimination policies, and/or Institutional policies, the Provost may request additional documentation that appropriately satisfies the

compliance of the program with the Standards or adherence to accreditation policies, nondiscrimination policies and/or Institutional policies. The program and the party filing the complaint should be notified when the program has satisfactorily resolved the matter.

9.12. LEGAL LIMITATIONS ON THE PRACTICE OF MEDICINE, PHARMACY, DENTISTRY, AND PODIATRIC MEDICINE

It is a violation of law and contrary to the policy of LECOM for an unlicensed person to attempt to engage in the professional practice of health care. Students are cautioned to engage in clinical activities with patients only (1) during assigned clinical educational activities at LECOM-affiliated sites or approved elective rotation sites, and (2) during LECOM-approved health fairs, and the like, with appropriate supervision.

Students who engage in unofficial voluntary clinical experiences outside of the curriculum (i.e., like those offered by some hospitals to students between the first- and second-year school or missions' trips) are cautioned that LECOM's liability insurance does not cover those activities.

9.13. LECOM FACILITIES POLICIES

9.13.1. Photography, Videotaping, and Audio Recording

Photography, videography, and audio recording are prohibited on all LECOM properties without permission of the institution and consent of all involved subjects (i.e., the individuals being recorded or photographed). All individuals in a photograph, videotape, or recording must sign the LECOM Consent to Photograph, Videography, and Audio Recording Form (Appendix C) and provide the form to the photographer or videographer prior to taping or recording. The Office of Communications and Marketing handles requests and approvals related to permission for photography and videography, as well as maintaining the records of signed consent.

To maintain the quality and consistency of the image of LECOM, the following guidelines must be followed for all photography, videography, and audiotaped activities:

- Photographs and videos taken by LECOM staff or by professionals hired by LECOM must be done in accordance with the professional standards of LECOM, including the LECOM dress code (Section 9.4).
- Photographs, videos, and audio recordings should project a positive portrayal of students, faculty, administrators, and others.
- Before appearing in photographs or videos, subjects should be asked to remove visible name badges, lanyards or identifying information. As necessary, subjects should also be requested to adjust clothing and undergarments to avoid visual distraction.
- Photographs and videos from social events may not show administrators, faculty, staff, students, or others eating, smoking, or holding or consuming alcoholic beverages.
- For photographs, if individuals are engaged in activities involving movement, all activity should be paused for the photo opportunity and individuals should be positioned so that faces are visible in the photograph.
- For photographs, all subjects should be positioned in front of a neutral or attractive background and distracting background objects, such as plants, signs, lamps, etc., should be removed or adjusted.

- Photographs should be taken approximately six to 10 feet away from the subject with the zoom set between 50-105 mm.

LECOM Communications and Marketing offers consultative guidance for photography shoots, video projects, and archived images. Communications and Marketing also serves as a resource for recommendations of photographers and videographers for media-related projects and special events.

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

9.13.2. Recording of Lectures

Any recording of lectures or verbatim or near-verbatim transcribing of lectures is strictly at the discretion of the respective faculty, including both regular and visiting faculty. Prior approval of the faculty must be granted, and the privilege may be withdrawn at any time. In no way, are faculty expected by or pressured from the LECOM administration to be recorded or transcribed.

Recorded lectures provided by LECOM are for the sole use of students and may not be shared with others, posted to online sources/sites, or distributed/reproduced in any manner. Whether recorded by LECOM or by a student (upon approval by faculty), the recording of a lecture or content contained therein may not be used for any purpose other than for a student's education at LECOM.

9.13.3. Food and Beverage Directives

Food and beverages, including chewing gum, are not permitted in lecture halls, laboratories, classrooms, break-out rooms, study rooms, or the Learning Resources Centers at any time.

Any student found with food or drinks in a prohibited area will be identified, asked to remove the offending item, and referred to SPG/ASP committee for a professionalism violation.

The student lounge areas and outdoor areas may be used for eating and drinking. Appropriate trash receptacles are located throughout all campuses.

9.13.4. Recycling

LECOM supports environmental awareness by encouraging recycling and waste management in its business practices and operating procedures. This support includes a commitment to the purchase, use, and disposal of products and materials in a manner that will best utilize natural resources and minimize any negative impact on the earth's environment.

The simple act of placing a piece of paper, can, or bottle in a recycling container is the first step in reducing demand for 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 helps 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.

10. APPENDICES

APPENDIX A - EMERGENCY NUMBERS

In Emergencies Dial 9-1-1

LECOM and Campus 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

LECOM Security Bradenton Campus, College of Medicine and School of Pharmacy
(941) 782-5908

LECOM Security Bradenton Campus, School of Dental Medicine
(941) 405-1520

Elmira College Campus Safety
Office: (607) 735-1777

Community Police Non-Emergencies

Erie, PA
Erie, Pennsylvania Police (Non-Emergency)
(814) 870-1125

Millcreek, Pennsylvania Police (Non-Emergency)
(814) 833-7777

Pennsylvania State Police
(814) 898-1641

Greensburg, PA
Greensburg Police Department
(724) 834-3800

Elmira, NY
Elmira College Campus Safety
Dial x1777 from Elmira College phones
Dial (607) 735-1777 from non-Elmira College phones

Elmira Police Department
(607) 735-8600

Chemung County Sheriff
(607) 737-2987, ext. 104

Bradenton, FL
Manatee County Sheriff's Office (Non-Emergency)
(941) 747-3011

Sarasota County Sheriff's Office
(941) 316-1201 (non-emergency number)

Florida Highway Patrol
(941) 741-4800

DeFuniak Springs, Florida
Walton County Sheriff
(850) 892-8111

DeFuniak Springs Police Department
(850) 892-8513

State Police
Pennsylvania State Police
(724) 832-3288

New York State Police (Horseheads Barracks)
607-739-8797

Crime Victim and Other Counseling Services

Erie, PA Resources

Crime Victim Center of Erie County
24 hour hotline: (814) 455-9414

Safe Harbor Mental Health
24 hour Crisis Center: (814) 456-2014
Outpatient Clinic: (814) 459-9300

Safe Net Erie (domestic violence)
24 hour crisis hotline: (814) 454-8161

Millcreek Community Hospital
(814) 868-4031 (Ask for Behavioral Health)

Stairways Behavioral Health
(888) 453-5806

Physicians Health Program (PHP
Pennsylvania)
(866) 747-2255 or (717) 558-7819

Greensburg, PA Resources

Rape Crisis Center
(Pittsburgh Action against Rape)
24-hour helpline: (866) 363-7273
(412) 431-5665

Westmoreland Mental Health Crisis
Intervention Hotline
24-hour hotline: (800) 836-6010

Center for Victims of Violence and Crime
24-hour hotline: (866) 644-2882

National Suicide Prevention Lifeline
(800) 273-8255

Bradenton, FL Resources

Bradenton - Hope Family Services, Inc.
(941) 747-7790

Rape Crisis Hotline - Bradenton
(941) 708-6059

Safe Place and Rape Crisis Center - Sarasota
24-hour hotline: (941) 365-1976

Centerstone Crisis Center
(941) 782-4600

Bayside Center for Behavioral Health
Sarasota Memorial Hospital
24-hour clinical assessment: (941) 917-7760

Coastal Behavioral Health, Sarasota
24-hour Crisis Stabilization Unit: (941) 364-9355
Assessments: (941) 552-1950

Elmira, NY Resources

Family Services of Chemung County
(607) 737-5369

Crisis Line (24/7 availability)
607-442-6900

New York State Domestic Violence Hotline
(800) 942-6906

Sexual Assault Resource Center
(888) 810-0093

Veterans Crisis Line
(800) 273-8255 and press

APPENDIX B - SOCIAL NETWORKING POLICY

Introduction

Social networking is becoming increasingly popular in businesses and with the general public and is a useful tool for the communications and marketing department. While social networking can be useful, if improperly used, it can result in a variety of adverse consequences, such as disclosure of sensitive or confidential information, copyright violations, and potential damage to the school's reputation.

Definition of Social Networking

As used in this policy, "social networking" means communicating with others over the Internet for social purposes. Typically, this interaction occurs on sites such as Facebook, Twitter, Instagram, LinkedIn, YouTube, or blogs, but can also occur on "media sites" that are offered by television networks, newspapers, and magazines.

Application of Policy

This policy applies to all types of social networking activity (a) using the College's computers, mobile devices, or other technology, and (b) using personal devices when linked to the LECOM's systems. Nevertheless, when engaged in social networking on personal devices that are not linked to the College's systems, students, faculty, and staff should use this policy as a guide. Use of LECOM's IT systems for social networking must comply with LECOM's IT policy. Use of the handheld devices may be prohibited in some circumstances. In all cases, LECOM-issued technology must be used in accordance with all applicable rules.

Use of LECOM's Time

Faculty and staff employees who have been approved to manage blogs or participate in social networking sites on LECOM's IT systems for work-related reasons should confirm approval of the site(s) by the Provost. Those faculty and staff members may access the approved site(s) as necessary for the performance of their duties. Personal use of the College's IT systems to access social networking sites is permitted, but should be limited, not interfere with or impact normal business operations, comply with all College policies, not compromise the security or reputation of LECOM, not burden the College with unreasonable incremental costs, and comply with all other provisions of this policy.

Social Networking Site Terms of Use

Anyone participating in a social network for any reason is responsible for reading, understanding, and complying with the site's terms of use. Any concerns about the terms of use for a site should be reported to the IT Director.

Contact Information

Many networking sites permit users to search for or import contact information from the user's contact list. Due to confidentiality and privacy concerns, users are prohibited from importing or uploading any of LECOM's contacts to any networking sites where the information may be used beyond name recognition software purposes.

Content of Posting

Some social networking sites may provide an appropriate forum to keep current on matters of interest, to make professional connections, and to locate links to other pertinent sources. Users must be careful, however, that their online postings do not adversely impact or create problems for LECOM or its audience. *Users are personally responsible for all content they post on social networking sites.*

Remember that it is difficult to delete content once posted to a site, so be cautious when writing any posting. If a user has a question about the propriety of any posting, they should consult the Provost.

Users must follow these guidelines for all postings:

1. Post only content that you would be comfortable with your colleagues, LECOM's audience, and the general public reading, hearing, or seeing.
2. Do not post anything that would potentially embarrass you or LECOM, or call into question your or LECOM's reputation, including photographs or other images.
3. Do not discuss LECOM's business, unless the Provost authorizes you to do so.
4. Do not leak confidential information.
5. Be careful to identify all copyrighted or borrowed material with appropriate citations, links, or permissions.
6. Obtain approval from LECOM's legal counsel before responding to an inaccurate, accusatory, or negative comment about LECOM's employees, students, its broadcasts, its guests, or an inquiry about any other legal matter.
7. Unless previously authorized by the Provost, do not use LECOM's logo or suggest you are writing on behalf of LECOM.
8. Don't use LECOM's network or email lists to influence polls, rankings, or web traffic.
9. Show good judgment when "friending" someone within a social network.
10. Monitor your site regularly and promptly remove any inappropriate content.
11. Obey the law. Refrain from posting any information or conducting any online activity that may violate applicable local, state, or federal laws and regulations.

Violations of This Policy

Due to the importance of this policy, LECOM cannot tolerate violations. All students and LECOM personnel, including managers and staff, are subject to sanctions for violations of this policy.

Consequences may include such measures as immediate termination of employment, or any other action deemed appropriate by LECOM under the circumstances.

APPENDIX C - CONSENT TO PHOTOGRAPH



Lake Erie College of Osteopathic Medicine Consent to Photograph

Print Name: _____

I permit the Lake Erie College of Osteopathic Medicine, aka LECOM, to use photographs and/or video taken of me. I understand that these photographs and/or video will be used for the promotion of LECOM. I release LECOM from all liability for the taking and use of the photographs and/or video.

Signature

Date

Witness Signature

Date

Parent must sign for consent for minor under age 18.

APPENDIX D - STUDENT SIGNATURE PAGE FOR TRAVEL REQUESTS

Student Signature Page for Travel Requests

I, _____, have submitted this completed informational sheet to my Dean, _____, Program Director and System Coordinator (if applicable) on _____, and to my SGA President, _____, on _____ for submission to Administration, and have retained a copy for my files.

I understand that I must meet the specified 60-day deadline for submission of the request form in order to be considered for housing. I also understand that housing is a privilege and is not always provided for students traveling to conferences.

I understand that males and females will be housed separately; No exceptions unless married.

I understand that specific rooming assignment requests will not be honored.

I understand that once housing arrangements are made, no room changing will be permitted.

I understand that if I am unhappy with my rooming assignment, I am free to make my own hotel reservation, at my expense.

I understand that if I am NOT requesting travel accommodations, I am still responsible for notifying administration 60 days in advance of my intentions to attend said meeting and completing an excused absence form.

I understand that, should any problem(s) arise during the conference, I will contact the Director of Student Affairs or the specific Associate/Assistant Dean of my program, for assistance.

Signed,

Signature

Date

Please Print:

Name

Contact Phone Number: ()

APPENDIX E - REQUEST FOR LEAVE OF ABSENCE FORM

LECOM REQUEST FOR LEAVE OF ABSENCE FORM

Part A, to be completed by student (please print)

Student's Name _____
Last First Middle Initial

E-Mail _____ Phone Number _____

Current Address _____

LECOM Program _____

Beginning Date of Leave Requested _____ Expected Date of Return _____

Reason Leave Requested (check one):

_____ Medical Leave

_____ Family Leave (i.e. family member health issue, death, etc.)

_____ Other Personal Leave (specify) _____

A leave of absence will not be approved for the purpose of avoiding the consequences of academic failure. A letter must be attached to this form explaining the reason for the request. Additionally, documentation appropriate to the reason must also be attached (for example, for a medical reason a letter, including a diagnosis, from the attending physician). Failure to provide the documentation will result in the denial of the request.

Part B, to be completed by LECOM Financial Aid Department

Student has received the required pre-leave of absence financial aid counseling and a Leave of Absence Form for Financial Aid has been completed.

Financial Aid Counselor's Signature _____ Date _____

Part C, Student Certification and Signature

I certify that I have read and understand the information on this form. It has been explained and I understand the effects that taking a leave of absence will have on my financial aid. Furthermore, I certify that the reason for the requested leave of absence is because of the reason indicated on this form and that all of the information on this form and the accompanying documentation is true and correct.

Student's Signature _____ Date _____

Part D, to be completed by the appropriate Dean (provide this completed Request for Leave of Absence form, the completed Leave of Absence Form for Financial Aid, letter explaining the reason for the request, and documentation to the appropriate Dean after Parts A, B, and C have been completed)

The request for leave of absence has been reviewed and has been

_____ Denied

_____ Approved to begin on _____ and end no later than _____

Dean's Signature _____ Date _____

APPENDIX F - LEAVE OF ABSENCE FORM FOR FINANCIAL AID

LEAVE OF ABSENCE FORM for FINANCIAL AID

This form is for financial aid purposes only and does not represent an approved leave of absence for academic purposes. The purpose of this form is to certify that you are aware of the financial aid implications of a leave of absence.

I, _____, understand that the following applies if I am on a Leave of Absence from the Lake Erie College of Osteopathic Medicine (LECOM) for the dates listed below:

1. While I am on an approved leave of absence, my enrollment status will be reported to my lenders as Leave of Absence.
2. If I am notified by my lender(s) that my loans are in repayment, I will need to contact my lender(s) and request a **hardship forbearance or economic hardship deferment**.
3. While I am on an approved leave of absence, I am not eligible for any additional federal student financial aid and private education loans.
4. Upon my return from leave of absence, any subsequent financial aid disbursements may be delayed until I again meet the standards for satisfactory academic progress towards the completion of my degree.
5. If I do not return from the leave of absence, my loans will go into repayment based on the start date of the leave of absence. This could result in the depletion of some or all of my grace period of my student loan(s).
6. The leave of absence and any additional leaves of absence must not exceed a total of 180 days in any 12-month period pursuant to federal regulations.

Beginning Date of Leave of Absence: _____

Expected Date of Return: _____

Reason for request for Leave of Absence: _____

Student's Signature

Date

Reviewed By: _____

APPENDIX G - STUDENT CHANGE OF STATUS FORM

Student ID# _____

Last Name _____ First Name _____ MI _____

Local Address:

Street City State Zip

Forwarding Address:

Street City State Zip

Cell Phone Number: _____ Other Phone Number: _____

Personal Email: _____

TYPE OF CHANGE *(Check One)*

<input type="checkbox"/> Withdrawal	<input type="checkbox"/> Dismissal-no appeal	<input type="checkbox"/> Remediation
<input type="checkbox"/> Suspension <180days	<input type="checkbox"/> Dismissal with appeal	<input type="checkbox"/> Off Schedule
<input type="checkbox"/> Suspension ≥180days	<input type="checkbox"/> M/TS/R	
<input type="checkbox"/> Change of Program/Location	<input type="checkbox"/> Dismissal to repeat the current year	
<input type="checkbox"/> Leave Of Absence (LOA) - Personal	Months Starting: _____	Ending _____
<input type="checkbox"/> Leave of Absence - Medical	Months Starting: _____	Ending _____

PROGRAM OF STUDY: *(Check One)*

<input type="checkbox"/> College of Medicine	<input type="checkbox"/> MS Biomedical Sciences
<input type="checkbox"/> School of Pharmacy	<input type="checkbox"/> MS Medical Education
<input type="checkbox"/> School of Dental Medicine	<input type="checkbox"/> MSN Clinical Nurse Leader
<input type="checkbox"/> School of Podiatric Medicine	<input type="checkbox"/> MS in BioMedical Ethics
<input type="checkbox"/> Master in Health Services Admin.	<input type="checkbox"/> MS of Medical Sciences (MMS)
<input type="checkbox"/> Masters in Public Health	<input type="checkbox"/> MS in Medical Cannabinoid Therapeutics
<input type="checkbox"/> Pharmacy PB/RN-PharmD	<input type="checkbox"/> Doctor of Healthcare Admin.
<input type="checkbox"/> Ph.D. in Microbiology	<input type="checkbox"/> Ph.D. in Anatomy Education
<input type="checkbox"/> Ph.D in Pharmacy Education	<input type="checkbox"/> Ph.D in Medical Education
	<input type="checkbox"/> Other: _____

LOCATION: *(Check One)* ☐ Erie ☐ Bradenton ☐ LECOM at Seton Hill ☐ LECOM at Elmira

PATHWAY: (If applicable) _____

Last Date of Attendance: _____

Reason for Change: _____

Student Signature: _____ **Date:** _____

Pathway Director/Dean Signature: _____ **Date:** _____

College/School Dean Signature: _____ **Date:** _____

APPEALS RECORD (*if change result of adjudication*)

NOTES:

Student Did Not Appeal ☐

Appeal to Dean Date Appeal submitted: _____

 Date of Decision: _____

 Date student notified of appeal decision: _____

Appeal to President Date Appeal submitted: _____

 Date of Decision: _____

 Date student notified of appeal decision: _____

FOR INTERNAL USE ONLY

PLEASE RETURN TO THE STUDENT AFFAIRS OFFICE FOR ROUTING/ NOTIFICATION

	Distribution List		Date of Notification
Admissions Office	Appropriate Admissions Coordinator:		
Advisor	Appropriate Academic Advisor:		
Behavioral Health	Richard Hahn, Psy.D.	rhahn@lecom.edu	
	Marvin Hendon, Ph.D.	mhendon@lecom.edu	
Bookstore	Naz Krol	nirani@lecom.edu	
Bursar	Amy Majczyk	amajczyk@lecom.edu	
Disability Insurance	Beverly Chan	blamourchan@covalagroup.com	
Financial Aid	Financial Aid Office	financialaid@lecom.edu	
Health Insurance	HUB	studenthealth@hubinternational.com	
IT	Jesi Bartlett	jbartlett@lecom.edu	
Learning Resource Center	Dan Welch	dwelch@lecom.edu	
Registrar	Angela Llanos	allanos@lecom.edu	
Security	Kevin Goode Harry Whipple	kgoode@lecom.edu hwhipple@lecom.edu	
DPOTS	Regan Shabloski	rshabloski@lecom.edu	

Notes:

APPENDIX H - NAME OR GENDER DESIGNATION CHANGE REQUEST FORM

Instructions: Please fill out this form in its entirety and submit along with it the required documentation to the Office of the Registrar. If you are unable to bring original documents to the Office of the Registrar to be viewed, you must submit copies with original notary seals. Faxed copies are not accepted. International students' names must appear on college records exactly as they appear on the passport issued by the student's home country.

For those who are in the process of obtaining financial aid, the applicant's name on the FAFSA **must match** the name associated with the applicant's Social Security number. After obtaining a legal name change, the student will need to file Form SS-5 with the Social Security Administration to change the name on their Social Security card if they wish to obtain financial aid.

Name Change: Are you requesting to change your legal name on your official academic records with required documentation attached including diploma)? (Please circle Yes *or* No)

Student ID #: _____

Former Legal Name: _____
Last Name First Name Middle Name

New Legal Name: _____
Last Name First Name Middle Name

In order to change your legal name in your official academic record, the Office of the Registrar requests the following documentation:

- ☐ **Government Issued Document** (Original or notarized copy of passport, driver's license, birth certificate etc.) reflecting new name.
- ☐ **Licensing Body Approval Document** (Original or notarized copy of Licensing Bureau or other appropriate entity in the state where you practice reflecting the name change) (If Applicable)

As well as ONE of the documents listed below:

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

Gender Designation: Are you requesting to change your gender designation on your official academic records with required documentation attached? (Please circle Yes *or* No)

In order to change your gender designation please provide:

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

Fee: Please mail a \$500.00 cashiers or certified check made payable to LECOM

Student Name: _____ Student Signature: _____

Student's ID: _____ Date: _____

APPENDIX I - *OATH OF A PHARMACIST

I promise to devote myself to a lifetime of service to others through the profession of pharmacy. In fulfilling this vow:

I will consider the welfare of humanity and relief of suffering my primary concerns.

I will promote inclusion, embrace diversity, and advocate for justice to advance health equity.

I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for all patients.

I will respect and protect all personal and health information entrusted to me.

I will accept the responsibility to improve my professional knowledge, expertise, and self-awareness.

I will hold myself and my colleagues to the highest principles of our profession's moral, ethical and legal conduct.

I will embrace and advocate changes that improve patient care.

I will utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.

I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public.

* The Oath of a Pharmacist was first developed in 1983 by the AACP Board of Directors and revised in 1994 and 2007 by the joint APhA Academy of Student Pharmacists and the AACP Council of Deans Task Force on Professionalism. In 2021, a joint committee appointed by AACP and APhA led a charge to expand the professional oath to include the necessary elements of equity, inclusion, and diversity.

APPENDIX J - PLEDGE OF PROFESSIONALISM

As a student of pharmacy, I believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior and honor. This development, a vital process in my education, will help ensure that I am true to the professional relationship I establish between society and myself as I become a member of the pharmacy community. Integrity must be an essential part of my everyday life, and I must practice pharmacy with honesty and commitment to service.

To accomplish this goal of professional development, I, as a student of pharmacy, should:

A. **DEVELOP** a sense of loyalty and duty to the profession of pharmacy by being a builder of community, one able and willing to contribute to the well-being of others and one who enthusiastically accepts the responsibility and accountability for membership in the profession.

B. **FOSTER** professional competency through life-long learning. I must strive for high ideals, teamwork and unity within the profession in order to provide optimal patient care.

C. **SUPPORT** my colleagues by actively encouraging personal commitment to the Oath of Maimonides and a Code of Ethics as set forth by the profession.

D. **INCORPORATE** into my life and practice, dedication to excellence. This will require an ongoing reassessment of personal and professional values.

E. **MAINTAIN** the highest ideals and professional attributes to ensure and facilitate the covenantal relationship required of the pharmaceutical caregiver.

The profession of pharmacy is one that demands adherence to a set of rigid ethical standards. These high ideals are necessary to ensure the quality of care extended to the patients I serve. As a student of pharmacy, I believe this does not start with graduation; rather, it begins with my membership in this professional School community. Therefore, I must strive to uphold these standards as I advance toward full membership in the profession of pharmacy.

APPENDIX K - CODE OF ETHICS FOR PHARMACISTS

PREAMBLE

Pharmacists are health professionals who assist individuals in making the best use of medications. This Code, prepared and supported by pharmacists, is intended to state publicly the principles that form the fundamental basis of the roles and responsibilities of pharmacists. These principles, based on moral obligations and virtues, are established to guide pharmacists in relationships with patients, health professionals, and society.

1. A pharmacist respects the covenantal relationship between the patient and pharmacist.

Considering the patient-pharmacist relationship as a covenant means that a pharmacist has moral obligations in response to the gift of trust received from society. In return for this gift, a pharmacist promises to help individuals achieve optimum benefit from their medications, to be committed to their welfare, and to maintain their trust.

2. A pharmacist promotes the good of every patient in a caring, compassionate and confidential manner.

A pharmacist places concern for the well-being of the patient at the center of professional practice. In doing so, a pharmacist considers needs stated by the patient as well as those defined by health science. A pharmacist is dedicated to protecting the dignity of the patient. With a caring attitude and a compassionate spirit, a pharmacist focuses on serving the patient in a private and confidential manner.

3. A pharmacist respects the autonomy and dignity of each patient.

A pharmacist promotes the right of self-determination and recognizes individual self-worth by encouraging patients to participate in decisions about their health. A pharmacist communicates with patients in terms that are understandable. In all cases, a pharmacist respects personal and cultural differences among patients.

4. A pharmacist acts with honesty and integrity in professional relationships.

A pharmacist has a duty to tell the truth and to act with conviction of conscience. A pharmacist avoids discriminatory practices, behavior or work conditions that impair professional judgment, and actions that compromise dedication to the best interests of patients.

5. A pharmacist maintains professional competence.

A pharmacist has a duty to maintain knowledge and abilities as new medications, devices and technologies become available and as health information advances.

6. A pharmacist respects the values and abilities of colleagues and other health professionals.

When appropriate, a pharmacist asks for the consultation of colleagues or other health professionals or refers the patient. A pharmacist acknowledges that colleagues and other health professionals may differ in the beliefs and values they apply to the care of the patient.

7. A pharmacist serves individual, community and societal needs.

The primary obligation of a pharmacist is to individual patients. However, the obligations of a

pharmacist may at times extend beyond the individual to the community and society. In these situations, the pharmacist recognizes the responsibilities that accompany these obligations and acts accordingly.

8. A pharmacist seeks justice in the distribution of health resources.

When health resources are allocated, a pharmacist is fair and equitable, balancing the needs of patients and society.

Adopted by the membership of the American Pharmacists Association, October 27, 1994

APPENDIX L - TITLE IX POLICY AND AFFIRMATION OF THE PROHIBITION OF DISCRIMINATION ON THE BASIS OF SEX

LAKE ERIE COLLEGE OF OSTEOPATHIC MEDICINE

Title IX Policy and Affirmation of the Prohibition of Discrimination on the Basis of Sex

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, provide that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, extracurricular, research, occupation training, or other education program or activity operated by a recipient of Federal financial assistance. Additionally, state law prohibits such conduct.

Lake Erie College of Osteopathic Medicine (LECOM) does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment. 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.

Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity. Sex-based harassment is a form of discrimination on the basis of sex and encompasses quid pro quo harassment, hostile environment harassment, sexual assault, dating violence, domestic violence, and stalking, all of which are defined below. Some discrimination on the basis of sex may encompass criminal conduct under state and/or federal law and may result in civil and/or administrative legal consequences. Discrimination “on the basis of sex” does not require that the conduct be sexual in nature. This policy covers discrimination on the basis of sex occurring in or impacting a LECOM education program or activity. Conduct that is discrimination on the basis of sex that is subject to LECOM’s disciplinary authority is covered by this policy.

Included below, among other things:

- **a description of prohibited conduct**
- **definitions**
- **how to report sex discrimination, including sex-based harassment**
- **contact information for the Title IX Coordinator and Deputy Coordinators**
- **the process after alleged sex discrimination is reported**
- **the complaint resolution and grievance process**
- **appeal information**

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. 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 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, and the Equal Pay 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 proceedings regarding 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 and related VAWA requirements. LECOM will promptly and equitably respond to all reports of sex discrimination in order to eliminate the conduct, prevent its recurrence, and redress its effects on any individual or the LECOM 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 sex discrimination, including sex-based harassment, however, LECOM strongly encourages the prompt reporting 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 Discrimination on the Basis of Sex* section below to make a report of sex discrimination, including sex-based harassment.

C. Prohibited Conduct

LECOM prohibits discrimination on the basis of sex. The following are forms of prohibited discrimination on the basis of sex:

- Discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity
- Sex-based harassment which encompasses quid pro quo harassment, hostile environment harassment, sexual assault, dating violence, domestic violence, and stalking

Some of these prohibited forms of conduct may also be crimes under state or federal law.

D. Statement on Privacy and Confidentiality

LECOM will take reasonable steps to protect the privacy of parties and witnesses. Privacy generally means that information related to a report of sex discrimination, including sex-based harassment, will only be shared with a limited circle of individuals, including individuals who “need to know” 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 sex discrimination, including the parties’ advisors, if any, and witnesses, will be informed that privacy helps enhance the integrity of the investigation and protects the privacy interests of the parties and will be asked to keep any information learned in an investigation or grievance process confidential, to the extent consistent with applicable law.

Certain individuals may be designated as having confidentiality by LECOM or by law. For reports made to employees designated as confidential employees, LECOM would 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. There are no LECOM-designated confidential employees.

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, therefore communications with them are not privileged. Communication with faculty advisors is also not privileged.

LECOM will generally respect a Complainant’s choice whether to report an incident to local law enforcement or initiate LECOM’s Title IX resolution process, unless LECOM determines that there is an overriding interest with respect to the safety or welfare of individuals or 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 reports alleged sex discrimination to the Title IX Coordinator or a Deputy Coordinator, 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.

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 who 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 evaluation and/or education program. This amnesty provision also applies to student groups making a report of sex-based harassment. 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 sex discrimination, including sex-based harassment, prohibited by this policy, as opposed to complaints which, even if erroneous, are made in good faith, are serious and will subject the person making those accusations to appropriate disciplinary action. Good faith means that a report is made based on fact or reasonable belief and not solely on personal dislike of the person accused.

G. General Considerations about the Title IX Grievance Process

- The major stages of the grievance process are evaluation and potential dismissal; investigation; determination; and appeal.
- 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" implemented after the report of alleged sex discrimination, but unlike supportive measures, 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.

III. DEFINITIONS

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. 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 to which an advisor may participate, but the restrictions must apply equally to both parties. The choice of advisor will not be limited with the exception of decorum issues. A party's advisor must act in a respectful and non-abusive manner.

Complainant:

A student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX and was participating or attempting to participate in LECOM's education program or activity at the time of the alleged sex discrimination.

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 initially may be 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. See definition of incapacity below.
- 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 alleged sex discrimination 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 sex discrimination 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.

Incapacity:

Incapacity 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. Incapacity 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.

Intimidation:

Intimidation means to make fearful or to put in 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.

Party:

A Complainant or Respondent.

Parties:

This term refers to the Complainant and the Respondent collectively.

Pregnancy or related conditions:

Pregnancy, childbirth, termination of pregnancy, or lactation; medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

Relevant:

Relevant means related to the allegations of sex discrimination under investigation pursuant to this policy. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decision-maker in determining whether the alleged sex discrimination occurred.

Remedies:

Remedies are measures provided, as appropriate, to a Complainant or any other person LECOM identifies as having had their equal access to a LECOM education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the LECOM education program or activity after LECOM determines that sex discrimination occurred.

Respondent:

A person who is alleged to have violated LECOM's prohibition on sex discrimination. When a sex discrimination complaint alleges that a LECOM policy or practice discriminates on the basis of sex, LECOM is not considered a Respondent.

Retaliation:

Retaliation means intimidation, threats, coercion, or discrimination against any person by LECOM, a student, or an employee or other person authorized by LECOM to provide aid, benefit, or service under LECOM's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX, or because the person has reported information, made a complaint, was interviewed, provided evidence, assisted, or participated or refused to participate in any manner in an investigation or grievance process, including an informal resolution process.

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.

Sex-based harassment:

Sex-based harassment prohibited by this policy is a form of sex discrimination and means sexual harassment or other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity that is:

- (1) Quid pro harassment. An employee, agent, or other person authorized by LECOM to provide an aid, benefit, or service under LECOM's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct

or

- (2) Hostile environment harassment. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from LECOM's education program or activity (i.e. creates a hostile environment). Whether a hostile environment has

been created is a fact-specific inquiry that includes consideration of the following:

- (a) the degree to which the conduct affected the Complainant's ability to access LECOM's education program or activity
- (b) the type, frequency, and duration of the conduct
- (c) the parties' ages, roles within the LECOM education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct
- (d) the location of the conduct and the context in which the conduct occurred
- (e) other sex-based harassment in the LECOM education program or activity

or

- (3) "Sexual assault," "dating violence," "domestic violence," or "stalking" as defined in this section. The specific offenses of sexual assault, dating violence, domestic violence, and stalking need not satisfy the elements of severity or pervasiveness or subjective and objective offensiveness in order to constitute sex-based harassment.

Stalking:

Engaging in a course of conduct directed at a specific person that would cause a reasonable person to

- fear for their 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 can occur in person or using technology. The duration, frequency, and intensity of the conduct should be considered. Stalking tactics can include, but are not limited to, watching, following, using tracking devices, monitoring online activity, unwanted contact, property invasion or damage, hacking accounts, threats, violence, sabotage, and attacks. In the context of stalking, whether a reasonable person in the Complainant's position would fear for their safety or suffer emotional distress is considered.

Student

Student means a person who has gained admission.

Supportive Measures:

Individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a Complainant or Respondent, not for punitive or disciplinary reasons, and without fee or charge to the Complainant or Respondent to (1) restore or preserve that party's access to LECOM's education program or activity, including measures that are designed to protect the safety of the parties or LECOM's educational environment; or (2) provide support during LECOM's informal resolution process, if any, investigation, and grievance procedures. 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 alleged discrimination on the basis of sex, including sex-based harassment.

IV. REPORTING DISCRIMINATION ON THE BASIS OF SEX

A. Making a Complaint; Who May Make a Complaint

A “complaint” is an oral or written request to LECOM that objectively can be understood as a request for LECOM to investigate and make a determination about alleged sex discrimination under Title IX, including sex-based harassment.

The following people have a right to make a complaint of sex discrimination, including complaints of sex-based harassment, requesting that LECOM investigate and make a determination about alleged sex discrimination under Title IX:

- A “Complainant” which includes a student or employee of LECOM who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or a person other than a student or employee of LECOM who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in LECOM’s education program or activity;
- A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a Complainant (for instance with a minor Complainant); or
- LECOM’s Title IX Coordinator

A Title IX Coordinator may proceed without the Complainant participating if the alleged conduct presents an imminent and serious threat to the health or safety of the Complainant or other person(s) or prevents LECOM from ensuring equal access based on sex to its education program or activity.

LECOM may consolidate complaints of sex discrimination against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one Complainant or more than one Respondent is involved, references in this policy to a party, Complainant, or Respondent include the plural, as applicable.

B. Reporting Options

An individual may make a report concerning discrimination on the basis of sex and such reports are encouraged to be made as soon as possible to allow LECOM to respond promptly and effectively.

A person who has experienced discrimination on the basis of sex prohibited under this policy, or a person who witnesses discrimination on the basis of sex, may simultaneously notify LECOM and

pursue a criminal complaint with law enforcement. Victims and witnesses have the right to be assisted by LECOM in notifying law enforcement authorities of sex-based harassment, including sexual assault, dating violence, domestic violence, and stalking, 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.

1. LECOM Title IX Coordinator and Deputy Coordinators

LECOM has designated the Title IX Coordinator to oversee complaints of discrimination on the basis of sex at LECOM. An individual who has experienced discrimination on the basis of sex 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 discrimination on the basis of sex and have knowledge about resources and services, both on and off campus, including the availability of supportive measures.

Institutional Title IX Coordinator

Aaron E. Susmarski, J.D.

Institutional Director of Human Resources

(814) 860-5101

asusmarski@lecom.edu

LECOM Erie (Erie, Pennsylvania)

Dr. Nancy Carty, Deputy Coordinator

Assistant Dean of Preclinical Education

(814) 866-8418

ncarty@lecom.edu

LECOM Bradenton (Bradenton, Florida; includes DeFuniak Springs, Florida)

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 (Greensburg, Pennsylvania)

Dr. Dennis Min, Deputy Coordinator

Assistant Professor of Gastroenterology

(724) 552-2892

dmin@lecom.edu

LECOM at Elmira (Elmira, New York)

Dr. Richard Terry, Deputy Coordinator

Associate Dean of Academic Affairs

[\(607\) 321-3111](tel:(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 some outside services that may provide confidential counseling.

2. Electronic and Anonymous Reporting via STOPit Solutions

A report about discrimination on the basis of sex, including sex-based harassment, may be made using the link below. While anonymous reports are accepted, LECOM's ability to address the matter reported anonymously is significantly limited.

Individuals may use this link to electronically make a report of sex discrimination, including sex-based harassment, with LECOM:

<https://appweb.stopitsolutions.com/login>

Please use the following Access Code to login: ONELECOM

An immediate auto-response email will be sent in response to reports made electronically.

3. Criminal Reporting Options

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 LECOM resolution process. 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 sex-based harassment 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.

LECOM police and security are employees of LECOM and are obligated to promptly report incidents of sex-based harassment 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.

Local Law Enforcement

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

Erie, Pennsylvania

Erie Police Department

(814) 870-1125

Millcreek Police Department
(814) 833-7777

Pennsylvania State Police Department
(814) 898-1641

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

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

Bradenton, Florida
Manatee County Sheriff
(941) 747-3011

Bradenton Police Department
(941) 932-9300

LECOM Security Office for College of Medicine & School of Pharmacy Building
Located inside the southwest entrance
5000 Lakewood Ranch Boulevard
Bradenton, Florida 34211
(941) 782-5908

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

DeFuniak Springs, Florida
Walton County Sheriff
(850) 892-8111

DeFuniak Springs Police Department
(850) 892-8513

Security Office for LECOM DeFuniak Springs Dental Offices
Located inside the main entrance
101 LECOM Way
DeFuniak Springs, Florida 32435

(850) 951-0200

LECOM at Seton Hill in Greensburg, Pennsylvania
Greensburg, Pennsylvania Police Department
(724) 834-3800

Pennsylvania State Police
(724) 832-3288

Seton Hill University (SHU) Police Department
Room 115 Administrative Annex
One Seton Hill Drive
Greensburg, PA 15601
(724) 830-4999

LECOM at Elmira in Elmira, New York
Elmira Police Department
(607) 735-8600

Chemung County Sheriff
(607) 737-2987, ext. 104

New York State Police
(607) 739-8797

LECOM Security Office
Located inside the main entrance
250 West Clinton Street
Elmira, NY 14901
(607) 442-3510

4. 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>.

V. PROCESS AFTER REPORT OF SEX DISCRIMINATION

A. Title IX Outreach

Upon receipt of a report of an alleged violation of the Title IX policy, the Title IX Coordinator or designee will provide resources and support information by contacting the potential Complainant and offering an initial meeting between the Complainant and the Title IX Coordinator or designee. The initial meeting is optional and the Complainant 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 Complainant.

B. 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 alleged, 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 LECOM community. The goal is to eliminate any unsafe or hostile environment. If a report of a violation of the Title IX policy discloses a serious or immediate threat to the LECOM community, LECOM will issue a timely notification to the LECOM community to protect its health or safety. The timely notification will not include any identifying information about the Complainant.

C. Interim and Supportive Measures

The Title IX Coordinator or a Deputy Title IX Coordinator will promptly contact the Complainant to discuss potential supportive measures, consider the Complainant's wishes with respect to supportive measures, and explain to the Complainant the investigation and grievance process. 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 the grievance process, 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.

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 imminent and serious threat to the health or safety of a Complainant or any students, employees, or other persons arising from the allegations of sex discrimination 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 the Filing of a Complaint

LECOM may dismiss a complaint of sex discrimination if:

- LECOM is unable to identify the Respondent after taking reasonable steps to do so;
- The Respondent is not participating in LECOM's education program or activity and is not employed by LECOM;
- The Complainant voluntarily withdraws any or all of the allegations in the complaint (if the Complainant is a student, withdrawal must be in writing), the Title IX Coordinator declines to initiate a complaint, and LECOM determines that without the Complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- LECOM determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX.

Before dismissing the complaint, LECOM will make reasonable efforts to clarify the allegations with the Complainant.

Upon dismissal, LECOM will promptly notify the Complainant of the basis for the dismissal. If the dismissal occurs after the Respondent has been notified of the allegations, then LECOM will also notify the Respondent of the dismissal and the basis for the dismissal promptly following notification to the Complainant, or simultaneously if notification is in writing. LECOM will notify the Complainant that a dismissal may be appealed and will provide the Complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the Respondent has been notified of the allegations, then LECOM will also notify

the Respondent that the dismissal may be appealed. Dismissals may be appealed on the following bases:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
- The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that would change the outcome.

See *Right to Appeal* section below.

F. Notice After Receiving a Complaint and a Determination is Made to Proceed

After a complaint is received and there is not a decision to dismiss the complaint, written notice must be sent to the known parties that includes:

- Notice of the grievance process
- Notice of the allegations of potential sex discrimination including sufficient details, if known at the time (identities of the parties involved in the incident; conduct allegedly constituting sex discrimination; 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 informal resolution or 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 are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence as determined. It is LECOM's decision whether to allow the parties to access this evidence or receive an accurate description of the evidence.
- 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. DISCRIMINATION ON THE BASIS OF SEX COMPLAINT RESOLUTION AND GRIEVANCE PROCESS

A. Informal Resolution

After a complaint has been made and has not been dismissed, 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 decision-making process and may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice. LECOM will not offer informal resolution to resolve a complaint when such a process would conflict with Federal, State, or local law.

At any time prior to agreeing to a resolution, any party may withdraw from the informal

resolution process and resume the investigation and decision-making grievance process with respect to the complaint. After the parties have agreed to a resolution at the conclusion of an informal resolution process, the parties are precluded from initiating or resuming investigation and decision-making grievance procedures arising from the same allegations.

B. Participant Roles

The roles of Complainant, Respondent, 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 decisionmaker may be the same person as the Title IX Coordinator or investigator. The facilitator for an informal resolution process must not be the same person as the investigator or the decisionmaker in LECOM's grievance procedures.

C. Conflict of Interest

LECOM requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent. 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 a grievance process. 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 a grievance process, 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 decision-making process of complaints alleging sex discrimination in violation of Title IX and any related violations. This means that it is determined whether it is more likely than not that a violation 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, and the need for language assistance or accommodation of disabilities.

While LECOM will attempt to accommodate the schedules of parties and witnesses throughout the grievance process 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, provided evidence, assisted, or participated or refused to participate in any manner in a Title IX investigation or grievance process.

Retaliation includes intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination including sex-based harassment, but arise out of the same facts or circumstances if the purpose is to interfere with any right or privilege secured by Title IX.

Complaints alleging retaliation may be made 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 investigation or grievance process, 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 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 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 to be questioned as part of the Title IX process.

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.
- The investigator and decision-maker may be the same person and may be the Title IX Coordinator.
- LECOM will provide for adequate, reliable, and impartial investigation of complaints.
- There will be no live hearing.
- The burden is on LECOM, not on the parties, to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.
- Both parties must be given an equal opportunity to present fact and expert witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible. LECOM has discretion as to whether the parties may present expert witnesses.
- LECOM will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.
- LECOM will provide to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all meetings or proceedings with sufficient time for the party to prepare to participate.
- The following types of evidence, and questions seeking that evidence, are impermissible (*i.e.*, will not be accessed or considered, except by LECOM to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:
 - Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
 - A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless LECOM obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and
 - Evidence that relates to the Complainant's sexual interests or prior sexual conduct, unless evidence about the Complainant's prior sexual conduct is offered to prove that someone other than the Respondent committed the alleged conduct or is evidence about specific incidents of the Complainant's prior sexual conduct with the Respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the Complainant

and Respondent does not by itself demonstrate or imply the Complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

- Both parties must have the same opportunities, if any, to have others present during any meeting or part of the grievance process, including the opportunity to be accompanied to any related meeting 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 process; such restrictions shall apply equally to both parties.
- Reasonable extension of timeframes will be made on a case-by-case basis for good cause with written notice to the parties that includes the reason for the delay.
- LECOM will provide each party and the party's advisor, if any, with an equal opportunity to access either the relevant and not otherwise impermissible evidence or an accurate summary of the evidence in an investigative report, at LECOM's discretion. LECOM will provide a reasonable opportunity to respond to the evidence or the investigative report.
- LECOM will take reasonable steps to prevent and address the parties' and their advisors' unauthorized disclosure of information and evidence obtained solely through the sex discrimination grievance procedures.
- Questioning of the parties and witnesses may be in the following manner:
 - LECOM will provide a process that enables the investigator or decisionmaker to individually question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. A party and the party's advisor, if any, and witnesses do not have a right to attend the individual meetings when other parties or witnesses are being questioned.
 - LECOM's process for proposing and asking relevant and not otherwise impermissible questions and follow-up questions of parties and witnesses, including questions challenging credibility, will:
 - Allow the investigator or decisionmaker to ask questions during individual meetings with a party or witness;
 - Allow each party to propose questions that the party wants to be asked of any party or witness; and
 - Provide each party with an audio or audiovisual recording or transcript with enough time for the party to have a reasonable opportunity to propose follow-up questions. It is LECOM's choice whether to provide an audio or audiovisual recording or a transcript.

I. Written Determination:

Following an investigation in the event that an informal process did not occur and successfully conclude, the decision-maker must prepare a written determination as to whether sex discrimination occurred. The written determination must be provided to the parties

simultaneously. The written determination will include:

- A description of the alleged sex discrimination
- Information about the policies and procedures that LECOM used to evaluate the allegations
- The decisionmaker's evaluation of the relevant and not otherwise impermissible evidence
- A decision as to whether sex discrimination did or did not occur and whether the Respondent is responsible
- Any disciplinary sanctions LECOM will impose on the Respondent in the event of a finding of responsibility. The potential penalties range from remedies similar to supportive measures to probation, suspension, and dismissal from LECOM.
- Any remedies other than the imposition of disciplinary sanctions imposed on the Respondent that will be provided to the Complainant, and, to the extent appropriate, other students identified to be experiencing/have experienced the effects of the sex discrimination.
- The procedures for the Complainant and Respondent to appeal

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.

J. Right to Appeal

Both parties may appeal from a dismissal of a complaint or a determination regarding responsibility 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 dismissal or responsibility 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 document 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 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 dismissal or responsibility. The decision of the President is final. The written appeal decision will be simultaneously provided to both parties in the event that the Respondent has been notified of the complaint. Notification to the Respondent may not have been made in the event of a dismissal of the complaint.

VII. RIGHTS AND RESPONSIBILITIES

- A. An individual has a right to make a report of sex discrimination, including sex-based harassment, to LECOM, which may be accompanied by request for supportive measures.
- B. Prior to the conclusion of a sex discrimination investigation and grievance process, the reporting party may request to withdraw the complaint by contacting the Title IX Coordinator or designee. If the reporting party is a student, the withdrawal must be in writing. The Title IX Coordinator or designee will determine whether to continue the investigation or grievance process without the Complainant's continued participation.
- C. An individual also has the right to report sexual-based harassment to law enforcement, separate and apart from any report made to LECOM.
- D. At the time a report is made to LECOM, the reporting party does not have to decide whether to make a report 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.

VIII. CRIME VICTIM AND OTHER COUNSELING SERVICES

Erie, Pennsylvania Resources

Crime Victim Center of Erie County
24-hour hotline: (814) 455-9414

Safe Harbor Mental Health
24-hour Crisis Center: (814) 456-2014
Outpatient Clinic: (814) 459-9300

Safe Net Erie (domestic violence)
24-hour crisis hotline: (814) 454-8161
Main number: (814) 455-1774

Millcreek Community Hospital
Main hospital number: (814) 864-4031, ask for Behavioral Health

Stairways Behavioral Health
(888) 453-5806

Physicians Health Programs (PHP; Pennsylvania)

(866) 747-2255 or (717) 558-7819

Secundum Artem Reaching Pharmacists with help (SARPh)
(800) 892-4484

Bradenton, Florida Resources

Centerstone Student Assistance Program
(941) 782-4379

Centerstone Crisis Center
(941) 782-4600

Bradenton- Hope Family Services, Inc.
(941) 755-6805

Rape Crisis Hotline - Bradenton
(941) 708-6059

Sarasota - Safe Place and Rape Crisis Center
24-hour hotline: (941) 365-1976

Bayside Center for Behavioral Health
Sarasota Memorial Hospital
24-hour clinical assessment: (941) 917-7760

Coastal Behavioral Health, Sarasota
24-hour Crisis Stabilization Unit: (941) 364-9355
Assessments: (941) 552-1950

DeFuniak Springs, Florida Resources

Shelter House, Domestic and Sexual Violence Center

Domestic Violence 24-hour hotline: (850) 863-4777 or (800) 442-2873
Sexual Assault 24-hour helpline: (850) 226-2027

Greensburg, Pennsylvania Resources

Blackburn Center (Greensburg, PA)
24-hour hotline: (888) 832-2272
(724) 837-9540

Westmoreland Mental Health Crisis Intervention Hotline (Westmoreland County, PA)
24-hour hotline: (800) 836-6010

Rape Crisis Center (Pittsburgh Action against Rape) (Pittsburgh, PA)
24-hour helpline: (866) 363-7273
(412) 431-5665

Center for Victims of Violence and Crime (Pittsburgh, PA)
24-hour hotline: (866) 644-2882

Physicians Health Programs (PHP; Pennsylvania)
(866) 747-2255 or (717) 558-7819

Elmira, New York Resources
Family Services of Chemung County
(607) 733-5696

Chemung County Crisis Program
(607) 737-5369

New York State Domestic Violence Hotline
(800) 942-6906

Sexual Assault Resource Center
(888) 810-0093

Committee for Physicians Health (New York)
(518) 436-4723

IX. 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 LECOM students engaged in a LECOM education program or activity in New York.

8/2024

APPENDIX M - CAMPUS BUILDINGS PHYSICAL DESCRIPTIONS

LECOM Erie located in Erie, Pennsylvania

The Erie Campus formed from an original single campus building (Grandview) that, over time, has expanded to include instructional spaces, research facilities, and shared community resources across the surrounding community that now comprise a robust main campus. Narrative summaries of the facilities that comprise the Erie Campus are provided below.

LECOM Main Campus Building

1858 West Grandview Blvd, Erie, Pennsylvania – A 170,000 sq ft facility that primarily serves the College of Medicine (2nd floor) and the School of Pharmacy (4th floor). The space includes small group learning rooms, small animal facilities, and labs designed for microbiology, compounding, gross anatomy, physical exam/osteopathic manipulative medicine, and research. Grandview also houses the Learning Resource Centers (LRC) with periodical, reference book, small group meeting rooms, study carrels and reading areas. The facility further contains conference rooms, multipurpose meeting spaces and four lecture halls (two 269-seat; two 156-seat) with integrated lecture technology that connect to all other campuses and affiliates.

Grandview houses the institutional administrative offices located on the 5th floor, including the Office of the President and Office of the Provost. Additionally, 15 faculty offices are located on the east side of the building and 16 faculty offices are located on the west side of the building. The building also has a cafeteria, has a seating capacity of 260 people and additional seating in the Vora Lounge up to 120 people. On the first floor are student affairs offices including registrar, financial aid, admission, and recruiting. At the main entrance to the building are campus police and security office. All spaces are well maintained and offer wi-fi access throughout the entire building.

LECOM West Building

2000 West Grandview Blvd, Erie, Pennsylvania – Neighboring the Main building, LECOM West is the hub for interprofessional education. The facility houses one of the School of Dental Medicine's (SDM) community clinical practice site, classrooms for the Masters in Medical Science (MMS) program, interprofessional biomedical research space, and the School of Podiatric Medicine (SPM). LECOM West also houses 26,000 sq ft of interprofessional biomedical research space that serves faculty and students across all LECOM programs. Renovated in 2017, the space serves individuals engaged in biomedical (bench top) research.

School of Podiatric Medicine (SPM) dedicated space boasts two lecture halls, a skills laboratory, faculty offices, conference rooms, small group learning rooms, and the SPM administrative suite. Office space is provided for members of the SPM, including the Dean, Assistant Deans, and faculty. The SPM has access to two lecture halls (84 and 78 seats) with the full complement of audio and visual systems for lecture presentations.

School of Dental Medicine (SDM) community clinical practice site for fourth year dental students has the same design and layout of the SDM clinical at the Bradenton campus. Each group practice has ten operatories, multipurpose room that contains wet labs, sterilization stations, and meeting space. In addition to the three group practices there are spaces for patient

waiting areas, lecture hall (60 seats), additional wet labs, faculty offices, physician office, learning resources center, café, and dental stock room.

The LECOM West building continues to be updated through planned renovations and will continue to evolve to meet the needs of LECOM's education community.

LECOM Education Center (LEC)

2951 West 38th Street, Erie Pennsylvania - In July 2021, LECOM purchased the former Porreco Campus from Edinboro University of Pennsylvania. The newly named LECOM Education Center (LEC) sits on the 28-acre property on West 38th Street, about seven miles outside of Erie. Redevelopment of the newly acquired campus location is ongoing; however, the current facilities house small group study rooms, large rooms for student meetings and gatherings and the medical simulation center.

LECOM Bayfront Building

1 LECOM Place, Erie, Pennsylvania – Approximately 10 miles from Grandview and LECOM West, Bayfront is a 53-acre property overlooking Lake Erie. Bayfront contains 75,574 sq ft of learning space in a four-story building. The building has a 110-seat classroom, eight small group learning rooms, a student lounge, and study areas. Bayfront also houses the IT Data Center, which contains the institutional server and data storage infrastructure.

LECOM at Seton Hill located in Greensburg, Pennsylvania

Lynch Hall, 20 Seton Hill Drive, Greensburg, PA – Integrated with the campus of Seton Hill University, the Greensburg Campus is also a satellite extension of the Erie Campus. The campus is comprised of three buildings. Lynch Hall provides a 216-seat lecture hall, 12 small group learning rooms, and faculty offices. Reeves Hall houses labs for physical exams and osteopathic manipulative medicine courses. The Reeves Memorial Library offers a wealth of learning resources, as well as provides food services, common areas, and athletic/recreational facilities. Students attending classes on the Greensburg Campus may utilize the resources of Seton Hill University, which include exercise facilities, on-campus dining, library and study spaces, and other amenities.

LECOM at Elmira located in Elmira, NY

1 LECOM Pace, Elmira, New York – Located adjacent to Elmira College, the additional campus location is a single building with 44,174 sq ft of space. The building houses the Learning Resource Center, 14 Faculty offices, 4 additional Office Spaces, an Office of Financial Aid, an Office of Student Affairs, and Office of Admissions. The building also provides small group learning rooms including 14 Problem Based Learning rooms, two lecture halls (150-seat each), labs for physical exams and osteopathic manipulative medicine courses, and a research space. Students attending classes on the Elmira Campus may utilize the resources of Elmira College, which include exercise facilities, on-campus dining, library and study spaces, and other amenities.

LECOM at Jacksonville University, Jacksonville, Florida

5415 Dolphin Point Blvd., Jacksonville, Florida – LECOM will build a new, three-floor (approx. 77k sq ft) facility on the northern part of the Jacksonville University campus. The

facility will cater specifically to the program's needs and be adjacent to the Brooks Rehabilitation College of Healthcare Sciences. Facilities include a lobby with security, two lecture halls (170-seat capacity each), 20 problem-based learning rooms, a clinical skills lab, multipurpose laboratory space, research laboratory, and various classrooms. There will be office space designed for student affairs, information technology, and several large conference rooms for use by the administration, faculty and students. Key rooms will have advanced technology, including multimedia projection systems, Smart Boards, and tracking cameras. 34 Faculty and 4 administrative offices, the Learning Resource Center, and a student lounge. Faculty offices will include private spaces and multiple conference rooms. The Learning Resource Center will provide study and electronic resources, while multipurpose spaces will cater to virtual reality and large group meetings.

LECOM Bradenton located in Bradenton, Florida

Located on 39 acres in the Lakewood Ranch, FL community, the Bradenton Campus consists of two buildings that serve the College of Osteopathic Medicine, School of Pharmacy, School of Dental Medicine, and School of Health Services Administration.

LECOM College of Osteopathic Medicine and School of Pharmacy Building

5000 Lakewood Ranch Blvd, Bradenton, Florida – The College of Medicine/School of Pharmacy Building provides 109,000 sq ft of space that houses two lecture halls (210-seat each) and 24 small group rooms. The space also houses administrative and faculty offices, along with the Office of Financial Aid, Office of Student Affairs, Office of the Registrar, and Office of Admissions. The College of Medicine/School of Pharmacy Building includes 3,183 sq ft of space dedicated to research facilities, a Learning Resource Center, a gross anatomy lab, a physical exam skills lab, and a patient encounter suite for simulating patient experiences.

LECOM School of Dental Medicine Building

4800 Lakewood Ranch Blvd, Bradenton, Florida – The School of Dental Medicine/School of Health Services Administration Building provides 130,000 sq ft of space that houses state-of-the-art dental equipment and related learning resources. Approximately half of the building is used to teach dental medicine within 21 small group classrooms, a Learning Resource Center, two auditoriums (300-seat and 200-seat), a simulation lab, two complete wet labs, two dispensaries, conference rooms, changing rooms, a cafeteria, and administrative offices. The other half of the building is an educational patient clinic that provides dental care to Bradenton residents. The patient clinic contains 115 separate dental operatories, 11 wet labs, 11 sterilization centers, 23 digital x-ray machines, and 11 individual patient care coordinator stations.

APPENDIX N - 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.

Ms. Mary L. Eckert

John M. Ferretti, D.O.

Silvia M. Ferretti, D.O.

Mr. Steven G. Inman, C.P.A.

Suzanne Kelley, D.O., M.P.A.

Joan L. Moore, D.O.

James Lin, D.O.

Mr. John F. Malady

Ms. Marlene D. Mosco, (*Chair*)

Mr. Richard P. Olinger, Emeritus

Ms. Nancy Peaden

Mr. Dennis M. Styn

Mr. Thomas J. Wedzik

APPENDIX O - LECOM ERIE

ADMINISTRATION AND SCHOOL OF PHARMACY FACULTY AND STAFF

John M. Ferretti, D.O.

President/CEO

Silvia M. Ferretti, D.O.

Provost, Senior Vice President, and Dean of Academic Affairs

Steven G. Inman, C.P.A., C.G.M.A.

Vice President of Fiscal Affairs/CFO

Richard E. Ferretti, Esq.

General Counsel, Corporate Compliance Officer and Director of Risk Management

Julie K. Freeman, Esq.

Assistant General Counsel

Regan Shabloski, D.O.

Assistant Dean of Plans, Operations, Training and Safety

Richard Hahn, Ph.D.

Interim Director of Behavioral Health

Helen R. McKenzie

Executive Assistant to the President/CEO

Alison Lenze

Administrative Assistant to the Office of the Provost, Senior Vice President, and Dean of Academic Affairs

Kathleen Spinazzola

Administrative Assistant to the Office of the Provost, Senior Vice President, and Dean of Academic Affairs

Tiffany Zinn

Social Media Manager

EDUCATIONAL ADMINISTRATION

Mathew J. Bateman, Ph.D., D.H.Ed.

Assistant Provost of Institutional Effectiveness

Theresa Hunter-Pettersen, M.D., M.P.A., M.S.

Institutional Director of Diversity, Equity, and Inclusion

Irving (Irv) Freeman, Ph.D., J.D.
Director of Institutional Review Board (IRB)

Walter Hu
Assistant to the Assistant Provost of Institutional Effectiveness

Deborah Lee-Sanko, MHSA
Executive Director, LECOM Consortium for Academic Excellence (LCAE)

Laurie Mahoney
Administrative Assistant, LECOM Consortium for Academic Excellence (LCAE)

OFFICE OF STUDENT AFFAIRS

Kevin Thomas, D.O., M.S.
Assistant Dean of Institutional Enrollment
Management and Clinical Education

David Fried, Ph.D.
Director of Admissions (Emeritus)

Colleen Pamula
College Receptionist

Office of Financial Aid

Shari Gould, M.A.
Institutional Director of Financial Aid

Rosaline “Sally” Fike
Financial Aid Counselor

Veronica Walers, C.W.S.
Financial Aid Counselor

Karla Ball
Financial Aid Counselor

Erin Barone
Financial Aid Counselor

Office of Admissions

Dustin Cassell
Director of Pre-professional Program Admissions

Nathan DiTonto
Admissions Representative

Chelsea Kelly
Admissions Representative

DeeAnna Hedges
Admissions Representative

Andrea Beers
Admissions Representative

Suzanne Harkness
Assistant Director, Admissions

Shelby Kratz
Admissions Representative

Office of the Registrar

Angela Llanos
Interim Institutional Registrar

LEARNING RESOURCE CENTER

Daniel A. Welch, M.L.S.
Institutional Director,
LECOM Learning Resource Centers

Andrew Koval M.S.L.S.
Health Science Librarian - LECOM at Seton
Hill

Susan Mason, M.L.I.S
Health Science Librarian – LECOM Bradenton
College of Medicine and School of Pharmacy

Maricely Reyes-Cruz
Assistant Registrar

Andrew R. Krol, M.L.I.S
Assistant Director,
LECOM Learning Resource Center

Theresa Bliss, M.L.I.S.
Health Science Librarian – LECOM at
Elmira

Steve Dimoulas, M.L.I.S. – A.H.I.P.
Health Sciences Librarian – LECOM
School of Dental Medicine

PURCHASING

Nazneen I. Krol, B.S.
Institutional Director of Purchasing

Marcie Head
Purchasing Assistant

Cindy Ingaldi
Purchasing and Bookstore Assistant

MANAGEMENT INFORMATION SYSTEMS

Gordon Hemingway
Institutional Director of Information
Technology

Mark Badaracco
Information Systems Manger

Jesi Bartlett
Student Information Systems Coordinator

Joshua Bogden
Network Operations Coordinator

Kyle Price
Network Administrator

Christopher Desser

Justin Jarrett
Chief Information Security Officer (CISO)
Institutional Director of Network Operations

Andre Torres
Senior Software and Database Developer

Andrew Fulton
Student Information System Technician

Will McKee
Network Operations Coordinator

Harrison DeVore
Cybersecurity Compliance Technician

Kevin Kauffman
Software and Database Developer II

Clinical Network and Digital Signage
Technician (MAE)

Jonathan Nielson
Enterprise Services Manager

Russell D. Bidwell
Audio Visual Team Lead

Cameron Lang
AV/IT Technician

Michelle Melendez
AV/IT Technician

Brandon Gerst
AV/IT Technician

James Hanlon
IT Services Manager

Tim McDonald
IT Service Manager

Collin Potter
Enterprise Services Technician

Andrew R. Jack
AV/IT Technician

Alex Borisov
AV/IT Technician

Brandon Crane
AV/IT Technician

Branden Darly
Dental Support Service Manager

Mark Venzin, M.B.A.
IT Service Manager/Facility Coordinator

FINANCE AND ACCOUNTING

Steven G. Inman, CPA, CGMA
Vice President of Fiscal Affairs/CFO

Susan K. Williard
Accounting Supervisor

Jennifer M. Cass
Staff Accountant

Justin R. Barns
Payroll

Mary Ann Hess
Business Office Assistant/Accounts Payable

Brenda Learn, MBA
Director of Finance

Amy Majczyk
Bursar

Breanne Flanagan
Student Billing Assistant

Ronald Larson
Grant Accountant

Kara Lang
Accounts Payable

COMMUNICATIONS AND MARKETING

Adam Ladaika
Institutional Director of Marketing,

MSGR. David A. Rubino Ph.D.
Vice President of External Affairs

Communications

Isabella Rinehart
Graphic Designer

Christopher Nick
Communications Specialist

Rebecca DeSimone, Esquire
Chief Writer/Editor-in-Chief

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

Allison Wakley, M.S.Ed.
Human Resource Generalist and
Recruitment Specialist

Christopher Workman, SHRM-CP
Human Resource Generalist

Robert Wood, SPHR
Human Resource and Payroll Coordinator

Wendy Young, MSOL
Human Resource Assistant

CAMPUS POLICE and SECURITY

Kevin E. Goode
Institutional Director of Police and Security

Richard Shopene
Deputy Director

Jamie Smith
Operations/Logistics

Harry E. Whipple, III
Operations/Logistics

FOOD SERVICES

Dupree DeBoe
Food Service Manager

SCHOOL OF PHARMACY ERIE CAMPUS FACULTY

Daniel Austin, Pharm.D., M.S., *Associate Professor of Pharmaceutical Sciences, B.A., SUNY Fredonia, M.S., University of Rochester, Pharm.D., St. John Fisher College*

Kimberly A. Burns, J.D., *Professor of Pharmaceutical Sciences; J.D., Duquesne University Law School; B.S., Pharmacy, University of Pittsburgh*

Thomas D. Corso, Ph.D., *Director of Pre-Pharmacy Enrichment and Pharmacy Post Baccalaureate Pathway & Research; Professor of Biochemistry and Neuroscience; Ph.D., Neuroscience/Biochemistry, Loyola University; M.S., Chemistry, Loyola University; B.S., Chemistry, Illinois Benedictine College*

Hoyt Devolder, Pharm.D., *Assistant Professor of Pharmacy Practice; Pharm.D., University of Iowa College of Pharmacy*

Luke W. Gilmore, Pharm.D., BCMTMS, *Director of Experiential Education, Accelerated & Distance Education Pathways; Assistant Professor of Pharmacy Practice; Pharm.D., Duquesne University Mylan School of Pharmacy*

Zachary S. Heeter, Pharm.D., BCPS, BCGP *Assistant Dean of the Accelerated Pathway; Professor of Pharmacy Practice; Pharm.D., Lake Erie College of Osteopathic Medicine*

Heather M. Jones, Ph.D., *Assistant Dean of Distance Education Pathway; Professor of Physiology; Ph.D., Physiology, M.S., University of Buffalo School of Medicine; B.S., Biology, Cornell University*

Jagdish Joshi, Ph.D., *Assistant Professor of Pharmaceutical Sciences, VP Chest Institute, University of Delhi, MS, Pharmacology, ISF College of Pharmacy, Punjab, India, B.Pharm, MIET, UP India, D. Pharm., Gov. Polytechnic, Kashipur, India*

Christina Kaminski, Pharm.D., BCGP, *Director of Pharmacy Residency Education, Assistant Professor of Pharmacy Practice, Pharm.D., Lake Erie College of Osteopathic Medicine*

Molinda D. Kearns, Ph.D., *Professor of Pharmacology; Ph.D., The Arnold & Marie Schwartz College of Pharmacy, Long Island University; M.S., LIU School of Health Sciences; B.S., D'Youville University*

Seher A. Khan, Ph.D., *Professor of Pharmaceutical Sciences; Ph.D., Pharmacology, East Carolina University School of Medicine; M.S., Pharmacy, University of Dhaka, Bangladesh; B.S., Pharmacy, University of Dhaka, Bangladesh*

Abbey Krysiak, Pharm.D., BCPP, *Associate Professor of Pharmacy Practice; Pharm.D., Lake Erie College of Osteopathic Medicine*

Hailey Kwiatkoski, Ph.D., *Director of Admissions for the Erie Campus, Assistant Professor of Pharmaceutical Sciences; Ph.D., Lake Erie College of Osteopathic Medicine*

Janene M. Madras, Pharm.D., BCPS, BCACP, *Director of Student Services, Accelerated & Distance Education Pathways; Professor of Pharmacy Practice*; Pharm.D., The University of Toledo; B.S., Pharmacy, The University of Toledo

Sabiruddin Mirza, Ph.D., *Associate Professor of Pharmaceutical Sciences*; Ph.D., University of Helsinki, MS Ukrainian Pharmaceutical Academy

Rachel R. Ogden, Pharm.D., MHSA, BCGP, *Dean, LECOM School of Pharmacy; Professor of Pharmacy Practice*; Pharm.D., University of Florida; M.S. in Medical Education, Master's in Health Services Administration, Lake Erie College of Osteopathic Medicine; B.S., Pharmacy, Duquesne University

Brandon Sing Pharm.D., BCIDP, *Assistant Dean of Curriculum and Assessment, Associate Professor of Pharmacy Practice*, B.A., Pre-Medicine, Slippery Rock University, Pharm.D., Lake Erie College of Osteopathic Medicine

Bojana Stevich-Heemer, Pharm.D., Ph.D., BCOP *Professor of Pharmacy Practice*; Ph.D. Lake Erie College of Osteopathic Medicine, Pharm.D., Lake Erie College of Osteopathic Medicine; M.S., Youngstown State University; B.S., Youngstown State University

Kathryn Zboyovski, Pharm.D., M.H.S.A., *Assistant Professor of Pharmacy Practice*; Pharm.D., Lake Erie College of Osteopathic Medicine School of Pharmacy, M.S. Lake Erie College of Osteopathic Medicine, B.S. Mercyhurst University

Pharmacy Part Time

Jaime Babiak, Pharm.D., MHSA, NHA, *Assistant Professor of Pharmacy Practice*; Pharm.D., Lake Erie College of Osteopathic Medicine

Marcus Babiak, Pharm.D., MHSA, *Assistant Professor of Pharmacy Practice*; Pharm.D., Lake Erie College of Osteopathic Medicine

Emmanuel Cacio Cruz, Pharm.D., *Assistant Professor of Pharmacy Practice*; Pharm.D., Lake Erie College of Osteopathic Medicine

Geralynn Clark, Pharm.D., *Assistant Professor of Pharmacy Practice*; Pharm.D., Lake Erie College of Osteopathic Medicine

Victoria Dailey, Pharm.D., *Assistant Professor of Pharmacy Practice*; Pharm.D., Lake Erie College of Osteopathic Medicine

Emily Ferrare, Pharm.D., BCPS, LDN, *Clinical Assistant Professor of Pharmacy Practice*; Pharm.D., Lake Erie College of Osteopathic Medicine, School of Pharmacy

Vadim Gazarov, Pharm.D, HECON-C *Part-Time Faculty*, Pharm.D., University of Pittsburgh,

HECON-C, University of Washington

Tanya Gore, Pharm.D., *Clinical Assistant Professor of Pharmacy Practice*; Pharm.D., Duquesne University

Paul Green, Pharm.D., *Part-Time Faculty*, Pharm.D., Lake Erie College of Osteopathic Medicine, MHA, Our Lady of the Lake College

Elizabeth Johnson, Pharm.D., BCMTMS, *Clinical Assistant Professor of Pharmacy Practice*; Pharm.D., Lake Erie College of Osteopathic Medicine

Daniel Krinsky, BS, MS, RPh, FAPhA, *Part-Time Faculty*, RPh, M.S, B.S, University of Toledo

Nicholas Lombardo, Pharm.D., *Clinical Assistant Professor of Pharmacy Practice*; Pharm.D., Lake Erie College of Osteopathic Medicine

Dawn Moore, Pharm.D., *Clinical Assistant Professor of Pharmacy Practice*; Pharm.D., Lake Erie College of Osteopathic Medicine

Angela Morelli, Pharm.D., BCPS, BCIDP, *Clinical Assistant Professor of Pharmacy Practice*; Pharm.D., Lake Erie College of Osteopathic Medicine

Rebecca Nick-Dart, Pharm.D., BCPS, *Clinical Assistant Professor of Pharmacy Practice*; Pharm.D., Shenandoah University

Brandon Nornhold, Pharm.D., BCPS, *Clinical Assistant Professor of Pharmacy Practice*; Pharm.D., University of Pittsburgh

Justine Russell, Pharm.D., BCPS, *Clinical Assistant Professor of Pharmacy Practice*; Pharm.D., University of Pittsburgh

Ashley Strong, Pharm.D., BCGP, *Clinical Assistant Professor of Pharmacy Practice*; Pharm.D., Lake Erie College of Osteopathic Medicine

Jenna Young, Pharm.D., BCPS, *Clinical Assistant Professor of Pharmacy Practice*; Pharm.D., Lake Erie College of Osteopathic Medicine

APPENDIX P - LECOM BRADENTON: ADMINISTRATION AND SCHOOL OF PHARMACY 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

Rachel Ogden, Pharm.D.

Dean, LECOM School of Pharmacy

Student Affairs

Debra A. Horne

Director of Student Affairs

Angela Llanos

Registrar

Nicole Giovetsis

Assistant Director of Financial Aid

Kandyse Taylor

Assistant Registrar

Katlyn Jackson

Admissions Representative

Monica Skipper

Admissions Representative

Cynthia Galang

Admissions Representative

Christine Kramer

Admissions Representative

Betty Brucee

Receptionist /Admissions Representative

Lauren Caso

Financial Aid Counselor

Management and Support Staff

Joseph Tolomeo

Operations Supervisor

Michael Arrigo

Food Services Manager

Delbert Briley

Skilled Maintenance

Jeffrey Shores

Skilled Maintenance

Chad Carrier

Director of Security – LECOM Florida

Jack Hines, JR.

Director of Security

Leothus C. Jackson, Jr.

Lead Security Officer

Jacquiline Nie

Marketing and Communications Specialist

SCHOOL OF PHARMACY BRADENTON CAMPUS FACULTY

Rinita Acevedo, Pharm.D., *Associate Professor of Pharmacy Practice; Pharm.D., Nova Southeastern University; B.S., University of Florida*

Mosam Amin, Pharm.D., *Assistant Professor of Pharmacy Practice, Pharm.D., Lake Erie College of Osteopathic Medicine School of Pharmacy, Bachelor of Science, Dominican University*

Laura Andress, Pharm.D., *Part-Time Faculty, Pharm.D., Lake Erie College of Osteopathic Medicine School of Pharmacy, BS-Biology University of Central FL*

Sweta Andrews, Pharm.D., *Associate Professor of Pharmacy Practice; Pharm.D., MBA, University of Findlay*

Thomas Arnold, Ph.D., *Professor of Basic Medical Science; Ph.D., University of South Florida, College of Medicine, B.S., University of Florida, A.A., Palm Beach State College*

Anupam Bishayee, Ph.D., *Professor of Pharmacology; Ph.D., Jadavpur University*

Daniel Austin, Pharm.D., M.S., *Associate Professor of Pharmaceutical Sciences, Pharm.D., St. John Fisher College Wegmans School of Pharmacy, M.S., University of Rochester, B.S. State University of New York College at Fredonia*

Elizabeth Brito, Pharm.D., *Assistant Dean of Florida Pathway, Assistant Professor of Pharmacy Practice, Pharm.D., Hampton University*

Kimberly A. Burns, J.D., *Professor of Pharmaceutical Sciences; J.D., Duquesne University Law School; B.S., Pharmacy, University of Pittsburgh*

Thomas D. Corso, Ph.D., *Director of Pre-Pharmacy Enrichment and Pharmacy Post Baccalaureate Pathway & Research; Professor of Biochemistry and Neuroscience; Ph.D., Neuroscience/Biochemistry, Loyola University; M.S., Chemistry, Loyola University; B.S., Chemistry, Illinois Benedictine College*

Mattie Follen, Pharm.D., *Assistant Professor of Family Practice; Pharm.D., Lake Erie College of Osteopathic Medicine School of Pharmacy, M.S. Lake Erie College of Osteopathic Medicine, B.A. Washington and Jefferson College*

Vadim Gazarov, Pharm.D, HECON-C *Part-Time Faculty, Pharm.D., University of Pittsburgh, HECON-C, University of Washington*

Luke W. Gilmore, Pharm.D., *Director of Experiential Education, Accelerated & Distance Education Pathways; Assistant Professor of Pharmacy Practice; Pharm.D., Duquesne University Mylan School of Pharmacy*

Linda Gooen, Pharm.D., *Part-Time Faculty*, Pharm.D., Rutgers University, M.S. St. John's University, BS, BA, Pharmacy, Rutgers University

Paul Green, Pharm.D., *Part-Time Faculty*, Pharm.D., Lake Erie College of Osteopathic Medicine, MHA, Our Lady of the Lake College

Deepak Gupta, Ph.D., *Professor of Pharmaceutical Sciences*; Ph.D., Wayne State University; M.S., Bharati Vidhya Peeth University; B.S., Guru Jambheshwar University

Zachary S. Heeter, Pharm.D., *Assistant Dean of the Accelerated Pathway; Professor of Pharmacy Practice*; BCPS, CGP, Pharm.D., Lake Erie College of Osteopathic Medicine

Tara A. Higgins, Pharm.D., *Assistant Professor of Pharmacy Practice*; BCPPS, FPPA, FFSHP, Pharm.D., Pharmacy, The University of Rhode Island

Mohamed O. Hussein, D.V.M., Ph.D. M.S., *Professor of Physiology*; D.V.M., Veterinary College University Khartoum; Ph.D., The Ohio State University; M.S., The Ohio State University; M.S., University of Wisconsin-Madison

Heather M. Jones, Ph.D., *Assistant Dean of Distance Education Pathway; Professor of Physiology*; Ph.D., Physiology, M.A., University of Buffalo School of Medicine; B.S., Biology, Cornell University

Jagdish Joshi, Ph.D., *Assistant Professor of Pharmaceutical Sciences*, VP Chest Institute, University of Delhi, MS, Pharmacology, ISF College of Pharmacy, Punjab, India, B.Pharm, MIET, UP India, D. Pharm., Gov. Polytechnic, Kashipur, India

Christina Kaminski, Pharm.D., *Assistant Professor of Pharmacy Practice*, Pharm.D., Lake Erie College of Osteopathic Medicine, BA, Edinboro University

Molinda D. Kearns, Ph.D., *Associate Professor of Pharmacology*; Ph.D., The Arnold & Marie Schwartz College of Pharmacy, Long Island University; M.S., LIU School of Health Sciences; B.S., D'Youville University

Lakhu Keshvara, Ph.D., *Professor of Pharmaceutical Sciences*; Ph.D., Purdue University; BSc- Pharmacy, University of Alberta; BSc., University of Calgary

Seher A. Khan, Ph.D., *Professor of Pharmaceutical Sciences*; Ph.D., Pharmacology, East Carolina University School of Medicine; M.S., Pharmacy, University of Dhaka, Bangladesh; B.S., Pharmacy, University of Dhaka, Bangladesh

Daniel Krinsky, BS, MS., *Part-Time Faculty*, Assistant Professor of Pharmacy Practice, RPh, M.S, B.S, University of Toledo

Abbey Krysiak, Pharm.D., *Associate Professor of Pharmacy Practice*; Pharm.D., Lake Erie

College of Osteopathic Medicine

Hailey Kwiatkowski, M.S., *Instructor*, Ms.Ed. Edinboro University, B.S. Edinboro University

Vanessa Lesneski, Pharm.D., BCPS, *Assistant Professor of Pharmacy Practice*; Pharm.D., University of Florida; B.S., University of Florida

Janene M. Madras, Pharm.D., *Director of Student Services, Accelerated & Distance Education Pathways; Professor of Pharmacy Practice*; BCPS, BCACP, Pharm.D., The University of Toledo; B.S., Pharmacy, The University of Toledo

Sabiruddin Mirza, Ph.D., *Associate Professor of Pharmaceutical Sciences*; Ph.D., University of Helsinki, M.S. Ukrainian Pharmaceutical Academy

Rachel R. Ogden, Pharm.D., *Dean, LECOM School of Pharmacy; Professor of Pharmacy Practice*; CGP, Pharm.D., University of Florida; M.S. in Medical Education, Lake Erie College of Osteopathic Medicine; B.S., Pharmacy, Duquesne University

Nina Pavuluri, Ph.D., B.Pharm., *Professor of Pharmaceutical Sciences*; Ph.D., University of Mississippi; B.Pharm., Bapatla College of Pharmacy

Brandon Sing Pharm.D., *Director of Residency Education; Associate Professor of Pharmacy Practice*, B.A., Pre-Medicine, Slippery Rock University, Pharm.D., Lake Erie College of Osteopathic Medicine

Bojana Stevich-Heemer, Pharm.D., PhD, *Professor of Pharmacy Practice; BCOP*; Ph.D., Lake Erie College of Osteopathic Medicine, Pharm.D., Lake Erie College of Osteopathic Medicine, School of Pharmacy; M.S., Youngstown State University; B.S., Youngstown State University

Patrizia Taddei-Allen, Pharm.D., M.B.A., B.S., *Part-Time Faculty*, Pharm.D., University of Florida; M.B.A., University of Florida; B.S., University of South Florida

Julie J. Wilkinson, Pharm.D., M.S., *Professor of Pharmacy Practice*; Pharm.D., Samford University; M.S. in Medical Education, Lake Erie College of Osteopathic Medicine

Ningning Yang, Ph.D., *Associate Professor of Pharmaceutical Sciences*; Ph.D., University of Tennessee; M.S., B.S., Nanjing University;

Kathryn Zboyovski, Pharm.D., *Assistant Professor of Pharmacy Practice*; Pharm.D., Lake Erie College of Osteopathic Medicine School of Pharmacy, M.S. Lake Erie College of Osteopathic Medicine, B.S. Mercyhurst University

SCHOOL OF PHARMACY DISTANCE EDUCATION PATHWAY FACULTY

All faculty from all pathways contribute to the Distance Education Pathway.