



COLLEGE OF OSTEOPATHIC MEDICINE

ACADEMIC CATALOG AND STUDENT HANDBOOK

2026-2027

LECOM

LAKE ERIE COLLEGE OF OSTEOPATHIC MEDICINE

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Updated July 1, 2026

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COM ACADEMIC CALENDARS

Erie, Bradenton, LECOM at Seton Hill, LECOM at Elmira, and LECOM at Jacksonville University

2026 – 2027 Academic Calendar¹

Academic Year/Fall Semester Begins – OMS3 & OMS4	June 1, 2026
Academic Year/Fall Semester Begins – APAP/PCSP: OMS2	June 1, 2026
Break – APAP/PCSP: OMS2	July 17 – Aug 2, 2026
Registration Day – OMS1	July 24, 2026
Orientation for OMS1: Academic Year/Fall Semester Begins	July 27, 2026
Academic Year/Fall Semester Begins – OMS2	August 3, 2026
Classes Resume – APAP/PCSP: OMS2	August 3, 2026
Labor Day (No Classes) – OMS1 & OMS2	Sept. 7, 2026
Thanksgiving Break (No Classes) – OMS1 & OMS2	Nov. 25-27, 2026
Classes Resume – OMS1 & OMS2	Nov. 30, 2026
Fall Semester Ends – OMS1 & OMS2	Dec. 18, 2026
Fall Semester Ends – OMS3 & OMS4	Jan. 1, 2027
Spring Semester Begins – All OMS	Jan. 4, 2027
MLK Day (No Classes) – OMS1 & OMS2	Jan. 18, 2027
Spring Semester End Date – OMS2	May 14, 2027
Spring Semester End Date – OMS1	May 21, 2027
Academic Year Ends – OMS3 & OMS4	May 28, 2027
Commencement: Erie, LECOM at Seton Hill and Elmira	May 30, 2027
Commencement: Bradenton	June 6, 2027

¹ All dates are subject to change and are not finalized until the start of the academic term

2027-2028 and 2028-2029 Academic Calendars¹

Calendar Events	2027 – 28	2028 – 29
Academic Year/Fall Semester Begins – OMS3 & OMS4	May 31	May 29
Academic Year/Fall Semester Begins – APAP & PCSP: OMS2	May 31	May 29
Break – APAP/PCSP: OMS2	July 16 – Aug. 1	July 14 – July 30
Registration Day – OMS1	July 23	July 21
Orientation for OMS1: Academic Year/Fall Semester Begins	July 26	July 24
Academic Year/Fall Semester Begins – OMS2	August 2	July 31
Classes Resume – APAP/PCSP: OMS2	August 2	July 31
Labor Day (No Classes) – OMS1 & OMS2	Sept. 6	Sept. 4
Thanksgiving Break (No Classes) – OMS1 & OMS2	Nov. 24-26	Nov. 22-24
Classes Resume – OMS1 & OMS2	Nov. 29	Nov. 27
Fall Semester Ends – OMS1 & OMS2	Dec. 17	Dec. 15
Fall Semester Ends – OMS3 & OMS4	Dec. 31	Dec. 29
Spring Semester Begins – All OMS	Jan. 3	Jan. 3
MLK Day (No Classes) – OMS1 & OMS2	Jan. 17	Jan. 15
Spring Semester End Date – OMS2	May 12	May 11
Spring Semester End Date – OMS1	May 19	May 18
Academic Year Ends – OMS3 & OMS4	May 26	May 25
Commencement: Erie, LECOM at Seton Hill and Elmira	May 28	May 27
Commencement: Bradenton	June 4	June 3

2026-2027 Clinical Education Calendar¹

Rotation/Breaks	Start Date	End Date
Block 1	June 1, 2026	June 26, 2026
Block 2	June 29, 2026	July 24, 2026
Block 3	July 27, 2026	August 21, 2026
Block 4	August 24, 2026	September 18, 2026
Block 5	September 21, 2026	October 16, 2026
Block 6	October 19, 2026	November 13, 2026
Block 7	November 15, 2026	December 11, 2026
Block 8	December 14, 2026	January 8, 2027
Block 9	January 11, 2027	February 5, 2027
Block 10	February 8, 2027	March 5, 2027
Block 11	March 8, 2027	April 2, 2027
Block 12	April 5, 2027	April 30, 2027
Block 13	May 3, 2027	May 28, 2027

1. GENERAL INFORMATION

1.1. DESCRIPTION AND PURPOSE OF ACADEMIC CATALOG AND STUDENT HANDBOOK

This publication serves as a reference guide for students enrolled in all programs offered by LECOM's College of Osteopathic Medicine, leading to the degree of Doctor of Osteopathic Medicine (D.O.). The Academic Catalog and Student Handbook include essential information regarding academic standards, grading policies, class attendance, tuition and fees, refund policies, student promotion, retention, graduation, academic freedom, students' rights and responsibilities, grievance and appeal procedures, and other relevant information about LECOM for the student body.

Separate reference guides are available for students in 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 program in Bradenton. Additionally, a Clinical Clerkship Manual is provided to cover topics specific to the clinical years and curriculum.

Each stage of the educational process, from admission to graduation, undergoes continuous review and approval by the LECOM administration. LECOM disclaims responsibility for any misrepresentations of its requirements or provisions that may arise due to errors in the preparation of the Academic Catalog and Student Handbook. LECOM reserves the right to modify the Academic Catalog and Student Handbook at any time, with or without prior notice. These modifications may include, but are 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](#).

Students are expected to adhere to the provisions of the Code of Ethics of the American Osteopathic Association, as applicable, upon matriculation.

The Academic Catalog and Student Handbook are reviewed annually to ensure accuracy and to incorporate any revisions to programs or policies. A new edition of the Academic Catalog and Student Handbook is published on or around July 1 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

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

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

LECOM West Building
2000 West Grandview Blvd.
Erie, 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
LECOM at Seton Hill Campus
Lynch Hall
20 Seton Hill Dr.
Greensburg, PA 15601

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

Jacksonville, Florida
LECOM at Jacksonville University
5415 Dolphin Point Boulevard
Jacksonville, Florida 32211

Bradenton, Florida - Branch 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, LECOM at Elmira students have access to the facilities at Elmira College and LECOM at Jacksonville University students will have access to the facilities of Jacksonville University.

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 of the United States (COMLEX-USA) Level 1, Level 2-CE, and Level 2-PE (suspended indefinitely); and LECOM graduates are eligible to sit for the COMLEX-USA Level 3 examination. All components of COMLEX-USA 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 of the 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 Osteopathic 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) 581-9220

Masters of Health Services Administration

The LECOM School of Health Services Administration's (SHSA) Masters in Health Services Administration (MHSA) program is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME). CAHME is the only organization recognized to grant accreditation to individual academic programs offering a professional master's degree in healthcare management education by the Council on Higher Education Accreditation (CHEA).

PO Box 911

Spring House, PA 19477

301-298-1820

info@cahme.org

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.

Division of Higher Education, Access, and Equity

Pennsylvania Department of Education

607 South Drive, 3rd Floor

Harrisburg, Pennsylvania 17120

Phone: 717-783-6786

RA-HigherEducation@pa.gov

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 and LECOM at Jacksonville University, Jacksonville, FL 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:

Division of Higher Education, Access, and Equity
Pennsylvania Department of Education
607 South Drive, 3rd Floor
Harrisburg, Pennsylvania 17120
Phone: 717-783-6786
RA-HigherEducation@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 \(msche.org\)](http://www.msche.org/Complaints-and-Third-Party-Comments-Middle-States-Commission-on-Higher-Education)

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 11400 Rockville Pike, Suite 220, Rockville, MD 20852 and by email at CPMEstaff@cpme.org Additional information on filing complaints can be found at the [Council on Podiatric Medical Education site](#).

Masters of Health Services Administration (MHSA) may also contact the Commission on Accreditation of Healthcare Management Education (CAHME) at PO Box 911, Spring House, PA 19477, and by email at info@cahme.org or by visiting their website at <https://cahme.org/contactinformation/>

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 - COLLEGE OF OSTEOPATHIC MEDICINE

INTRODUCTION TO THE PROGRAM

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

- The LECOM Erie campus is located on a 53-acre campus overlooking beautiful Lake Erie. In addition to the main campus, the College also has facilities on the Erie bayfront, a fitness center, a clinical assessment center, LECOM West, and the LECOM Education Center (LEC). Erie is known for its maritime history and year-round recreational activities. The city enjoys a safe, "small-town" atmosphere with "big city" amenities. The city is within a two-hour drive of Cleveland, Ohio; Buffalo, New York; and Pittsburgh, Pennsylvania.
- The LECOM Bradenton branch campus is in Lakewood Ranch, a master-planned community in Manatee County Florida. Students at this location study in the PBL pathway for their pre-clinical basic science education. This campus is located 45 miles south of Tampa.
- LECOM at Seton Hill is an additional location of LECOM Erie located on the campus of Seton Hill University in Greensburg, Pennsylvania. Students at this location study in the PBL pathway for their preclinical basic science education. APAP students also matriculate at this location. LECOM at Seton Hill students have access to all the educational/recreational amenities available at Seton Hill University. Greensburg is located approximately 30 miles east of Pittsburgh in Pennsylvania's Laurel Highlands recreation area.
- LECOM at Elmira is an additional location of LECOM Erie located adjacent to the Elmira College campus in Elmira, NY. Students at this location study in the PBL pathway. LECOM at Elmira students have access to all the educational/recreational amenities available at Elmira College and may choose from a vast array of clinical rotation sites with numerous Graduate Medical Education (GME) opportunities in New York State.
- The LECOM at Jacksonville University is an additional location of LECOM Erie located adjacent to the Jacksonville University campus in Jacksonville, FL. Students at this location study in the PBL pathway. LECOM at Jacksonville University have access to all the educational/recreational amenities available at Jacksonville University and may choose from a vast array of clinical rotation sites with numerous Graduate Medical Education (GME) opportunities in the State of Florida.

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

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

- LECOM Medical Center and Behavioral Health Pavilion is an acute care teaching hospital offering comprehensive inpatient and outpatient services and emergency care. The region's leader in behavioral health care, senior services and medical education, it trains more new providers and pharmacists than any hospital in the area.
 - The new expansion features a 34,000-square-foot addition that houses a new emergency department with 6 Behavioral Health Rooms, 2 Trauma/Resuscitation Rooms, and 8 Other Emergency Department Rooms; 6 Private ICU Rooms, 14 Private Medical Surgical Rooms, 2 Private Acuity Flex to ICU, and a Cardiac Catheterization Laboratory.
- Building a network of 24 clinical practices in Erie, Chautauqua, Ashtabula and Meadville counties with more than 65 physicians who not only help to meet the health care needs of our patients, but also serve as clinical instructors for our students.
- Offering one of the premiere medical fitness and wellness centers in the country designed to focus on the total well-being of its members.
- The LECOM Senior Living Center is part of the LECOM Institute for Successful Living, a network of services that provides a full continuum of care for seniors in Northwest Pennsylvania. The Institute includes a total of 10 senior living communities – offering independent and personal care apartments, and skilled nursing facilities totaling over 900 beds – as well as clinical practices, rural health clinics, home care, hospice and skilled home health care, and more.
- LECOM Health Corry Memorial Hospital is a critical access hospital recognized for providing award-winning rural health care. Ever expanding to meet the needs of our rural population, LECOM Health has also established rural health clinics in Corry, Union City, and Clymer, and most recently Wattsburg and Ashtabula.

As LECOM continues its growth at the Pennsylvania, New York, and Florida campuses, the College will continue its mission of providing a quality medical education at an affordable price as we prepare the next generation of osteopathic physicians, podiatric physicians, pharmacists, dentists, healthcare administrators and medical educators. For outcomes data on board performance, residency match rates, and placement, go to: [LECOM College of Medicine COMLEX Pass and Graduation Match Rates](#)

Research is a key part of the LECOM mission to prepare well-qualified healthcare professionals. The College maintains research laboratories at the campuses in Erie, Elmira, Seton Hill, Jacksonville University, and Bradenton including the 26,000 square foot LECOM West Research Center that opened in 2016 on the main campus in Erie. At LECOM at Seton Hill in addition to its own laboratory space, via agreement with Seton Hill University, LECOM faculty may obtain access to the University's laboratory facilities.

2.1. MISSION STATEMENT OF THE LAKE ERIE COLLEGE OF OSTEOPATHIC MEDICINE AND EDUCATIONAL GOALS

Mission Statement

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

Educational Goals of the College of Osteopathic Medicine

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

Educational Goals of the institution are outlined as follows:

1. Graduates will be able to demonstrate knowledge of osteopathic principles and practice, demonstrate and apply knowledge of somatic dysfunction diagnosis and Osteopathic Manipulative Treatment.
2. Graduates will be able to provide safe patient care that incorporates sound clinical judgment, applied medical knowledge, osteopathic principles and practice, using a patient-centered approach.
3. Graduates will be able to demonstrate knowledge of the larger systems context of health care and identify system resources to maximize the health of the individual and the community or population at large.
4. Graduates will be able to demonstrate humanistic behavior; responsiveness to the needs of patients that supersedes self-interest; accountability to patients, society, and the profession; a commitment to excellence and ongoing professional development; respect for the patient as a person; knowledge and application of ethical principles in practice and research; and awareness and proper attention to the issues within cultural diversity.
5. Graduates will be able to demonstrate the understanding and application of foundational biomedical and clinical sciences integral to the practice of osteopathic patient-centered care.
6. Graduates will be able to articulate and apply fundamental biostatistical and epidemiologic concepts, clinical decision-making skills, and evidence-based medicine principles and practices to provide effective patient-centered osteopathic medical care.
7. Graduates will be able to demonstrate the knowledge, behaviors, and attitudes that facilitate accurate and efficient information gathering, empathetic rapport building, and effective information giving in interactions with the patient, the patient's family members and caregivers, physician colleagues, and other members of the interprofessional collaborative team.

2.1.1. The Philosophy of Osteopathic Medicine

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

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

osteopathic medicine utilizes four fundamental principles which enable the osteopathic physician to look at health and disease in a unique manner:

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

2.2. ADMISSIONS TO THE COLLEGE

There are four pathways to admission at LECOM: The traditional application process listed through AACOMAS, admission through the Early Acceptance Program, admission through the Master of Medical Science program, and Transfer.

2.2.1. Requirements

Applicants shall meet these minimum requirements:

- A. Applicants will have completed a baccalaureate degree from a regionally accredited U.S. or Canadian college or university by the time of enrollment. Applicants participating in special affiliated programs with LECOM and other exceptions to this policy will be considered on an individual basis, but in no case will an applicant be admitted who does not have at least 75 percent of the credits required for a baccalaureate degree from a college or university accredited by an agency recognized by the United States Department of Education.
- B. Applicants must submit all MCAT scores. A minimum score of 497 on an exam taken within the past five (5) years is required. *MCAT score results change with each testing cohort; this score varies between the 38th and 42nd percentile. LECOM MMS graduates may be exempt from MCAT and AIS requirements for admission.
- C. However, LECOM recognizes that alternative measures can be used to demonstrate the ability to handle its challenging curriculum and that GPA is more predictive of successful completion of medical school. Thus, LECOM has implemented the Academic Index Score, which uses undergraduate and graduate GPAs in formula calculation with ACT and/or SAT Critical Reading and Math scores. This Index may be used in consideration of offering interviews for applicants who have not taken the MCAT or do not have the minimum required score. The minimum required score for the AIS is 110.
- D. Specific course requirements are as follows:
 - Biology: A minimum of eight semester hours, of which a minimum of two hours of laboratory work must be completed.
 - Inorganic Chemistry: A minimum of eight semester hours, including two semester hours of laboratory work.
 - Organic Chemistry: Organic 1 – Four credits with one credit lab; Organic 2 – Four credits with one credit lab (or a student may substitute 3 credits of Biochemistry for Organic 2).
 - Physics: A minimum of four semester hours, including one hour of laboratory work.
 - English: A minimum of six semester hours of composition and literature.

- Behavioral Sciences: A minimum of six semester hours of courses in the behavioral sciences (i.e., psychology, sociology, or anthropology).

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

LECOM does not accept Advanced Placement (AP) or International Baccalaureate (IB) credits in lieu of prerequisite courses. The exceptions are AP or IB for English or Behavioral Science credits.

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

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

APAP Applicant Prerequisites

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

2.2.2. Application Procedure

Individuals interested in applying to the College utilizing an American Association of Colleges of Osteopathic Medicine Application (AACOMAS) must also submit a LECOM Supplemental Application. Separate AACOMAS and Supplemental applications must be submitted for the Erie campus (which includes LECOM at Seton Hill, LECOM at Elmira, and LECOM at Jacksonville University) and the Bradenton campus. Exceptions for special programs are described in Section [2.2.5 Early Acceptance Program](#).

2.2.2.1. AACOMAS Application

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

2.2.2.2. LECOM Supplemental Application

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

Applicants who do not meet the minimal MCAT requirement will receive an email advising them of

information on how to submit ACT and/or SAT scores for consideration of an interview based on the LECOM Academic Index Score (AIS) in lieu of the MCAT. Applicants must have either an MCAT or AIS to be considered for admission. No consideration for an interview can be given without the MCAT or AIS.

All supplemental applications and supporting materials, including letters of recommendation, must be received by the Office of Admissions by April 10 of the application year. Limited interview dates are available after April 1 of the application year.

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

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

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

2.2.3. Admissions Information

For further information about the College of Medicine, please contact the Office of Admissions for LECOM Erie at (814) 866-6641, LECOM at Seton Hill at (724) 552-2880, the LECOM at Elmira office at (607) 442-3500, the LECOM at Jacksonville University (941) 782-5933, or the Office of Admissions for LECOM Bradenton at (941) 756-0690. Accepted students who are found to have provided false written or oral information or falsified/modified documents to LECOM are subject to the rescission of an offer of acceptance or expulsion. Additionally, any infraction of published LECOM rules and regulations by an accepted student before matriculation may result in rescission of the offer of acceptance.

2.2.4. Transfer Policy for College of Osteopathic Medicine

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

Students requesting to transfer into LECOM must provide the following:

- A completed AACOMAS application.
- Official transcripts from all previously attended institutions.
- 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.
- 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.
- Letters of recommendation from two (2) faculty members at the institution where the student is currently enrolled.
- Verification of a pass COMLEX-USA Level 1.
- LECOM Supplemental Application and \$50.00 non-refundable application fee for the College of Medicine.
- Additional documents or letters of evaluation as determined by the Admissions Committee may be requested.
- Official copy of all MCAT scores.

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

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

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

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

2.2.5. Early Acceptance Program Admissions Through the Early Acceptance Program

LECOM has developed special Early Acceptance Programs (EAP) with select colleges and universities that grant qualified students a provisional early acceptance to LECOM's College of Osteopathic Medicine. In some cases, these programs will permit the student to start the professional program prior to receiving a bachelor's degree from the undergraduate institution. Candidates entering this program must have completed a minimum of two (2) years (or the equivalent) of undergraduate education prior to matriculating at the COM depending on the specific EAP pathway to which they have applied.

A student may apply for EAP consideration as a high school senior or as a current undergraduate student, so long as they are enrolled with at least one year 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 via an in-house LECOM application managed by LECOM admissions.

Following a successful interview:

- Candidates not yet enrolled in an affiliated undergraduate institution will be enrolled in the EAP only after they have matriculated at one of LECOM's affiliated undergraduate institutions. It is understood that the student's admission to the EAP must be endorsed by both LECOM and the LECOM-affiliated undergraduate institution. The candidate will receive a provisional letter granting acceptance to the EAP only after both LECOM and the LECOM-affiliated undergraduate institution approve the candidate's participation in the EAP.
- Candidates already attending a LECOM-affiliated institution at the time of their application to EAP who successfully complete the LECOM application and interview process will receive their provisional letter granting acceptance to EAP only after both LECOM and the LECOM-affiliated undergraduate institution approve the candidate's participation in the EAP.

The provisional acceptance exempts the student from the MCAT and AACOMAS application requirement and secures a seat for matriculation at LECOM provided academic and professional thresholds, defined in the EAP Handbook, are met. So long as they meet the program's final entrance requirement, no additional interview will be required.

2.2.6. Master of Medical Science – Erie

Candidates completing the MMS-Erie program will be considered utilizing their LECOM in-house application as submitted for admission to the MMS-Erie program. All prerequisites and standards for admissions are outlined under Section 2.2.1 Requirements.

2.2.7. 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) 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.

2.2.8. Tuition and Fees – College of Medicine

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

Application Fee - (LECOM Supplemental) **\$50**
Nonrefundable fee (payable upon submission of application for admission)

Matriculation Fee **\$2,000**
Nonrefundable fee (payment credited to the tuition fee upon matriculation)

Campus Location	Year	Students	Tuition/Fees
LECOM Erie	MS 1	All students	\$41,825
	MS 2	All students	\$41,825
	MS 3	All students	\$47,825
	MS 4	All students	\$47,325
LECOM at Seton Hill	MS 1	All students	\$41,825
	MS 2	All students	\$41,825
	MS 3	All students	\$47,825
	MS 4	All students	\$47,325
LECOM at Elmira	MS 1	All students	\$44,875
	MS 2	All students	\$44,875
	MS 3	All students	\$50,875
	MS4	All students	\$50,375
LECOM at Jacksonville University	MS 1	All students	\$44,000
LECOM Bradenton	MS 1	FL Resident	\$42,395
	MS 2	FL Resident	\$41,395
	MS 3	FL Resident	\$46,370
	MS 4	FL Resident	\$45,010
LECOM Bradenton	MS 1	Out-of-State	\$42,750
	MS 2	Out-of-State	\$42,750
	MS 3	Out-of-State	\$48,750
	MS 4	Out-of-State	\$48,250
Curriculum Fee			\$500
Technology Fee			\$500
Board Prep Fee			\$300
Student Government Fee			\$50
Fourth Year Student ERAS fee (plus transcript fee)			\$65

Disability Insurance (Mandatory)	Variable - Age Dependent	\$562
Health Insurance (Mandatory Unless Approved for Waiver)		\$4,524

2.2.9. Additional Fees

Late Payment Fee (per week)		\$50
Breakage Fee	Cost of replacement	
<i>Loss or damage to college property and equipment is charged to the student(s) or club/organization responsible.</i>		
Transcript Fee (per request)		\$20
Student Identification/Key Card – Replacement		\$25
Additional Clinical Rotation Lab Screening Fee (OMS2)		\$80
Remediation Exam Fee (per course)		\$100
Remediation Course Fee (per course; depends on course length)		\$500/max
VitalSource E-Books Fee varies by pathway		

Clinical Rotation Additional Tuition Costs

Class of 2029, College of Medicine - \$6,500 per year in years three and four

Class of 2028, College of Medicine - \$6,000 per year in years three and four

Class of 2027, College of Medicine - \$5,500 per year in years three and four

Class of 2028 APAP and PCSP, College of Medicine - \$6,000, year three

Class of 2027 APAP and PCSP, College of Medicine - \$5,500, year three

All students in the College of Medicine **are required to purchase** the Sphygmomanometer (blood pressure cuff and gauge) and the Diagnostic Kits (otoscope and ophthalmoscope) from the Welch-Allyn Instrument Sale during the fall semester of OMS1. Required equipment and price list are provided in the matriculation agreement sent upon acceptance. The student's Financial Aid Cost of Education Budget includes necessary funds for the purchase of this required diagnostic medical equipment for all pathways in all locations.

2.3. CURRICULUM

LECOM is an innovative leader in instructional approaches and content leading to the D.O. degree. This commitment occurs at all levels, from curriculum planning for all years of the D.O. program, to faculty-developed multimedia tutorials. Clinical training sites are diverse and span multiple specialties. Our students speak highly of LECOM for their personal and professional development, as well as for

their knowledge and skills. Students participate in inter-professional education (IPE) elements across the curriculum to give them experience in working effectively with health care teams. Self-directed and independent learning modalities are found throughout the curriculum in order to foster life-long learning skills important to being a successful physician. Emphasis is placed on taking responsibility for making informed choices about learning, in general, and patient care in particular. Courses of less than 3 credit hours are considered minor courses as they relate to failure and remediation policies.

2.3.1. Erie Learning Pathways

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

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

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

Number of curricular weeks:

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

2.3.1.1. Pathway Change Policy and Procedure

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

- Meet with the current pathway director to discuss reasons for changing pathways or requesting transfer.
- Meet with the prospective pathway director to discuss the student's desire to enter a new pathway or transfer campuses.
- Submit a formal written request to the Dean/Associate Dean of Academic Affairs or Associate/Assistant Dean of Preclinical Education at the enrolled campus, outlining the desired change in pathway or transfer request.
- Meet with the Associate Dean of Academic Affairs or Associate/Assistant Dean of Preclinical Education at the enrolled campus, outlining the requested change in pathway or the transfer request.

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

pathway change or transfer request.

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

Formal written requests to change pathways or transfer campuses must be made at least two weeks prior to the end of the Anatomy course. A student is only permitted one change of pathway or transfer request. Students who experience academic difficulty in any pathway may be required to change pathways. Students who are unsuccessful in passing an academic year and are granted the right to repeat the year must do so at the campus where they were admitted. Repeating students will not be allowed to change campus location.

2.3.2. The Lecture Discussion Pathway

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

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

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

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

Phase I – Core Curriculum

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

Phase II - Systems Curriculum

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

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

Instructional materials presented within each system expand upon basic principles mastered during the Core Curriculum. Preclinical topics consider each respective system from viewpoints of the basic science disciplines of anatomy, biochemistry, microbiology, pathology, pharmacology, and physiology. As a complement, clinical perspectives are offered from the point of view of both the primary care physician as well as the respective specialist. This format of presentation not only promotes a better

learning environment due to extensive integration/correlation of course material but also provides a “real life” view of contemporary healthcare.

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

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

2.3.2.1. Preclinical Course Sequence and Credit Hours for Lecture Discussion Pathway

Abbr.	Number	Course Title	Credit Hours
LDP MS1 Fall Semester			
ANT	1004	Clinical Human Gross Anatomy	9.0
CLB	1004	Histology	1.0
EMB	1001	Embryology	1.0
MCB	1001	Microbiology/Immunology	4.0
BCH	1003	Biochemistry Core I	3.0
PHY	1010	Physiology	3.0
OPP	1001	Osteopathic Principles and Practice I	4.0
HPO	1006	History and Physical Examination I	1.5
RES	1008	Intro to Biostatistics and Research Methodology	1.0
WRK	2020	Emergency Preparedness	P/F
		Total Semester Hours	27.5
LDP MS1 Spring Semester			
BHC	1005	Biochemistry Core II and Medical Genetics	2.0
PTH	1003	Pathology	1.0
PHC	1002	Pharmacology	2.0
HCM	1004	Health Care Management I	1.0
BHS	1005	Human Sexuality	1.0
HPO	1007	History and Physical Examination II	2.5
OPP	1002	Osteopathic Principles and Practice II	3.0
SYS	1001	Musculoskeletal System	5.0
NAT	1003	Basic Neuroscience System	5.5
NAT	1004	Clinical Neuroscience System	7.0
		Total Semester Hours	30.0

Abbr.	Number	Course Title	Credit Hours
LDP MS2 Fall Semester			
LAW	1001	Medical Jurisprudence	1.0
ADM	1030	Medical Spanish I and II	P/F
BHS	1003	Psychiatry	2.5
PUB	1001	Public Health and Preventative Medicine	1.0
SYS	1006	Digestive System	7.5
SYS	1004	Cardiovascular System	9.0
SYS	1010	Respiratory System	5.0
SYS	1003	Renal System	5.0
OPP	1003	Osteopathic Principles and Practice III	3.5
HPO	1008	History and Physical Examination III	1.5
GER	1001	Geriatric Medicine	1.0
		Total Semester Hours	37.0
LDP MS2 Spring Semester			
SYS	1002	Hematology/Oncology System	3.5
SYS	1007	Endocrine System	3.0
SYS	1009	Reproductive System	5.0
SYS	1005	Integumentary System	3.0
HPO	1009	History and Physical Examination IV	2.5
OPP	1004	Osteopathic Principles and Practice IV	2.0
CLS	1001	Advanced Cardiac Life Support	1.0
ADM	1035	Medical Spanish III	P/F
ADM	1014	Biomedical Sciences and Osteopathic Principles Convergence	4.0
		Total Semester Hours	24.0
		Total Pre-Clinical Hours	118.5

2.3.2.2. Lecture Discussion Pathway Course Titles, Credit Hours, and Descriptions

BCH 1003 – Biochemistry Core I – 3.0 Credit Hours

BCH 1005 – Biochemistry Core II and Medical Genetics – 2.0 Credit Hours

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

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

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

CLB 1004 – Histology - 1.0 Credit Hour

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

ANT 1004 – Clinical Human Gross Anatomy – 9.0 Credit Hours

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

EMB 1001 – Human Embryology – 1.0 Credit Hour

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

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

MCB 1001 – Microbiology/Immunology – 4.0 Credit Hours

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

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

Osteopathic Principles and Practice (OPP):

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

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

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

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

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

PTH 1003 – Pathology – 1.0 Credit Hour

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

PHC 1002 – Pharmacology – 2.0 Credit Hours

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

PHY 1010 – Physiology – 3.0 Credit Hours

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

SYS 1001 – Musculoskeletal System – 5.0 Credit Hours

The Musculoskeletal System presents and familiarizes the student with the basic vocabulary, principles

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

NAT 1003 – Basic Neuroscience – 5.5 Credit Hours

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

NAT 1004 – Clinical Neuroscience – 7.0 Credit Hours

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

SYS 1006 – Digestive System – 7.5 Credit Hours

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

SYS 1004 – Cardiovascular System – 9.0 Credit Hours

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

SYS 1010 – Respiratory System – 5.0 Credit Hours

Instructional materials presented within the respiratory system will expand upon basic principles mastered during the core curriculum. Preclinical topics are considered from the viewpoints of the basic sciences disciplines of anatomy, biochemistry, microbiology, pathology, pharmacology, and physiology. As a complement, clinical perspectives are offered from the point of view of both the primary care

physician as well as the respective specialist. Importantly, clinical considerations are presented and integrated with the practical application of basic science principles. Practical knowledge acquired from the History and Physical Examination is reviewed, examined, and discussed with a clinical context. The osteopathic approach to patient care is continually emphasized, both philosophically and in practice, from the first day of class through completion of the course.

SYS 1003 – Renal System – 5.0 Credit Hours

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

HMO 1002 – Hematology/Oncology System – 3.5 Credit Hours

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

SYS 1007 – Endocrine System – 3.0 Credit Hours

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

SYS 1009 – Reproductive System – 5.0 Credit Hours

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

SYS 1005 – Integumentary System – 3.0 Credit Hours

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

Non-System Courses

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

A.C.L.S. is presented at the end of the second year. This training program sponsored by the American Heart Association, is designed to help the students achieve a better understanding of their roles as future players in the cardiopulmonary resuscitative team. Students also become Basic Life Support (B.L.S.) certified in the curriculum along with or prior to ACLS.

History and Physical Examination Series

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

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

The first course in this series focuses on history taking and teaches the art of obtaining and documenting an accurate history from patients as they present in a clinical setting. The primary aim of this component of the course is to identify the elements of a complete history and develop interviewing skills, which allow the physician to precisely identify pertinent history which will later direct the physical examination. The student will be presented with methodology, vocabulary and assessment skills that are necessary for patient encounters. The lecture components will build the foundation of history taking skills by teaching the art of interviewing and communication skills. During history taking workshops, students will work together through clinical scenarios via roles of “patient” and “physician”. At the completion of the course, the student will demonstrate competency in obtaining histories in clinical scenarios through a standardized patient exam.

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

Using the sensory faculties, this second course of the series teaches physical examination of patients. Performing concise physical examinations in concert with taking accurate histories provides a solid foundation, which allows the physician to build an appropriate differential diagnosis based on the patients' complaints. This course continues to present methodology, vocabulary and assessment skills that are necessary for examination with correlation to osteopathic principles, therapy, and basic sciences. It also provides instruction on documentation of the physical examination. Physical examination labs divide the body into a logical system-based approach. Each lab session will demonstrate physical exam techniques for a particular body region or organ system but will emphasize the interrelationship of the body. A common-sense approach will be emphasized encouraging the student to “think” about the process of physical examination, and not memorizing a list of exam components. At the completion of this course, students can incorporate skills learned to perform complete physical examinations in standardized patient and mannikin simulation experiences.

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

This third course is a continuation of the History and Physical (H&P) examination series. Building on the foundations of history taking and physical exam skills learned in the first year, students will be able to apply this knowledge in workshops and lab sessions. During these sessions, students will discuss clinical scenarios and utilize clinical reasoning skills to further hone their history taking skills, development of differential diagnoses and ability to perform a problem specific physical exam. Based upon historical information obtained, the students will perform the appropriate physical exam and discuss the rationale for performing particular techniques. During these workshops and labs, the students will role-play as physicians and work through various clinical scenarios. The “physician” will

take a history, perform a problem specific physical examination, develop a differential diagnosis, and discuss the treatment plan with the “patient”. Another component of the History and Physical Examination course is the Sensitive Patient Examination Commitment (SPEC). The student will gain knowledge of sensitive examinations, including male and female genitalia and breast examination through the SPEC program. History and physical exam elements, including those introduced through the SPEC program will be reinforced in standardized patient and mannikin simulation experiences.

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

This course is the completion of the history and physical examination series and prepares the student for clinical rotations of the MSIII and MSIV training years. During this semester, students will be introduced to several clinical skills to provide exposure to these skills prior to embarking on third year clinical rotations. These include introductions to airway management, surgical knot tying and simple suturing, injections, venipuncture, and peripheral intravenous access. Students will again have an opportunity to implement history taking and physical exam skills learned in prior semesters in the context of workshops and labs. Students will continue to gain knowledge of sensitive examinations, including male and female genitalia and breast examination through the SPEC program.

HCM 1004 – Healthcare Management – 1.0 Credit Hour

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

GER 1001 – Geriatric Medicine – 1.0 Credit Hour

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

RES 1008 – Introduction to Biostatistics and Research Methodology – 1.0 Credit Hour

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

LAW 1001 – Medical Jurisprudence – 1.0 Credit Hour

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

BHS 1005 – Human Sexuality – 1.0 Credit Hour

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

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

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

BHS 1003 – Psychiatry – 2.5 Credit Hours

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

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

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

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

ADM 1030, ADM 1035 – Medical Spanish I, II, and III – P/F noncredit

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

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

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

WRK 2020 – Emergency Preparedness Professional Development Course – P/F noncredit

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

2.3.3. The Directed Study Pathway

Introduction

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

examination deadlines. The DSP focuses on the students' self-directed learning capabilities.

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

- Are self-motivated and self-directed, with good organizational and time-management skills;
- Learn best through reading;
- Are responsible and can balance the demands of academic responsibilities; and
- Have a strong science or previous clinical background.

Program Description

Upon initial matriculation at LECOM all students take the anatomical science courses including Gross Anatomy, Embryology and Histology, via a lecture based modality with mandatory attendance. Following the completion of these courses, DSP students study additional basic sciences using lists of highly structured learning objectives compiled into “module” booklets, used in combination with textbooks and other educational resources, in order to master the materials. Throughout the week, students meet with discipline experts to clarify topics and ask questions. Students proceed through these modules with time limits in place and examinations are administered on specific dates by which time the students are expected to have mastered all learning objectives outlined in the module.

While primarily based on faculty-directed module study, DSP students may be required to be present on campus two to five days per week in order to attend **classroom and laboratory-based courses** needed to complete the preclinical curriculum (both first and second years). Students are therefore expected to maintain living accommodations within 30 minutes to campus to limit the time lost to travel.

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

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

2.3.3.1. Course Sequence and Credit Hours for Directed Study Pathway

Abbr.	Number	Course Title	Credit Hours
DSP MS1 Fall Semester			
ANT	1004	Clinical Human Gross Anatomy (C)	9.0
CLB	1004	Histology (C)	1.0
EMB	1001	Embryology (C)	1.0
MCB	1001	Microbiology/Immunology (M)	4.0
BCH	1003	Biochemistry Core I (M)	3.0
PHY	1010	Physiology (M)	3.0
OPP	1001	Osteopathic Principles and Practice I (C)	4.0
HPO	1006	History and Physical Examination I (C)	1.5
RES	1008	Intro to Biostatistics and Research Methodology (C)	1.0
WRK	2020	Emergency Preparedness (C)	P/F

Abbr.	Number	Course Title	Credit Hours
Total Semester Hours			27.5
DSP MS1 Spring Semester			
BHC	1005	Biochemistry Core II and Medical Genetics (M)	2.0
PTH	1003	Pathology (M)	1.0
PHC	1002	Pharmacology (M)	2.0
HCM	1004	Health Care Management I (C)	1.0
BHS	1005	Human Sexuality (C)	1.0
HPO	1007	History and Physical Examination II (C)	2.5
OPP	1002	Osteopathic Principles and Practice II(C)	3.0
SYS	1001	Musculoskeletal System (M)	5.0
NAT	1003	Basic Neuroscience System (M)	5.5
NAT	1004	Clinical Neuroscience System (M)	7.0
Total Semester Hours			30.0
DSP MS2 Fall Semester			
LAW	1001	Medical Jurisprudence (C)	1.0
ADM	1030	Medical Spanish I/II (C)	P/F
BHS	1003	Psychiatry (C)	2.5
PUB	1001	Public Health and Preventative Medicine (C)	1.0
SYS	1006	Digestive System (M)	7.5
SYS	1004	Cardiovascular System (M)	9.0
SYS	1010	Respiratory System (M)	5.0
SYS	1003	Renal System (M)	5.0
OPP	1003	Osteopathic Principles and Practice III (C)	3.5
HPO	1008	History and Physical Examination III (C)	1.5
GER	1001	Geriatric Medicine (C)	1.0
Total Semester Hours			37.0
DSP MS2 Spring Semester			
SYS	1002	Hematology/Oncology System (M)	3.5
SYS	1007	Endocrine System (M)	3.0
SYS	1009	Reproductive System (M)	5.0
SYS	1005	Integumentary System (M)	3.0
HPO	1009	History and Physical Examination IV (C)	2.5
OPP	1004	Osteopathic Principles and Practice IV (C)	2.0
CLS	1001	Advanced Cardiac Life Support (C)	1.0
ADM	1035	Medical Spanish III (C)	P/F
ADM	1014	Biomedical Sciences and Osteopathic Principles Convergence (C)	4.0
Total Semester Hours			24.0
Total Pre-Clinical Hours			118.5

Key: (M) is DSP Module and (C) is Course with LDP students

The DSP Curriculum Calendar

The DSP curriculum calendar contains specific lectures, meetings, and examination times that the students are expected to attend. Entering DSP students begin work on the modules during the fall semester after anatomy, histology, and embryology. The calendar is based on five study days per week (though students are expected to dedicate a large amount of their evenings and weekends to study to total about 60-70 hours per week), with the DSP preclinical curriculum to be completed in two years.

Successful completion of the two-year DSP program by the set date permits students to take the COMLEX Level 1 Licensure Examination following their second year and to begin their clinical clerkships at the same time as the LDP and PBL students.

2.3.4. Accelerated Physician Assistant Pathway

Introduction

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

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

Growth in demand for primary care (Family Medicine, General Internal Medicine, and General Pediatrics) physicians will continue to increase over the next decade. As many PAs chose to work in primary care, they represent excellent candidates to become primary care physicians.

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

Curriculum

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

2.3.5. Primary Care Scholars Pathway

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

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

The PCSP curriculum is based on the DSP model, which is structured on the self-directed modular system. For more information, see the detailed description of the DSP program outlined in Section [2.3.3 The Directed Study Pathway](#). Although the PCSP is modular based study, there are some differences compared with the DSP. Students in the PCSP have classes during their first summer term. Since there is

only a two-week vacation after completion of the first academic year, remediation differs for the PCSP program.

2.3.5.1. Course Sequence and Credit Hours for Primary Care Scholars Pathway

Abbr.	Number	Course Title	Credit Hours
PCSP MS1 Fall Semester			
ANT	1004	Clinical Human Gross Anatomy (C)	9.0
CLB	1004	Histology (C)	1.0
EMB	1001	Embryology (C)	1.0
MCB	1001	Microbiology/Immunology (M)	4.0
BCH	1003	Biochemistry Core I (M)	3.0
PHY	1010	Physiology (M)	3.0
OPP	1001	Osteopathic Principles and Practice I (C)	4.0
HPO	1006	History and Physical Examination I (C)	1.5
RES	1008	Intro to Biostatistics and Research Methodology (C)	1.0
WRK	2020	Emergency Preparedness (C)	P/F
		Total Semester Hours	27.5
PCSP MS1 Spring Semester			
BHC	1005	Biochemistry Core II and Medical Genetics (M)	2.0
PTH	1003	Pathology (M)	1.0
PHC	1002	Pharmacology (M)	2.0
HCM	1004	Health Care Management I (C)	1.0
BHS	1005	Human Sexuality (C)	1.0
HPO	1007	History and Physical Examination II (C)	2.5
OPP	1002	Osteopathic Principles and Practice II(C)	3.0
SYS	1001	Musculoskeletal System (M)	5.0
NAT	1003	Basic Neuroscience System (M)	5.5
NAT	1004	Clinical Neuroscience System (M)	7.0
		Total Semester Hours	30.0
PCSP MS2 Fall Semester – Summer Session			
OPP	1005	Osteopathic Principles and Practice – PCSP (C)	4.0
HPO	1011	History and Physical Examination – PCSP (C)	1.5
SYS	1005	Integumentary System (M)	3.0
RES	1007	Enrichment	6.5
		Total Semester Hours	15.0
PCSP MS2 Fall Semester – Fall Session			
LAW	1001	Medical Jurisprudence (C)	1.0
ADM	1030	Medical Spanish I/II (C)	P/F
BHS	1003	Psychiatry (C)	2.5
PUB	1001	Public Health and Preventative Medicine (C)	1.0
SYS	1006	Digestive System (M)	7.5
SYS	1004	Cardiovascular System (M)	9.0
SYS	1010	Respiratory System (M)	5.0
SYS	1003	Renal System (M)	5.0
HPO	1008	History and Physical Examination III (C)	3.5
OPP	1003	Osteopathic Principles and Practice III (C)	1.5
GER	1001	Geriatric Medicine (C)	1.0
PED	1002	Pediatrics Module	1.0

Abbr.	Number	Course Title	Credit Hours
Total Semester Hours			38.0
PCSP MS2 Spring Semester			
SYS	1002	Hematology/Oncology System (M)	3.5
SYS	1007	Endocrine System (M)	3.0
SYS	1009	Reproductive System (M)	5.0
HPO	1009	History and Physical Examination IV (C)	2.5
OPP	1004	Osteopathic Principles and Practice IV (C)	2.0
CLS	1001	Advanced Cardiac Life Support (C)	1.0
ADM	1035	Medical Spanish III (C)	P/F
Total Semester Hours			17.0
Total Pre-Clinical Hours			127.5

2.3.5.2. Primary Care Scholars Pathway Specific Course Titles, Credit Hours, and Descriptions

HPO 1011 – History and Physical Examination – PCSP – 1.5 Credit Hours

This course is a continuation of History and Physical Examination (H&P) I and II Courses. The primary aim of the course is to present methodology, vocabulary and assessment skills that are necessary for examination of patients with focused complaints. This course provides experiences via interactive case presentations and standardized patient (SP) encounters. The student gains experience in sensitive examinations through the SPEC (Sensitive Patient Examination Commitment) lectures and standardized patient experience during H&P III and H&P IV. A Critical Thinking Model is utilized, the students in the H&P Course are given exercises where the areas of the subjective note are given to memorize while still understanding their use in patient care. After the lecture didactics and interactive lab workshops, the students are tested with standardized patients. To prepare the students for rotations, the Milestones (level of performance, specific checklist items) leading to Competency (Performance) and then forming Entrustable Professional Activities – EPAs (behaviors) will be emphasized.

OPP 1005 – Osteopathic Principles and Practice – PCSP – 4.0 Credit Hours

The Osteopathic Principles and Practice (OPP) III and IV courses are designed to build from content covered in OPP I and OPP II to further explore the basic philosophy, principles and practice of osteopathic health care. Emphasis is placed on the sequential development of palpatory diagnostic and therapeutic skills used to assess health and disease. The overall course integrates the osteopathic philosophy and principles of patient care with the systems approach of medical education. The course teaches osteopathic philosophy, problem solving and patient management, and how to incorporate multiple osteopathic manipulative techniques as appropriate. These techniques include, but are not limited to visceral techniques, techniques involving lymphatic system, cardiovascular system, respiratory system, renal system, the osteopathic approach to various clinical problems, and more in-depth coverage of clinical issues involving the upper and lower limbs. Also, these techniques include, but are not limited to, facilitated positional release and Still technique, clinical approach to issues in the head/neck, obstetrics and gynecology, the approach to hospitalized/surgical patient, and pediatrics. The students are prepared during this session to act as table trainers for their colleagues in the Fall and spring semesters, prior to their departure for clinical rotations. Application of these principles and practices continues throughout clinical rotations. The course is directly applicable to all of the seven AOA competencies

PED 1002 – Pediatrics Module – 1.0 Credit Hour

This Pediatric Medicine Module is designed to prepare the osteopathic medical student with the basic concepts and knowledge necessary for entry into a primary care clinical clerkship and, eventually, residency. It enables the learner to review many of the medical concepts studied in the systems and place them within the context of the pediatric patient. Placed during the traditional college winter break, as mostly directed study, enables this module to have maximum yet flexible study time for the individual student.

RES 1007 – Enrichment – 6.5 Credit Hours

Experiential and modular based course designed to enhance the motivation of the PCSP student towards a career in Primary Care Medicine. This module introduces the student to procedures and modalities that enrich the primary care experience. The student is exposed to clinic and hospital care and the laboratory modalities that are utilized in the diagnostic and treatment process of primary care medicine. This enrichment experience will continue to affect performance and confidence in the student through clinical rotations.

2.3.6. The Problem-Based Learning Pathway at LECOM

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

PROGRAM DESCRIPTION

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

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

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

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

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

The Tutorial Process in Problem-Based Learning

The heart of a Problem-Based Learning Pathway is the tutorial group (generally 8 students plus one

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

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

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

The Group Tutorial Process

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

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

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

When the group meets for its next tutorial session, one student will present the patient using a format in which the known subjective and objective information is summarized and assessed, and a plan for continued management is proposed. This will initiate continued discussion, not only of the new knowledge and its use in evaluating their hypotheses, but also for the seeking of more information about the patient. Considering the additional information, they approach the case anew, listing new ideas, formulating new hypotheses and learning issues, as new case information is provided and added to that which they already have. This is followed by another group self-evaluation, another period of independent study, and another meeting. In the early stages of the program, this process may be repeated

several times during a single case, as additional learning issues are added until the group is satisfied that it has gained sufficient knowledge of basic scientific concepts to understand the basic mechanisms underlying the clinical picture presented in the case. A final self-evaluation occurs when each member of the group evaluates the performance and contribution of every other member.

Role of Participants

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

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

Student Assessment

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

2.3.6.1. Course Sequence and Credit Hours for Problem Based Learning Pathway at LECOM Erie, LECOM at Seton Hill, LECOM at Elmira, and LECOM at Jacksonville University

Abbr.	Number	Course Title	Credit Hours
PBL MS1 Fall Semester			
ANT	1004	Clinical Human Gross Anatomy	9.0
CLB	1004	Histology	1.0
EMB	1001	Embryology	1.0
PBL	1001	Problem Based Learning I	10.0
OPP	1001	Osteopathic Principles and Practice I	4.0
HPO	1006	History and Physical Examination I	1.5
RES	1008	Intro to Biostatistics and Research Methodology	1.0
WRK	2020	Emergency Preparedness	P/F
		Total Semester Hours	27.5
PBL MS1 Spring Semester			
HCM	1005	Health Care Management I	1.0
BHS	1005	Human Sexuality	1.0
PBL	1002	Problem Based Learning II	22.5
HPO	1007	History and Physical Examination II	2.5
OPP	1002	Osteopathic Principles and Practice II	3.0

Abbr.	Number	Course Title	Credit Hours
Total Semester Hours			30.0
PBL MS2 Fall Semester			
GER	1001	Geriatric Medicine	1.0
HPO	1008	History and Physical Examination III	1.5 (2.0)*
LAW	1001	Medical Jurisprudence	1.0
OPP	1003	Osteopathic Principles and Practice III	3.5
PUB	1001	Public Health and Preventative Medicine	1.0
ADM	1030	Medical Spanish I/II	P/F
BHS	1003	Psychiatry	2.5
PBL	1003	Problem Based Learning III	26.5
Total Semester Hours			37.0/37.5
PBL MS2 Spring Semester			
PBL	1004	Problem Based Learning IV	14.5
HPO	1009	History and Physical Examination IV	2.0 (2.5)**
OPP	1004	Osteopathic Principles and Practice IV	2.0
CLS	1001	Advanced Cardiac Life Support	1.0
ADM	1014	Biomedical Sciences and Osteopathic Principles Convergence	4.0
ADM	1035	Medical Spanish III	P/F
Total Semester Hours			23.5/24.0
Total Pre-Clinical Hours			118.5

*LECOM at Seton Hill only

**LECOM Erie, LECOM at Elmira, LECOM at Jacksonville University

2.3.6.2. Course Sequence and Credit Hours for Problem Based Learning Pathway at LECOM Bradenton

Abbr.	Number	Course Title	Credit Hours
PBL-B MS1 Fall Semester			
ANT	1009	Clinical Human Anatomy	11.0
OPP	1001	Osteopathic Principles and Practice I	4.0
CLE	1002	Clinical Examination I	3.0
PBL	1001	Problem Based Learning I	10.0
Total Semester Hours			28.0
PBL-B MS1 Spring Semester			
HCM	1004	Healthcare Management I	1.0
OPP	1002	Osteopathic Principles and Practice II	3.5
CLE	1003	Clinical Examination II	3.0
PBL	1002	Problem Based Learning II	22.5
RES	1008	Intro to Biostatistics and Research Methodology	1.0
Total Semester Hours			31.0
PBL-B MS2 Fall Semester			
OPP	1003	Osteopathic Principles and Practice III	3.0
CLE	1004	Clinical Examination III	3.0
PBL	1003	Problem Based Learning III	26.5
BHS	1001	Psychiatry	2.5
BHS	1005	Human Sexuality	1.0

Abbr.	Number	Course Title	Credit Hours
LAW	1001	Medical Jurisprudence	1.0
ADM	1030	Medical Spanish I/II	P/F
GER	1002	Geriatric Medicine	1.0
		Total Semester Hours	38.0
PBL-B MS2 Spring Semester			
OPP	1004	Osteopathic Principles and Practice IV	2.0
CLE	1005	Clinical Examination IV	3.0
PBL	1004	Problem Based Learning IV	14.5
CLS	1001	Advanced Cardiac Life Support	1.0
PUB	1002	Public Health and Preventative Medicine	1.0
ADM	1014	Biomedical Sciences/Osteopathic Principles Convergence	4.0
ADM	1035	Medical Spanish III	P/F
		Total Semester Hours	25.5
		Total Pre-Clinical Hours	122.5

2.3.6.3. Bradenton Problem-Based Learning Pathway Course Titles, Credit Hours, and Description

ANT 1009 – Clinical Human Anatomy – 11.0 Credit Hours

Clinical Human Anatomy is a lecture-discussion course and laboratory with prosected cadavers. Didactic lectures provide the student with the knowledge necessary for the sequential discovery of the structural and functional relationships of the human body. The course integrates basic concepts of embryology and neuroanatomy into the major content focus of histology and gross anatomy through clinical application in both lectures and laboratory settings. The knowledge gained from this experience leads the student to develop a fine appreciation for not only the structure of the human body but also how each part is related to every other part. Clinical correlations and diagnostic imaging are included within the course's lecture and laboratory sessions to familiarize students with situations they may encounter in clinical medicine. Emphasis is placed throughout, on structure-function relationships and the clinical applications of such knowledge.

Clinical Examination:

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

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

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

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

CLE 1002 – Semester 1 Year 1 – 3.0 Credit Hours

This course explores the art of obtaining an accurate history from a patient and presenting it in a narrative format. Lecture components teach the components of the history and the rationale for their inclusion. Written examinations support basic concepts coming from lectures and the textbook. Students participate in non-graded skills labs with faculty feedback and then later move to the individual examination rooms for graded encounters covering the skill taught in lab. At the end of this course, the student will demonstrate proficiency in obtaining and organizing the history and basic physical examination skills.

CLE 1003 – Semester 2 Year 1 – 3.0 Credit Hours

This course builds upon the first semester by adding additional organ system skills for physical examination. Written examinations will continue to focus on basic principles while introducing clinical concepts. Emphasis will be on mastering each organ system's physical examination skills. The large room skills sessions continue followed by individual organ system practical exams. At the end of this course, the student will be able to perform each organ system physical examination with proficiency and be ready to put it all together into the full physical examination.

CLE 1004 – Semester 1 Year 2 – 3.0 Credit Hours

This semester introduces the full patient encounter. Working with standardized patients (or fellow students), and faculty, students will learn to complete the history, focused physical examination, including OMM when indicated, and assessment and plan in a 22-minute encounter. Lectures will expand upon history taking, creating a pertinent differential diagnosis, understanding pathophysiology, and clinical decision-making. Written examinations will link technical skills and findings to basic science and clinical constructs. At the end of this course, the student will have a thorough understanding of the problem-focused vs. extended history and physical exam, be proficient in clinical skills, and produce a well-constructed SOAP note. Faculty will provide written feedback when grading the SOAP notes.

CLE 1005 – Semester 2 Year 2 – 3.0 Credit Hours

The final semester centers on the continued practice of clinical examination skills. Faculty and standardized patients will continue to provide direct feedback after clinical encounters, as well as a written evaluation of SOAP notes. Students will also learn how to perform an oral presentation. Lectures will expand upon clinical topics of interest, along with clinical reasoning through a differential diagnosis. Written examinations will focus on the logical synthesis of data. Students will complete a 'competency practical examination' to demonstrate they possess the skills to move on to third-year rotations. At the end of this course, the student will be well-prepared for clinical rotations.

Osteopathic Principles and Practice (OPP):

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

OPP-1002 - Semester 2 Year 1 – 3.5 Credit Hours

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

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

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

GER 1002 – Geriatric Medicine – 1.0 Credit Hour

Geriatrics provides instruction to the student on special problems of the elderly with emphasis on improving clinical skills to deal with the unique diagnostic, therapeutic, and psychosocial problems of older adults. Various topics related to the geriatric patient are also integrated into the Systems. With the knowledge obtained from this course, the student will be able to make informed decisions about the

availability of healthcare to geriatric patients and improve the physical, psychological, and social well-being of older adults in their practice.

HCM 1004 – Healthcare Management – 1.0 Credit Hour

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

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

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

BHS 1001 – Psychiatry – 2.5 Credit Hours

The Psychiatry course is designed to provide a basic knowledge of the biopsychosocial foundations of behavior and psychiatric conditions to prepare a physician to recognize and manage these issues in patient care. The course includes an overview of the major diagnoses, including information on presentations and diagnostic criteria for recognition, common comorbidities, approaches for differentiating diagnoses, identifying overlap with or distinction from medical states, and evidence-based pharmacologic and nonpharmacologic interventions. The course also covers elements of psychiatric diagnostic evaluation, normal development versus when behavior and development are problematic, effective patient-physician communication approaches, and ethics and professionalism areas specific to psychiatric situations in healthcare practice. The goal of the course is for students to learn the initial fundamentals of behavioral science and psychiatric care for future clinical application.

LAW 1001 – Medical Jurisprudence – 1.0 Credit Hour

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

BHS 1005 – Human Sexuality – 1.0 Credit Hour

The Human Sexuality Course is a foundational overview of the physiological, psychological, sociological, cultural, and medical aspects of human sexuality. The course is designed to better prepare the osteopathic medical student to address sexuality in clinical practice. The course takes a holistic approach to reviewing topics including taking a sexual history, common sexual dysfunctions, sexual abuse, and the sexuality of vulnerable populations (pediatric/adolescent, elderly, disabled, LGBTQ, and disenfranchised).

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

B.L.S. and A.C.L.S. training are presented at the end of the second year. This training program sponsored by the American Heart Association, is designed to help the students achieve a better

understanding of their roles as future players in the cardiopulmonary resuscitative team.

RES 1008 – Introduction to Biostatistics and Research Methodology – 1.0 Credit Hour

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

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

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

2.3.7. Clinical Curriculum

2.3.7.1. Clinical Curriculum for LDP, DSP, and all PBL campuses

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

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

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

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

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

Core rotations in the third year include: Family Medicine, Internal Medicine I, Pediatrics, and General Surgery I. Required rotations include Internal Medicine II and III, General Surgery II, OB/GYN, Geriatrics/OPP, Emergency Medicine/Critical Care, Psychiatry/Behavioral Health, and Office Based

Practice I and II.

During the third and fourth years, students will be required to successfully complete their clinical clerkships, along with the required online didactic curriculum. Rotations are assigned by the Office of Clinical Education.

Abbr.	Number	Course Title	Credit Hours
LDP, DSP, and PBL MS III Clinical Rotations – for the class of 2028			
DOE	1001	Elective	10.0
DOR	1006	Internal Medicine I (Core)	10.0
DOR	1008	Internal Medicine II (Required)	10.0
DOR	1032	Internal Medicine III (Required)	10.0
DOR	1007	Surgery I (Core)	10.0
DOR	1009	Surgery II (Required)	10.0
DOR	1010	Obstetrics/Gynecology (Required)	10.0
DOR	1022	Family Medicine (Core)	10.0
DOR	1018	Pediatrics (Core)	10.0
DOR	1027	Geriatrics/OPP (Required)	10.0
DOR	1011	Psychiatry/Behavioral Health (Required)	10.0
CCK	1001	Comprehensive Clinical Knowledge	10.0
		Total Semester Hours	120.0
LDP, DSP, and PBL MS IV Clinical Rotations – for the classes of 2026 and 2027			
DOR	1020	Emergency Medicine/Critical Care (Required)	10.0
DOR	1003	Office Based Practice I (Required)	10.0
DOR	1031	Office Based Practice II (Required)	10.0
DOR	1013	Rural/Underserved Ambulatory	10.0
DOE	1011	Primary Care Selective	10.0
DOE	1010	Medicine/Surgical Selective I	10.0
DOE	1012	Medicine/Surgery Selective II	10.0
DOE	1003	Elective I	10.0
DOE	1004	Elective II	10.0
DOE	1006	Elective III	10.0
DOE	1007	Clinical Competency Development	10.0
DOR	1036	Senior Capstone	10.0
		Total Semester Hours	120.0
		Total Clinical Hours	240.0

Note: All clinical rotations are 4 weeks in length

2.3.7.2. Clinical Curriculum for LDP, DSP, and All PBL Campuses: Sixth (6th) Pathway

Students identified with academic risk factors are placed in a specialized clinical training pathway known as the 6th Pathway

. This pathway was developed to maximize student success during the clinical training phase by providing additional time for selected rotations as well as enhanced didactic and clinical training support. Clinical training sites participating in the 6th Pathway are designated by the Office of Clinical

Education and are primarily located near the Bradenton, Elmira, and Erie campuses, with several additional regional campus sites participating.

During the OMS3 year, the first two rotation blocks are designated for the Clinical Educational Enrichment (CEE) rotation. This structure allows students additional time to transition into clinical training while preparing for COMLEX Level 1. During these initial rotation blocks, scheduling flexibility allows clinical experiences to be extended over a longer period when appropriate, such as incorporating the Geriatrics/OPP rotation. The additional time allocated for COMLEX Level 1 preparation requires the use of the vacation rotation block.

Core clerkships in Pediatrics and Family Medicine, as well as Obstetrics and Gynecology and Psychiatry, are paired into six-week blocks consisting of four weeks of clinical training and an additional two weeks of primarily in-person, clinically focused didactic coursework. Internal Medicine and Surgery remain consistent with the standard curriculum at 12 and 8 weeks, respectively; however, students in the 6th Pathway receive additional structured didactic support during these rotations.

In the OMS4 year, the first two rotation blocks are designated for the Comprehensive Clinical Knowledge (CCK) rotation. This rotation provides additional time for students to transition into the fourth year while preparing for COMLEX Level 2-CE.

Abbr.	Number	Course Title	Credit Hours
OMS III Clinical Rotations for 6th Pathway			
DOE	1001	Elective 1	10.0
		or	
DOR	1027	Geriatrics/OPP (Required)	10.0
DOR	1006	Internal Medicine I (Core)	10.0
DOR	1008	Internal Medicine II (Required)	10.0
DOR	1032	Internal Medicine III (Required)	10.0
DOR	1007	Surgery I (Core)	10.0
DOR	1009	Surgery II (Required)	10.0
DOR	1010	Obstetrics/Gynecology (Required)	10.0
DOR	1011	Psychiatry/Behavioral Health (Required)	10.0
DOR	1026	Psychiatry/ Obstetrics/Gynecology (Required)	10.0
DOR	1022	Family Medicine (Core)	10.0
DOR	1018	Pediatrics (Core)	10.0
DOR	1025	Pediatrics/Family Medicine (Required)	10.0
Total Credit Hours			120.0

Abbr.	Number	Course Title	Credit Hours
OMS IV Clinical Rotations for 6th Pathway			
CCK	1001	Comprehensive Clinical Knowledge-1	10.0
CCK	1002	Comprehensive Clinical Knowledge-2	10.0
		or	
DOE	1006	Elective III	10.0
DOR	1020	Emergency Medicine/Critical Care (Required)	10.0
DOR	1036	Senior Capstone	10.0
DOR	1003	Office Based Practice I (Required)	10.0
DOR	1031	Office Based Practice II (Required)	10.0

DOE	1003	Elective I	10.0
DOR	1027	Geriatrics/OPP (Required)	10.0
		or	
DOE	1004	Elective II (If completed Geri/OPP as OMS3)	10.0
DOR	1013	Rural/Underserved	10.0
DOE	1010	Medicine/Surgical Selective I	10.0
DOE	1012	Medicine/Surgery Selective II	10.0
TBD	TBD	Transitional Inter-Professional Development	10.0
DOE	1007	Clinical Competency Development	10.0
		Total Credit Hours	120.0

2.3.7.3. Clinical Curriculum for APAP

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

Abbr.	Number	Course Title	Credit Hours
APAP MS II Clinical Rotations			
DOE	1023	Family Practice/OPP (Required)	10.0
DOR	1027	Geriatric Medicine/OPP (Required)	10.0
		Total Semester Hours	20.0
APAP MS III Clinical Rotations			
DOR	1010	Obstetrics/Gynecology (Required)	10.0
DOR	1006	Internal Medicine I (Core)	10.0
DOR	1008	Internal Medicine II (Required)	10.0
DOR	1032	Internal Medicine III (Required)	10.0
DOR	1018	Pediatrics (Core)	10.0
DOR	1011	Psychiatry/Behavioral Health (Required)	10.0
DOR	1007	Surgery I (Core)	10.0
DOR	1009	Surgery II (Required)	10.0
DOR	1003	Office Based Practice I (Required)	10.0
DOR	1022	Family Medicine (Core)	10.0
DOR	1020	Emergency Medicine/Critical Care (Required)	10.0
DOE	1022	OPP/Rural/Underserved	10.0
DOE	1021	Sub-Internship	10.0
		Total Semester Hours	130.0
		Total Clinical Hours	150.0

Note: All clinical rotations are 4 weeks in length

2.3.7.4. Clinical Curriculum for PCSP

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

physician at their core site during the second year; during rotations they attend a session with their mentor for four hours each rotation.

Abbr.	Number	Course Title	Credit Hours
PCSP MS II Clinical Rotations			
DOR	1022	Family Practice/OPP (Core)	10.0
DOR	1006	Internal Medicine I (Core)	10.0
DOE	1015	Clinical Overview	10.0
		Total Semester Hours	30.0
PSCP MS III Clinical Rotations			
DOR	1018	Pediatrics (Core)	10.0
DOR	1010	Obstetrics/Gynecology (Required)	10.0
DOR	1008	Internal Medicine II (Required)	10.0
DOR	1007	Surgery I (Core)	10.0
DOR	1033	Psychiatry/Comprehensive Review (Required)	10.0
DOE	1020	OMM/ Comprehensive Review	10.0
DOE	1016	Medical Selective I	10.0
DOE	1017	Medical Selective II	10.0
DOR	1003	Office Based Practice I (Required)	10.0
DOR	1031	Office Based Practice II (Required)	10.0
DOR	1020	Emergency Medicine/Critical Care (Required)	10.0
DOE	1018	ENT/Ophthalmology	10.0
DOE	1021	Sub-Internship	10.0
		Total Semester Hours	130.0
		Total Clinical Hours	160.0

Note: All clinical rotations are 4 weeks in length

PCSP Grading

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

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

2.3.7.5. Clinical Education Online Case-based Curriculum

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

At the start of the student's third year, a tab labeled **Clinical Web-Based Curriculum** is found in LECOM's Learning Management System, CANVAS. Under each of the core rotations are assigned weekly readings, weekly True Learn questions, and an end-of-rotation quiz that must be completed by the specified completion date and time. Students must work in the curriculum weekly and progressively to be eligible for the points. The Clinical Web-Based curriculum also features weekly Morning Reports that are emailed out. These reports include facts of the day, board review questions, schemas,

recommended podcasts, and Human Dx cases.

The LECOM online web-based curriculum is a mandatory didactic component to every core clerkship rotation and accounts for 20% of the total clerkship grade. The remainder of the core rotation grade will be based on shelf exams (30%) and clinical preceptor scores (50%).

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

2.3.7.6. Clinical Rotation descriptions

CCK 1001 – Comprehensive Clinical Knowledge 1 – 10.0 Credit Hours

This Comprehensive Clinical Rotation Didactic Course is designed to provide medical students with an integrated review of core clinical knowledge, concepts, and competencies essential for supervised clinical practice. The course emphasizes the synthesis and application of clinical and foundational biomedical sciences across a broad range of patient presentations.

Through structured lectures, case-based discussions, and board-style question review, students will engage with high-yield topics spanning the major clinical disciplines, including internal medicine, family medicine, pediatrics, obstetrics/gynecology, psychiatry, surgery, and emergency medicine. Instruction focuses on clinical reasoning, differential diagnosis, diagnostic interpretation, and evidence-based management.

The curriculum is organized around core competency domains, including patient care, medical knowledge, osteopathic principles and practice, communication skills, systems-based practice, practice-based learning and improvement, professionalism, and ethics. Emphasis is placed on integrating these competencies into clinical decision-making and fostering a patient-centered, holistic approach to care.

By the end of the course, students will demonstrate an enhanced ability to analyze clinical scenarios, apply multidisciplinary knowledge, and strengthen their readiness for clinical responsibilities and comprehensive assessment.

CCK 1002 – Comprehensive Clinical Knowledge 2 – 10.0 Credit Hours

This **Advanced Comprehensive Clinical Review Course** is designed for students who require additional support in mastering core clinical knowledge and competencies following the initial comprehensive course. The course provides a structured, focused, and individualized approach to reinforce key concepts and strengthen areas of deficiency.

Through targeted instruction, small-group sessions, and guided faculty mentorship, students will revisit high-yield topics across the major clinical disciplines, including internal medicine, family medicine, pediatrics, obstetrics/gynecology, psychiatry, surgery, and emergency medicine. Emphasis is placed on clarifying foundational concepts, improving clinical reasoning, and enhancing the ability to interpret diagnostic data and apply evidence-based management.

Instruction incorporates intensive case-based learning, formative assessments, and board-style question review with detailed feedback to identify gaps in knowledge and track progress over time. Students will also develop effective study strategies, test-taking skills, and clinical decision-making frameworks to improve performance.

By the end of the course, students will demonstrate improved integration of clinical knowledge,

increased confidence in approaching complex clinical scenarios, and readiness to progress in their clinical training.

DOR 1022 – Family Medicine – 10.0 Credit Hours

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

DOR 1006 - Internal Medicine I

DOR 1008 - Internal Medicine II

DOR 1032 - Internal Medicine III – 10.0 Credit Hours per rotation

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

DOR 1007 – Surgery I - General Surgery

DOR 1009 – Surgery II – 10.0 Credit Hours per rotation

There are two four-week rotations in Surgery with Surgery I being a General Surgery (Core) rotation and Surgery II (Required) being a General Surgery or Surgical Subspecialty. Surgery may be an inpatient or outpatient service experience in which students learn to recognize and assist in the treatment of diseases in which surgery may play a role in a patient's treatment and recovery. Students learn basic surgical procedures, aseptic technique; correct handling of tissue, and technical skills to assist the surgeon in the operating room. Students will assist in pre- and post-operative care to learn various surgical treatments and to recognize potential risks associated with the respective treatments.

DOR 1010 – Obstetrics/Gynecology – 10.0 Credit Hours

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

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

DOR 1011 – Psychiatry/Behavioral Health – 10.0 Credit Hours

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

DOR 1018 – Pediatrics – 10.0 Credit Hours

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

During the inpatient experiences, students will complete history and physical examinations on pediatric medical admissions. Students should have pertinent lab data, physical findings, etc., available for thorough rounds with the Attending/Preceptor. Orders will be written when possible and appropriate. Discharge summaries may be required at the discretion of the attending faculty.

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

DOR 1025 – Pediatrics/Family Medicine (Required) – 10.0 Credit Hours

This integrated Pediatrics and Family Medicine course provides a structured, didactic introduction to the principles of caring for patients across the lifespan, with emphasis on infants, children, and the family unit. Students will develop foundational knowledge of normal and pathological physiologic processes, including growth, development, prevention, and health maintenance.

Instruction will focus on the interpretation and application of clinical concepts through case-based discussions, guided review of histories and physical examinations, and analysis of laboratory and diagnostic data. Content will include both inpatient and outpatient perspectives, highlighting common pediatric and family medicine conditions, preventive care strategies, and continuity of care across settings such as primary care practices, community programs, and school health.

Through lectures, small-group learning, and structured activities, students will gain an understanding of the roles and responsibilities of the osteopathic family physician and pediatrician, including patient management principles, problem-solving, counseling, and coordination of care within the family context. The course will also introduce key concepts in health care management and the role of primary care in the evolving U.S. health care system.

DOR 1026 – Psychiatry/ Obstetrics/Gynecology (Required) – 10.0 Credit Hours

This integrated Psychiatry/Behavioral Sciences and Obstetrics/Gynecology course provides a concise, didactic overview of mental and women's health across the lifespan. Emphasis is placed on foundational knowledge of emotional, behavioral, and reproductive processes, and the influence of psychosocial factors, including family dynamics and stress, on health and disease.

Through lectures and case-based learning, students will explore common psychiatric disorders in

adolescents and adults, as well as core topics in obstetrics and gynecology, including preventive care, pregnancy, and gynecologic conditions. Instruction highlights clinical reasoning, differential diagnosis, and basic management principles within a primary care context.

The course integrates concepts from both disciplines to promote a holistic understanding of patient care, emphasizing the interrelationship between mental health, reproductive health, and the family unit.

DOR 1027 - The Geriatric Medicine/Osteopathic Principles and Practice – 10.0 Credit Hours

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

DOE 1001 – Elective– 10.0 Credit Hours

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

DOR 1003 – Office Based Practice I

DOR 1031 – Office Based Practice II – 10.0 Credit Hours per rotation

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

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

DOR 1020 – Emergency Medicine/Critical Care – 10.0 Credit Hours

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

DOR 1013 – Rural/Underserved Ambulatory Medicine – 10.0 Credit Hours

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

DOE 1003 – Elective I

DOE 1004 – Elective II

DOE 1006 – Elective III – 10.0 Credit Hours per elective

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

DOE 1010 – Medical/Surgical Selective I

DOE 1012 – Medical/Surgical Selective II – 10.0 Credit Hours per selective

There are two four-week Medical/Surgical Selective rotations in Year-Four. The goal of these selective rotations is to enhance and improve students' knowledge and skills in medical and surgical disciplines. Each selective rotation is four weeks in duration. It is imperative that students be goal directed in their choice of medical and/or surgical general and subspecialty clinical experiences, so they will receive the maximum benefit from these selective rotations.

DOE 1007 – Clinical Competency Development - 10.0 Credit Hours

Clinical Competency Development (CCD) is a structured fourth-year course designed to provide the student additional experience in all or a portion of the seven core competencies. This clinical virtual rotation includes modules in Clinical Reasoning, scheduled didactics and required learning modules, as well as protected time for concentrated self-directed learning. The grade for the CCD is determined by

performance on the COMLEX Level 2-CE national board examination along with comprehensive clinical (board-like) exams and completing assigned Clinical Reasoning coursework.

DOR 1036 – Senior Capstone – 10.0 Credit Hours

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

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

DOE 1011 – Primary Care Selective – 10.0 Credit Hours

The Primary Care Selective is a Year-Four rotation. The goal of this selective rotation is to enhance and improve students' knowledge and skills in primary care. This selective rotation is four weeks in duration.

DOE 1023 – Family Medicine/OPP – 10.0 Credit Hours (APAP only)

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

DOE 1015 – Clinical Overview – 10.0 Credit Hours (PCSP only)

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

DOE 1016 – Medical Selective 1 – 10.0 Credit Hours (PCSP only)

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

DOR 1033 – Psychiatry/Comprehensive Review Studies – 10.0 Credit Hours (PCSP only)

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

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

DOE 1020 – Osteopathic Manipulative Medicine/ Comprehensive Review Studies – 10.0 Credit Hours (PCSP only)

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

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

DOE 1017 - Medical Selective 2 – 10.0 Credit Hours (PCSP Only)

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

DOE 1018 – ENT / Ophthalmology – 10.0 Credit Hours (PCSP only)

This is the second of two four-week rotations in Surgery for PCSP students. An ENT/Ophthalmology experience is beneficial given the frequency of related disorders encountered by primary care physicians. ENT/Ophthalmology is both an inpatient and outpatient service experience in which students

learn to recognize and assist in the treatment of diseases where otorhinolaryngology and ophthalmology may play a role in a patient's treatment and recovery. Students learn basic procedures, aseptic technique, correct handling of tissue, and technical skills while assisting specific surgeons in the office setting and in the operating room. Students will also assist in pre-and post-operative care to learn various surgical treatments and to recognize potential risks and complications associated with the respective treatments.

DOE 1021 – Sub-Internship – 10.0 Credit Hours (PCSP only)

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

2.3.7.7. Additional Clinical Course Requirements for All Pathways

HCM 3000 – Health Care Management

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

HCM 4000 – Health Care Management

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

HCM 5000 – Health Care Management

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

2.3.8. 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. Successful pass and completion are required to

graduate and is monitored by preclinical and clinical administration and the Institutional Director of IPE to ensure compliance.

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
COM	Jacksonville University	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

COM	Jacksonville University	Second Year
COM	Bradenton	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 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 this senior-level IPE course with a minimum of 80% to 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	Jacksonville University	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.

2.3.9. LECOM Undergraduate Manipulative Medicine Osteopathic Scholars (LUMMOS) Program

2.3.9.1. Certificate Program Description

The LUMMOS Non-Degree Certificate Program is a first-of-its-kind teaching fellowship designed specifically for fourth-year medical students. Through this innovative program, participants will become certified to teach Osteopathic Manipulative Medicine (OMM). Integrated into the final year of the LECOM medical school curriculum, the program equips students with the advanced knowledge, instructional skills, and clinical expertise necessary to teach others in OMM. Program participants benefit from direct access to LECOM's world-class faculty and premier teaching resources, ensuring a comprehensive and high-impact educational experience.

Students in the program, known as **Luminaries**, will follow a curriculum modeled after the American Osteopathic Board of Neuromusculoskeletal Medicine Fellowship program. Their studies will include readings from the foundational works of A.T. Still including his books and memoirs, as well as current peer-reviewed journal articles and other essential literature in the field. In addition to academic study, Luminaries will receive advanced hands-on instruction to refine and deepen their palpatory skills. Each participant will also design and complete a research project aimed at promoting and advancing the science and clinical application of Osteopathic Medicine.

In recognition of their dedication and contributions, Luminaries will receive a scholarship to help offset the cost of their medical education. This financial support is intended to ease the burden of medical school debt. The LUMMOS program is a strategic investment in the development of future physician-educators. Upon completion, graduates will possess advanced teaching and clinical skills that empower them to expand the reach and understanding of OMM within their communities. It is LECOM's hope that alumni of the program will continue the cycle of excellence by inspiring and educating the next generation of osteopathic physicians.

2.3.9.2. Eligibility

Current LECOM College of Osteopathic Medicine students who are interested in applying to the LECOM Undergraduate Manipulative Medicine Osteopathic Scholars (LUMMOS) Program must meet the following minimum criteria:

- Must be a full-time student enrolled in the Doctor of Osteopathic Medicine (D.O.) program at the LECOM Erie Campus
- Must be in good academic standing with a minimum cumulative GPA of 3.0
- Must be in good professional standing, adhering to the LECOM Code of Student Conduct and Discipline and the AOA Code of Ethics
- Must be an active member of both the American Osteopathic Association (AOA) and the Student American Academy of Osteopathy (SAAO)
- Must complete and submit the LUMMOS application prior to the stated application deadline
- Must not have received another scholarship through the LECOM Scholarship Fund
 - *Note: If a student has been awarded a different LECOM scholarship, they may choose to forfeit that award to accept admission into the LUMMOS Program*

If admitted, participants must

- Successfully pass **COMLEX-USA Level 2-CE** by **October of their fourth academic year**
- Remain in good standing both academically and professionally at LECOM
- Complete all requirements of the program as outlined in the OPP 4004 course syllabus.

2.3.9.3. Course Description

OPP 4004 – LECOM Undergraduate Manipulative Medicine Scholars Program – 0 Credit Hours

The LECOM Undergraduate Manipulative Medicine Scholars (LUMMOS) Program is a teaching fellowship that has been developed along the guidelines of the American Osteopathic Board of Neuromusculoskeletal Medicine's Osteopathic Neuromusculoskeletal Medicine program. The purpose of this course is to prepare high-achieving students in the art and science of becoming Osteopathic Physician Educators. Students will develop the skills they need to master the Osteopathic techniques taught at the school and the principles those techniques are based on. The students will also learn to think critically in clinical and educational applications of Osteopathic Manipulative Medicine (OMM) and will develop their thought processes in clinical reasoning and judgement. Students will also develop the skills required to provide constructive criticisms to their colleagues and develop assessment modalities to ensure satisfactory understanding of the concepts they teach. The students will also develop their own, novel research project or become a co-investigator on another attending physician's research, with the goal of publication and presentation of that research at a national conference.

2.3.10. Biomedical Ethics Certificate Program

In today's increasingly complex healthcare landscape, it is essential that physicians receive comprehensive training in biomedical ethics as part of their undergraduate medical curriculum. As future physicians, students will encounter challenging situations that require not only clinical knowledge but also sound moral judgment. Ethical dilemmas, such as end-of-life decisions, informed consent, resource allocation, and patient autonomy, are inherent to modern medical practice. Early and consistent exposure to biomedical ethics equips students with the critical thinking skills and ethical frameworks needed to navigate these scenarios with integrity, compassion, and professionalism.

LECOM has partnered with **EthAssist**, a leading innovator in medical ethics education, to develop a **Non-Degree Biomedical Ethics Certificate Program** designed specifically for third- and fourth-year medical students. This elective curriculum utilizes **case-based, interactive scenarios** to engage students in real-world ethical decision-making relevant to clinical practice. Through this collaboration, LECOM offers students the opportunity to deepen their understanding of complex biomedical ethics issues while strengthening their ability to think critically, communicate effectively, and navigate ethical dilemmas with confidence. The program is available to students who choose to participate as part of their advanced medical education and reflects LECOM's ongoing commitment to producing not only skilled clinicians but also ethically grounded healthcare professionals.

At LECOM, this commitment continues into the clinical years through a **self-guided Biomedical Ethics Certificate Program** offered as an elective to third- and fourth-year medical students. The program consists of approximately **100 to 110 interactive modules**, which students complete independently alongside their clinical rotations. These modules are designed to simulate real-world ethical dilemmas across various specialties, encouraging critical reflection and the application of ethical principles in diverse clinical contexts. This flexible, case-based format allows students to engage with complex topics at their own pace, deepening their ethical reasoning skills as they transition into professional practice.

2.3.10.1. Eligibility

Current LECOM College of Osteopathic Medicine students who are interested in participating in the Biomedical Ethics Certificate Program must meet the following minimum criteria:

- Must be a full-time student enrolled in the Doctor of Osteopathic Medicine (D.O.) program
- Must be in good academic standing with a minimum cumulative GPA of 3.0
- Must be in good professional standing, adhering to the LECOM Code of Student Conduct and Discipline and the AOA Code of Ethics
- Must complete and submit the Biomedical Ethics Certificate application prior to the stated application deadline

If admitted, participants must

- Successfully pass **COMLEX-USA Level 1** by **October of their third academic year**
- Successfully pass **COMLEX-USA Level 2-CE** by **October of their fourth academic year**
- Remain in good standing both academically and professionally at LECOM
- Complete all requirements of the program as outlined in the Biomedical Ethics Certificate Program curriculum

2.3.10.2. Program Instructional Content

Student learning and application will include interaction with case-based scenarios, didactic assessments, and writing assignments.

- **Team Dynamics and Communication:** Healthcare often involves working in teams. Human factors training emphasizes the importance of clear communication, teamwork, and recognizing individuals' cognitive and physical limitations. This is vital for coordinating efforts in high-stress or fast-paced environments, such as operating rooms or emergency departments.
- **Decision-making Under Pressure:** Healthcare professionals frequently face the need to make quick decisions in high-pressure environments. Human factors training equips medical students with the skills to manage cognitive overload, multitask effectively, and work efficiently in complex and high-risk situations.
- **Patient Safety:** Human factors focus on understanding how people interact with their environment and systems, which is crucial in preventing medical errors. Many errors in healthcare stem from system failures, not just individual mistakes. Training in human factors helps medical students understand these interactions and reduce errors that could lead to harm.
- **Informed Consent:** Medical students must be able to navigate situations involving patient autonomy, ensuring that patients understand their treatment options and the risks involved. This is critical for protecting patient rights and ensuring ethical practice.
- **Confidentiality and Privacy:** Ethical training teaches future physicians how to handle sensitive patient information in a responsible manner. Maintaining confidentiality, particularly in the era of increasing digital records, is vital for building trust between patients and healthcare professionals.
- **Handling Difficult Decisions:** Physicians will encounter ethically complex situations as patients evolve from the beginning of life to the end. Training in ethics helps balance empathy, legal requirements, and patient wishes when making difficult decisions.
- **Equity and Justice in Healthcare:** Medical ethics also ensures that care is provided fairly and equitably. Students need to learn how to avoid biases in treatment decisions and resource allocation and address social determinants of health that may affect patient care.

- **Balancing Individual and Community Rights:** Public health often involves decisions that affect entire populations, such as vaccinations, quarantines, or disease prevention policies. Ethical frameworks should guide decisions about restricting individual freedoms for the greater good of the public in these situations. The starting point for making these decisions is to consider the balance between personal and community rights.
- **Research Ethics:** With the rapid development of medical technologies, students must also be trained in ethical considerations for medical research, including the protection of human subjects, clinical trial ethics, and navigating potential conflicts of interest.
- **System Design Awareness:** Medical students must understand how healthcare systems are designed, including the equipment, workflows, and interfaces between different professionals. Proper design can minimize errors, improve efficiency, and enhance patient care.

Each of the five units will have a graded case-based scenario to traverse and a written report for each scenario. The student's grade will be based on the application of the grading rubric criteria.

2.4. COM ACADEMIC POLICIES AND PROCEDURES

2.4.1. Policy and Procedure for Final Course Grade Appeals

2.4.1.1. Cause for Final Course Grade Appeals

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

- A. Each of the following reasons, if supported by sufficient evidence, shall constitute "good cause":
 - Assignment of a grade that is malicious and/or discriminatory: i.e., in determining the grade, the Course Director or Coordinator, Program Director, Clinical Preceptor or Systems Co-coordinator ("professor") clearly did not apply the same standards used for grading other members of the class whose work and behavior were similar to those of the appealing student.
 - Assignment of a grade that is arbitrary and/or capricious: i.e., the professor had apparently no discernible rationale for arriving at the grade given.
 - Assignment of a grade that has resulted from human error: i.e., the professor reported an incorrect grade as the consequence of a mistake in computation, in recording or in some other mechanical aspect of the grading process. In such instances, it is assumed that the error will be corrected as a result of Step 1 of the Appeals Procedure (Faculty/Student Conference).
- B. The following reasons do not constitute "good cause" for the purposes of appealing a grade:
 - Disagreement with the course or systems requirements established by the professor.
 - Disagreement with the grading standards established by the professor.
 - Disagreement with the judgment of the Professor in applying the 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.
- Scoring less than 70% on a remediation examination or in a remedial course for the College of Medicine.

2.4.1.2. Procedure for Final Course Grade Appeals in the College

Step 1: Faculty/Student Conference

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

First and Second Years

- The student-faculty member conference must take place within ten (10) working days after official notification of the grade from the registrar's office.
- If either the student or faculty member wants the conference to take place in the presence of a third party, a request must be submitted to the appropriate Associate/Assistant Dean who will appoint a member of the institution to sit in on the conference.
- The student shall explain the reasons for appealing the grade (see [2.4.1.1 Cause for Final Course 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 (with a copy to the Associate/Assistant Dean) within five (5) working days after the conference has occurred.
- The Associate/Assistant Dean 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 [Section 2.4.1.1 Cause for Final Course Grade Appeals](#).
- The student will be notified in writing within ten (10) working days of the Associate/Assistant Dean's decision.

Third and Fourth Years

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

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

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

- This appeal must be submitted in writing, addressed to the Chairperson of the SPG Committee, and shall contain the student's reasons for appealing the grade. (See Section [2.4.1.1 Cause for Final Course Grade Appeals](#)).
- The appeal should be made within ten (10) working days after the student receives the written notification from the Associate/Assistant Dean.
- Within a reasonable period of time, usually five (5) working days, the Chair of the SPG shall notify the student and faculty member in writing of the date, time and place of a scheduled SPG hearing. The student and faculty member involved will be permitted to attend the meeting and present their concerns to the SPG Committee.
- After considering all the facts, the SPG Committee will make a recommendation to the Dean of Academic Affairs concerning the adoption, reversal, or revision of the decision of the Associate/Assistant Dean. Following review of the SPG Committee's recommendation, the Dean will render a decision and provide written notice of that decision to the student and the faculty member. The notice shall also inform them of the right to appeal the decision to the President of the College.

Step 3: Appeal to the President

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

2.4.2. 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 unless otherwise noted in the course syllabus. Any grade below 70% (C) or as otherwise noted in the syllabus must be successfully remediated as described in Section [2.4.5](#) prior to the student advancing to the next academic year.

Any incomplete course grades must also be resolved and removed from the record prior to progression to the next academic year. Exceptions to this policy will be made on an individual basis. This policy applies to all students regardless of whether or not they receive Title IV funding (Federal Direct Loans).

Evaluation by the Student Promotion and Graduation (SPG) Committee occurs no later than the end of each semester or financial aid payment period. The SPG Committee notifies Financial Aid so that a notification can be made to the student about financial aid warning status. A student who has failed any course, system, module, or rotation will be assessed pursuant to the rules in Section [2.4.5 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 financial aid payment period. If the student fails to achieve satisfactory academic progress while on financial aid warning status, the student will not be eligible for additional financial aid until all requirements for satisfactory academic progress have been achieved. The financial aid warning will be issued to the student at the time the SPG Committee determines the satisfactory academic progress status of the student or prior to the start of the next semester or payment period.

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

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

In the College of Osteopathic Medicine, during the OMS 3 year, students must pass the NBOME COMLEX-USA Level 1 be considered making satisfactory academic progress and to continue with their third-year clinical rotations. The NBOME COMLEX-USA Level 2-CE exam must be passed during the fourth-year clinical rotations (third year for PCSP and APAP students). See Section 2.4.7 for more details regarding the NBOME COMLEX USA exams. To progress from year three into year four, students must also pass the six core Subject (Shelf) exams, all other required coursework, including completing all rotation assignments and securing all rotation evaluations. In the fourth year, students must pass two additional LECOM subject exams in Ambulatory Medicine and Emergency Medicine. These requirements must be fulfilled to be considered making satisfactory academic progress. Students will be evaluated at the end of each clinical rotation by their preceptor, Regional Dean, and Clinical Education Office.

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

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

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, rotations, and subject exams are passed. See Section 2.4.5 Remediation. See Section 3.6 Satisfactory Academic Progress for Financial Aid Recipients.

If the time required to complete all remaining curriculum at any time extends beyond the AOA-COCA six-year rule, 150% of the total program length, the student will be immediately dismissed without the right to appeal.

2.4.3. 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 Incomplete (I) or Failure (F).
- COM students must have a cumulative grade point average of 2.0 or above.
- Students must complete all third-year curriculum requirements to advance to the fourth year, and all fourth-year curriculum requirements to graduate.
- Students will not be approved to take COMLEX Level 2 CE until they have an acceptable comprehensive exam score.
- 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.

2.4.4. Probation

- A. Probation is defined as the time during which a student's academic progress will be closely monitored by the SPG Committee and the Dean. The Dean will specify the probationary period.
- B. Conduct or Disciplinary Probation
 - 1) A student in the College of Osteopathic Medicine may be placed on Conduct or Disciplinary Probation as a result of seriously deficient ethical, professional, personal or illegal conduct.
 - 2) Members of the faculty or administration will render a special report in writing to the SPG Committee regarding any student whose professional or personal conduct is deemed unsatisfactory. Professional and personal conduct includes, but is not limited to, the lack of attendance, cooperation with instructors, interest shown in assigned work, appropriate attitude toward peers and associates, attendance at regularly scheduled meetings with faculty advisors or personal appearance appropriate to the circumstances.
 - 3) The terms of probation for ethical, professional, or personal conduct will be specified at the time the student is placed on probation by the SPG committee.
- C. Academic Probation
 - 1) A student may be placed on Academic Probation upon failure of a course, system, module or for other cause including but not limited to COMLEX-USA Level 1 Failure, COMLEX-USA Level 2CE Failure, and unexcused absences.
 - 2) When a student is placed on academic probation, the chair of the SPG committee will notify the student and the student's faculty advisor/regional dean in writing of the reasons for probation. The Committee will ascertain when the terms of the probation have been satisfied and recommend to the appropriate dean that probation can be rescinded.
 - 3) A copy of this letter will be placed in the student's permanent file if the probation is

“Disciplinary.”

- D. A student on probation may not serve as an officer of an official LECOM club or organization or receive any LECOM scholarship funding and shall not engage in time-consuming extracurricular activities.
- E. A first-year or second-year student on academic probation must meet with their faculty advisor at least every two weeks. A third-year or fourth-year student on academic probation must meet with the Office of Clinical Education monthly. The student will remain on probation until the following minimally acceptable standards are met:
 - 1) The student will be removed from probation when the specified courses, systems, modules, or rotations have been remediated according to the following remediation section.
 - 2) The student will be removed from probation when the specified terms of probation for ethical, professional, or personal conduct are met.
 - 3) Students in their final year are subject to SPG Committee review prior to removal from probation.
- F. Probation should be regarded as a serious matter and is an official notice to the student that the quality of the student’s performance during the probationary period must improve to remain eligible to continue in the College of Osteopathic Medicine. Any student who fails to improve their performance in the areas identified by the SPG Committee during the probationary period may continue on probation, be suspended, be asked to withdraw, or be dismissed from LECOM.
- G. Any student charged with a felony will be suspended until the charges are resolved. Time off during suspension will be counted in calculation for the six-year rule.

2.4.5. Remediation

2.4.5.1. Policy Statement

Remediation is to be regarded as a privilege, which must be earned by a student through an active participation in the educational program as demonstrated by regular attendance, individual initiative, and utilization of resources available to them. All remediation during the preclinical training will occur at the end of the academic year. Remediation during clinical training may occur at any time of the year. Remediation rotations will be determined by the Office of Clinical Education and may require the student to participate in an in-person remediation rotation at a LECOM campus or designated LECOM Regional campus site.

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

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

2.4.5.2. Procedures for Remediation

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

- A. The SPG Committee will consider all Failure (F) grades for a course, module, etc. as

- requiring remediation. Students with multiple failures within the academic year may be required to remediate, to repeat the year or may be dismissed. Courses, systems, modules of three credit hours or more are classified as major courses, including the Convergence Course. Courses of less than 3 credit hours are considered minor courses. Failing two major courses, a combination of one major course and two minor courses, or any remedial course may require the student to repeat the year or be dismissed.
- B. Educational objectives in remediation are the same as the educational objectives used for the regular curriculum. Where deemed appropriate, the SPG Committee, after consultation with the Course Instructor, Systems Co-Coordinator, Director of LDP, Director of PBL, Director of DSP, Director of PSCP, Director of APAP or the appropriate Dean may recommend **any** of the options listed below for the student according to their learning pathway.
- C. Students who do not achieve a cumulative grade point average of 2.0 or greater by the end of the academic year will be referred to the SPG Committee and be required to repeat the year, regardless of the number of courses failed.
- D. Students who fail to reach and maintain appropriate academic achievement are identified as “at risk” and will be monitored by the Associate/Assistant Preclinical Deans.
- Students who are below a 2.7 grade point average at the end of the first year or fall below a 2.7 during the second year are identified as high-risk students for failing COMLEX-USA Level 1 Examination and will be closely monitored during the Convergence Course and Elective I rotation.
 - Underperformance on any preclinical diagnostic exams during the Convergence Course may result in the student being required to use additional time for COMLEX-USA Level 1 preparation. Adequate performance in the Convergence Course and COMLEX preparation during Elective I rotation-as determined by the Board Preparation Team will be required for the student to sit for the COMLEX-USA Level 1 examination.
- E. A student who is granted the opportunity to repeat an academic year due to academic hardship or other types of hardship will-be permitted to repeat only one, singular academic year during their matriculation at LECOM. Repeating successive, or multiple years will not be permitted. In these circumstances, any future academic underperformance that would typically result in repeating that academic year will result in dismissal of a student who has already been granted a repeat year previously.

Lecture Discussion Pathway

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

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

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

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

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

Problem-Based Learning Pathway

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

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

LECOM Erie/Seton Hill/ Elmira/Jacksonville:

- If a student scores below 65% in a PBL course, the SPG Committee may recommend the student for dismissal or for repeating the year.
- Students scoring between 65% and 69% will take a remedial examination. The remedial examination will be comprised of questions on learning issues from the PBL pathway course/module failed. Students permitted to remediate will undertake a remediation curriculum and remediation examination on-campus.
- Failure of the remedial examination will result in the student being retested on areas that were identified as deficiencies.

LECOM Bradenton:

Courses of less than 3 credit hours are considered minor courses. Failing two major courses or a combination of one major course and two minor courses (including remedial courses) may require the student to repeat the year or be dismissed.

- Any student who fails a course will be referred to the SPG Committee.
- Students who fail ANT 1009, Clinical Human Anatomy, with a score between 65% and 70% may remediate the course by comprehensive examination. Students who fail ANT 1009 with a score under 65% are required to take a remediation course. The course may be offered by COM faculty or students may take an external course on approval by the Director of Clinical Human Anatomy and the Associate/Assistant Dean of Preclinical Education.
- If a student fails OMSI PBL I with a score below 60% and has no other course failures, or fails two major courses with <65%, they will be referred to the SPG Committee and will be dismissed. The student may be given the opportunity to audit the spring MMS curriculum, at no cost, and will be eligible to repeat the OMS-1 year in its entirety during the subsequent academic year, provided they attain a minimum GPA of 3.0 in the spring MMS program. In the event the student does not audit the MMS curriculum or does not attain a minimum GPA of 3.0, the dismissal will be upheld.
- Students who score between 60% and 70% in a PBL course and have no other course failures must complete a four-week on-campus remediation course focused on areas where they have not demonstrated competency. This program includes a remedial curriculum addressing learning issues from the failed PBL pathway module and two examinations. An average examination score of 70% or greater is required to pass remediation.

- Students who fail two major courses in any semester will be dismissed.
- Failure of the PBL remedial course may result in dismissal or the student repeating the year.

Directed Study Pathway

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

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

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

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

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

Primary Care Scholars Pathway

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

For OMS 1 PCSP Students:

1. Students scoring between 65 and 69% in a single course or module will be given the opportunity to remediate by taking a remedial examination. This examination will be given at the end of the academic year. The following outcomes are possible:
 - a. The student scoring 70% or greater on the remedial examination will be permitted to continue in the PCSP program.
 - b. The student scoring less than 70%:
 - Option 1: The student may be removed from the PCSP program and switched to enter a different learning pathway as determined by SPG. The student must follow the procedures of the handbook for remediation of that pathway entered.
 - Option 2: The student may be dismissed from the college.
2. Students scoring between 65% and 69% in more than one course or module will be removed from the PCSP program and be permitted to enter a pathway determined by the SPG Committee. Remediation will follow the guidelines outlined in the handbook for the pathway entered.
3. Students scoring below 65% in any one course or module will be removed from the PCSP Program and may be permitted to enter a pathway determined by the SPG Committee. Remediation follows the guidelines outlined in the handbook for the pathway entered.
4. Students performing in any other combination of failure possibilities are referred to the SPG Committee for determination of status.

For OMS2 PCSP Students:

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

- a. The student scores 70% or greater on the examination and is permitted to continue in the PCSP program.
- b. The student scores less than 70% on the exam:

Option 1: The student may remediate the course during the first rotation slot of the OMS2 year. The student is then delayed by one month starting rotations and begins with Rotation #2. Rotation #1 is completed after Rotation #9.

Option 2: The student may be offered the chance to repeat the OMS2 year in a pathway as determined by the SPG Committee.

Option 3: The student may be dismissed from the college.

2. Students scoring between 65 and 69%, in **more than one** course or module or scoring below 65% in a course or module the following outcomes are possible:

Option: The student may remediate after the end of classes in the preclinical OMS2 Year, **before starting rotations.**

Option 2: The student may be offered the chance to repeat the OMS2 year in a pathway as determined by the SPG Committee.

Option 3: The student may be dismissed.

3. Students performing in **any other combination** of failure possibilities are referred to the SPG Committee for determination of status.

Accelerated Physician Assistant Pathway

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

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

Remediation of Clinical Rotations

In the case of a failing grade in any competency on any rotation, or a failure in the total grade of any rotation, the student may be required by the SPG Committee to remediate the rotation.

The Associate/Assistant Dean of Clinical Education may assign the site and the preceptor of any remedial or subsequent rotation. See the Clinical Clerkship Handbook for more information on when

and how the remediation will be scheduled. The student may be charged on a pro rata basis for the cost of any required make-up rotations. In addition, the student may be required to obtain academic or professional counseling.

A student who failed a rotation will be referred to SPG for review and academic progression. The rotation will be remediated according to clerkship manual. Students failing at least two rotations or three shelf examinations within an academic year will be referred to SPG. The SPG Committee may recommend the following:

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

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

Transitioning from Third Year to Fourth year

Four Year Pathways

For a successful transition to fourth year COM students must pass six NBME Clinical Subject Exams, successfully complete all remediations, take the COMSAE Phase 2, and submit all rotation evaluations.

- Failing any subject exam will require the student to complete a remediation process of the pertinent material as directed by the Clinical Education. The highest grade a student may earn through remediation is a C (70%).
- All rotation evaluations must be submitted.
- Completing the initial COMSAE Phase 2 occurs during the last rotation of OMS3. A student cannot transition into OMS4 year and start CCD without a COMSAE Phase 2 result.

Three Year Pathways

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

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

2.4.5.3. Remediation Expenses

Remedial examinations require a \$100.00 processing fee paid in advance. For course remediation, students will be charged an additional fee of \$500.00 for on-campus remediation. All remediation fees should be delivered to the Registrar, and all fees must be paid in full and in advance of the start of the remediation process.

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

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

2.4.5.4. Repeating the Year

A student granted permission to repeat the academic year may do so only once, for one singular year, during their matriculation at LECOM. Permission will not be granted for any additional repeat years. Failure to make academic progress after repeating the year will result in dismissal. A repeating student shall be responsible to pay all tuition and fees through private financing as federal loans are not available until satisfactory academic progress is made. Repeating students must pay 25% of tuition and fees and their full balance due for disability insurance and health insurance prior to returning as a repeater. Funds for their remaining balance must be in place prior to the end of the second week of the semester to be permitted to continue attending LECOM as a repeater. Any repeated year is counted against the six-year limit rule mandated by AOA-COCA (see Section [2.4.19 Maximum Length of Completion](#)).

Students who are unsuccessful in passing an academic year and are granted the right to repeat the year must do so at the campus where they were originally admitted. Repeating students will not be permitted to change campus location.

2.4.6. 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 if it is deemed necessary to safeguard its standards of scholarship, conduct, and orderly operation.

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

- A. Receiving a grade of Failure (F) or below 70% in a remediated course, system, module, or clinical rotation for the College of Osteopathic Medicine
- B. A student fails any course while repeating an academic year.
- C. Receiving a grade of Failure (F) in two clinical rotations
- D. Failing 3 NBME shelf exams during clinical rotations.
- E. Failing two major courses or a combination of one major course and two minor courses.
- F. Unsatisfactory professional or personal behavior in any of the following areas:
 1. Attendance;
 2. Cooperation with instructors;
 3. Interaction with fellow students, associates, LECOM or clinical site personnel;
 4. Approach to and interaction with patients; or
 5. Personal appearance is not in compliance with the LECOM dress code.
- G. Failure to demonstrate continued academic and professional growth and achievement.
- H. Failing the Comprehensive Osteopathic Licensing Examinations (COMLEX) as set forth in the policies of LECOM, by the National Board of Osteopathic Medical Examiners (NBOME) Inc. and meeting the standard set forth by COCA. (See Section [2.4.7 National Board of Osteopathic Medical Examiners, Inc. Examination](#)).
- I. Conviction of a felony or a crime involving moral turpitude.

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

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

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

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

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

COMLEX-USA LEVEL 1

All students are required to take COMLEX-USA Level 1 exam following successful completion of the preclinical curriculum. Students must obtain approval from the Board Review Team to take the COMLEX Level 1 examination. Students should take COMLEX Level 1 by the end of rotation timeslot 2 of their third year.

Students will be required to take a COMSAE during the Convergence Course in the spring semester at which time only students who receive a score of 500 or greater and a satisfactory score on other diagnostic examinations will be allowed to sit for the COMLEX Level 1 examination in May. Those not meeting this benchmark will be reviewed by the Board Review Team which will prescribe an academic plan for each student which may utilize the Elective I rotation for COMLEX preparation. Students must take a subsequent COMSAE examination scheduled and proctored by the COM and must reach 450 or greater and a satisfactory score on other diagnostic examinations to be approved to take the COMLEX. This must be accomplished within the two weeks prior to taking the COMLEX or at the discretion of the Board Review Team. All COMSAE results must be shared with the Board Review Team who will monitor

student performance until each student qualifies to take the Level 1 Exam.

Students who score <400 on their COMSAE during the Convergence Course and/or unsatisfactory scores on other diagnostic exams will result in the student participating in an in-person eight (8) week comprehensive preclinical knowledge course. This in-person course will be held at either a COM or participating regional campus, utilizing time slot-1 and time slot-2. The final decisions on student promotion to enter OMS3 and permission to take COMLEX Level 1 will be determined by pre-clinical education and the board review team.

Students are granted a maximum of one year from the completion of the OMS2 year, students are granted a maximum of one year and submit a passing COMLEX Level 1 score. Students who do not meet this requirement within the one-year period will be recommended to the Student Progress Committee (SPG) for dismissal.

The Board Review Team on the Erie/Greensburg/Elmira/Jacksonville University campuses is overseen by the Director/Assistant Director of Board Preparation, Associate/Assistant Dean of Preclinical Education. The Board Review Team on the Bradenton campus is overseen by the Assistant/Associate Deans of Preclinical and Clinical Education.

DSP/LDP/PBL Pathways

The maximum deadline for students using Elective 1 in timeslot 1 or students in the 6th Pathway is to take COMLEX by end of timeslot 2 or taking the examination is August 1st unless a student has received permission from the Board Review Team or the SPG Committee to have additional time for preparation. Once scheduled, any changes to the date of the exam are reported to the Board Review Team immediately.

Should a student utilize their Elective I rotation for board preparation and need additional time based on recommendations from the review team, they can utilize their vacation block for additional board review time. The student will be required to maintain contact with the Board Review Team and take a diagnostic examination a minimum of seven (7) days prior to taking the COMLEX exam.

Any student who requires additional time beyond the two rotation timeslots will be placed on an Academic Leave of Absence. Students in this circumstance will be required to enroll in a commercial review program approved by the Board Review Team. Students requiring additional time to prepare will not be guaranteed their original rotation site or sequence. The Office of Clinical Education will assign the student to a site and sequence once the student has taken the COMLEX-USA Level 1 exam and returned to rotations. Students are granted a maximum of one year from the completion of the OMS2 year to submit a passing COMLEX Level 1 score. Students who do not meet this requirement within the one-year period will be recommended to the Student Progress Committee (SPG) for dismissal.

Students need to be aware that any time off-schedule for board preparation will count towards length of time to complete the DO degree. AOA Accreditation Standards require completion of the DO degree within six (6) years following matriculation. (Element 6.3 COCA Accreditation Standards, July 2023).

PCSP Pathway

Students in the Primary Care Scholars Pathway (PCSP) have a rotation during the month of May dedicated to COMLEX-USA Level 1 preparation. A COMSAE will be administered at the beginning and end of the rotation to determine student readiness. If a PCSP student requires additional study time, they may be required to transition from the three-year pathway to the four-year pathway. If a PCSP student fails COMLEX-USA Level 1, the student will transition to the four-year pathway.

APAP Pathway

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

FAILURE OF COMLEX USA LEVEL 1 EXAM

First failure

1. Students who fail the COMLEX USA Level 1 exam will be withdrawn from clinical rotations after the current rotation and subsequently placed on an academic leave of absence.
2. Students will be closely monitored by the Board Preparation Team while preparing to retake the exam.
3. Once the student has retaken the examination, they will be returned to active status and permitted to return to rotations.
4. If a student has a vacation and/or elective rotation available, this will be used for the first post-failure study block. If no vacation or elective rotation is available, the student will be placed on an academic leave of absence. The time during the academic leave of absence is counted towards length of time to complete the DO degree.
5. Since a student who fails is not making satisfactory academic progress, financial aid will be suspended until the student returns to rotations after retaking COMLEX-USA Level 1 and demonstrates that they are making satisfactory academic progress. Students will be placed back on rotations as soon as possible following their retake of the COMLEX-USA Level 1 examination.

Second failure

1. If a student fails COMLEX-USA Level 1 for a second time, the student may complete the current clinical rotation and subsequently placed on an academic leave of absence. The student must petition the Student Progress Committee (SPG) for permission to attempt the examination a third time.
2. The student will be required to enroll in a commercial board preparation course and maintain weekly contact with the Board Review Team. Failure to comply with this requirement could result in dismissal.
3. The student will remain on an academic leave of absence until a passing score is obtained. This time off is counted towards length of time to complete the DO degree.
4. Since a student who fails is not making satisfactory academic progress, financial aid will be suspended until the student returns to rotations after passing COMLEX-USA Level 1 and demonstrates that they are making satisfactory academic progress.
5. Students will be placed back on rotations as soon as possible following their successful passing of the COMLEX-USA Level 1 examination.

Third failure

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

Sponsorship for COMLEX USA Exams

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

USMLE STEP 1 EXAM

Sitting for either USMLE Step 1 or Step 2 is optional for all students, with the understanding that clearance to take USMLE is required by the Board Review Team. If the student chooses to take USMLE Step 1 during their third year. Even though taking the USMLE is optional, approval from the Board Review Team will be required in order to clear a student to take this exam. The Board Review Team will use the NBME CBSE, NBME subject exams and/or NBME Self-Assessment Exams as appropriate to judge student readiness for USMLE.

COMLEX-USA LEVEL 2-CE:

All students in the four-year pathways are required to take COMLEX USA Level 2-CE exams following successful completion of the OMS3 year requirements, and after reaching the COMSAE Phase 2 benchmark score that renders a student eligible to take COMLEX USA Level 2-CE.

1. Time slot one (1) of the fourth year is a Clinical Competency Development (CCD) rotation, which includes preparation for the COMLEX-USA Level 2-CE exam. The grade for the CCD rotation is based on the outcome of the COMLEX-USA Level 2-CE exam in addition to other comprehensive board-like exams and required coursework. Students cannot transition to fourth year and therefore cannot start CCD without taking a COMSAE Phase 2.
2. Students must take a COMSAE examination scheduled and proctored by the COM and must achieve a score of **450 or higher** to be approved to take the COMLEX. This COMSAE must be taken within two weeks prior to the COMLEX. Failure to do so could result in the students' exam being cancelled.
3. Students with designated risk factors (failure of COMLEX Level 1; failure of two or more subject exams; COMSAE score less than 410; one shelf exam failure plus two low pass scores; or three low pass scores) will be required to attend an eight-week CCK course at a designated

LECOM campus or regional campus site. If a student scores **below 450 on their repeat COMSAE**, they will be required to use one elective rotation to continue preparation. If additional time is needed beyond this elective month, the student will be removed from rotations and placed on an academic leave of absence.

4. Students who score between **410 and 450** on their initial COMSAE during CCD will be reviewed by the Board Review Team and may be required to utilize a vacation month and/or one elective for additional preparation. If a student requires additional time to prepare for the COMLEX-USA Level 2-CE exam beyond the third timeslot, the student will be removed from rotations and placed on an academic leave of absence.
5. Any student deemed not to be making satisfactory progress will have their financial aid suspended until they return to rotations after taking the COMLEX-USA Level 2-CE exam.
6. Students need to be aware that any time in an academic of absence for board preparation will count towards length of time to complete the DO degree. AOA Accreditation Standards require completion of the DO degree within 6 years following matriculation. (Element 6.3 COCA Accreditation Standards, July 2023).
7. Any student requiring additional preparation time may be removed from their assigned rotation sequence. After taking COMLEX-USA Level 2-CE, the Office of Clinical Education will develop a rotation schedule based on the availability of sites and rotations. A student will not necessarily retain the original site selected during their second year.
8. Students are granted a maximum of one year from the completion of the OMS-III year to achieve a passing COMLEX Level 2-CE score. Students who do not meet this requirement within the one-year period will be recommended to the Student Progress Committee (SPG) for dismissal.

PCSP Pathway

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

APAP Pathway

Students must have passed four (4) end of rotation subject exams without failures or remediations, prior to taking COMLEX Level 2CE. Failure of any subject (shelf) examination will require review by the Board Review Team for approval to take the COMLEX Level 2-CE. A failure of the COMLEX- Level 2CE may lead to the student transitioning to the 4-year pathway.

FAILURE OF COMLEX-USA LEVEL 2-CE EXAM

First Failure

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

The student will be required to participate in an in-person course for up to 8 weeks in duration at a LECOM campus or designated regional campus site. The Comprehensive Clinical Knowledge (CCK)

course is required. If a student has any elective rotations available, they may use a maximum of one as a study month to prepare to retake COMLEX USA Level 2-CE. If no elective or vacation rotation is available, the student will be required to take an academic leave of absence to prepare. The student will not be eligible for additional financial aid until they have returned to course work and demonstrated satisfactory academic progress.

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

Second Failure

If a student fails COMLEX-USA Level 2-CE for a second time, they will be removed from rotations at the end of their current rotation, and be placed on an academic leave of absence. They must petition the SPG Committee for permission to take the exam for a third time. If approved to continue by the SPG Committee, the student will be required to attend an in-person remediation rotation at a designated LECOM campus or LECOM Regional campus site. The student will not be permitted to return to rotations until a passing score is obtained. All time off is counted towards length of time to complete the DO degree.

Third Failure

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

COMLEX-USA LEVEL 2-PE

The COMLEX-USA Level 2 PE has been suspended indefinitely as of April 2021. The NBOME extended the use of enhanced attestation guidelines to the Class of 2027. The enhanced attestation avenue allows schools to verify the clinical competencies of students who are not able to take the PE.

2.4.7.1. COMLEX-USA Examination Results

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

2.4.8. Letter of Evaluation of the Academic Dean of the College Medical Student Performance Evaluation

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

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

the third year.

2.4.9. Health and Technical Standards

All candidates for the Doctor of Osteopathic Medicine (D.O.) degree must meet specified Health and Technical Standards for admission to LECOM. The following standards have been developed in consideration of the expected competencies expected of a candidate for the D.O. degree and entry into the practice of medicine. The standards represent the knowledge and skills necessary to function in a broad variety of clinical situations and to render a wide spectrum of patient care.

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

The Admissions Committee will evaluate each candidate according to the requirements of the Health and Technical Standards through review of records, written statements, and interviews. Each candidate will be provided with a copy of the Health and Technical Standards as part of the admission materials. An accepted candidate will be required to sign a statement acknowledging acceptance and understanding of the Health and Technical Standards.

A. Observation

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

B. Communication

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

C. Motor

A candidate must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic and manipulative maneuvers. A candidate must be able to do basic laboratory tests (urinalysis, CBC, etc.), carry out diagnostic procedures (proctoscopy, paracentesis, etc.), and read EKG's and X-rays. A candidate must be able to reasonably execute motor movements required to provide general care, osteopathic manipulation, and emergency treatment to patients of both sexes. Examples include cardio-pulmonary

resuscitation, administration of intravenous medication, application of pressure to stop bleeding, opening of obstructed airways, suturing of simple wounds, and obstetrical maneuvers.

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

D. Intellectual, Conceptual, Integrative, and Quantitative Abilities

A candidate must be able to evaluate complex situations quickly and discern solutions. A candidate must be able to communicate their thoughts clearly, effectively, and expeditiously, often under significant stress. A candidate must possess the critical skills of measurement, calculation, reasoning, analysis, synthesis, and problem solving. A candidate should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

E. Behavioral, Social, and Professional Conduct

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

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

A candidate must be free of psychopathic or sociopathic behaviors which are contrary to professional and ethical standards. Emotional stability of a candidate is required, along with successful completion of the curriculum. If the emotional stability of a candidate becomes a concern to the administration, an evaluation by a mental health professional may be required. Behavior inconsistent with the standards of LECOM will result in denial of admission or expulsion from the institution.

A candidate with a history of illegal drug use, improper use of prescribed medications, or intemperate use of alcohol will typically not be eligible for admission into the program. A candidate who is identified after admission as having such behaviors will be referred and

required to participate in the Physicians Health Program/PRN/Elmira NYS provider.

F. Ethical and Legal

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

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

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

G. 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. A candidate must be current on all required vaccinations as required at hospital rotation sites per by Federal requirements. Reasonable accommodation(s) will be granted to otherwise qualified students who have a disability. Osteopathic Principles and Practice (OPP) / Osteopathic Manipulative Medicine (OMM) and physical examination includes students practicing on each other such as range of motion, physical examination skills, palpation, and the various osteopathic manipulation techniques. Thus, a student must be able to participate in, perform these skills and demonstrate competency in performing these techniques.

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

2.4.10. Special Environments

Introduction

Medical education occurs in a structured environment in which all students are required to participate in order to successfully complete the curriculum. Classrooms, laboratories, and clinical settings involve physical, chemical, social, and interpersonal components that are essential to achieving the educational objectives of each program. Failure to attend and participate in required academic activities may result in consideration for dismissal from LECOM.

It is recognized, however, that certain circumstances may involve potential exposure to hazardous physical or chemical environments, requiring students to make informed decisions regarding their continued participation. These situations may include, but are not limited to, students who have allergies or sensitivities to chemicals used in instructional settings, students who are pregnant and concerned about potential risks to a developing fetus, and students who are immunocompromised or otherwise have increased susceptibility to illness.

Students are expected to assess their ability to participate in all required educational environments prior to matriculation. Those who elect to participate despite such conditions assume responsibility for any medical complications that may arise as a result of their participation.

2.4.10.1. Students Who Are Sensitive to Chemicals

It is recognized that some students may be allergic or sensitive to certain chemicals. When students indicate to a professor that they are allergic or sensitive to certain chemicals in the teaching environment, the following actions will be taken:

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

- B. The student will be given three (3) working days in which to decide on the two options. During this period, if the student decides not to attend the class in question, the absences will not be counted. The student will, however, be held responsible for the material covered and examinations given during the absences. After three (3) working days, if the student has not submitted their decision 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.

2.4.10.2. The Pregnant Student

LECOM recognizes that students may become pregnant prior to or during their course of study. The institution is committed to supporting students during this time while ensuring they have the information needed to make informed decisions about their education and health.

Students who are pregnant, or believe they may be pregnant, should notify the Office of Student Affairs. This allows the appropriate deans to work with the student to review options, provide guidance, and support academic planning. The potential risks associated with certain teaching environments to a developing fetus are not fully known and cannot be definitively determined by LECOM. Upon notification of pregnancy, LECOM will make reasonable efforts to provide reasonable adjustments; however, the institution assumes no liability for fetal developmental outcomes.

Some educational environments such as anatomy laboratories or clinical settings involving potential exposure to chemicals, radiation, or infectious diseases may present unknown risks to fetal development. Because the effects of certain exposures are not fully understood, students should carefully consider their level of participation in these settings in consultation with their healthcare provider.

Students who choose to continue participating in these environments do so voluntarily and are encouraged to take appropriate precautions.

If a student discloses a pregnancy to a faculty member, the student will be referred to the Office of Student Affairs to discuss available options, which may include:

- Continuing in the course or rotation with appropriate personal protective measures (e.g., specialized clothing or masks, obtained at the student's expense);
- Requesting a Personal Leave of Absence, with the opportunity to resume coursework at a later time;
- Modifying their academic schedule, which may include withdrawing from a course or rotation and completing an approved equivalent at a later time or, if appropriate, at another institution (subject to approval by the appropriate academic committee and dean).
- Opt to withdraw from the course and complete an approved equivalent course at another institution at a later time (e.g., summer session), at the student's expense. All such arrangements must receive prior approval from the SPG Committee to ensure course equivalency, and are subject to review and final approval by the appropriate dean based on the student's overall academic record. Availability of approved courses and the number permitted may be limited.

Each student's situation will be considered individually, and decisions will be made in collaboration with the student to support both their academic progress and personal well-being.

2.4.10.3. Participation in Osteopathic Principles and Practices

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

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

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

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

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

2.4.11. 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>.

2.4.12. Registration

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

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

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

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

Attendance at registration day and 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 screening must be completed

prior to matriculation.

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

2.4.13. Required Equipment

Laptop Computer

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

Due to the rapid change in computer hardware, LECOM publishes current system requirements on the LECOM website. Students may access this page on the LECOM.edu site. Students should contact LECOM Information Technology if they have any questions regarding the purchase of a laptop computer. Information on IT requirements and laptop requirements are also included as part of the matriculation packet incoming students receive.

Medical Equipment

All students are required to purchase the Sphygmomanometer (BP cuff and gauge) and the Diagnostic Kits (otoscope and ophthalmoscope) from the Welch-Allyn Instrument sale in the fall of the first year. The student Cost of Education Budget includes an allowance for this required diagnostic medical equipment for all pathways in all locations. This allowance is the designated funds from which the student may borrow.

2.4.14. Academic Advisement

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

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

2.4.15. Grading and Credit Hours

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

Curriculum.

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

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

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

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

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

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

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

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

2.4.16. Timing of and Attendance at Examinations

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

2.4.17. Examination Decorum

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

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

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

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

Any student who engages in dishonest acts during an examination is subject to immediate dismissal from the examination. In such instances, the student will receive a score of zero for the examination.

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

2.4.17.1. Interruptions During an Examination

If a fire alarm or another 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. For exams on ExamSoft, in order to suspend an in progress exam, students should be instructed to hold the power button until the exam shuts off which will suspend the exam timer. Proctors will need a universal resume code to restart this exam after the interruption has been completed and students have returned to the testing location.

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.

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 and the proctors will advise how and when to resume the examination.

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

2.4.18. Counseling after Failed Examinations

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

2.4.19. Maximum Length of Completion

The Commission on Osteopathic College Accreditation, Accreditation of Colleges of Osteopathic Medicine: COM Continuing Accreditation Standards Effective July 1, 2026, states in Element 6.3: Maximum Length of Completion “A COM and any branch campus must have a policy that requires that each single degree student completes the DO degree within 150% of the standard time to achieve the degree (six (6) years following matriculation) and describes any exceptions to the 150% time limit.”

LECOM follows the AOA Commission on Osteopathic College Accreditation (COCA) standard for maximum length of completion and requires that all College of Medicine students complete all requirements for graduation within the 150% (six (6) years following matriculation) standard timeline to achieve the degree. If the time required for a student to complete the remaining curriculum, at any time, extends beyond the six-year rule, the student will be immediately dismissed. Any student requesting exceptions to this policy must submit a letter describing the reason for the request and provide supporting documentation to the chairperson of the Student Promotion and Graduation Committee and the Office of the Dean of Academic Affairs. Exceptions to this policy may be granted for physical or mental illness, disability status, or hardship cases, all requests are judged individually, and all decisions are dependent on the individual case circumstances and supporting documentation. The following guidelines are provided:

Leave of Absence

If a student is unable to return within the timeframe necessary to meet the 6-year-rule for graduation, they will be dismissed. Exceptions to this policy may be granted for physical or mental illness, disability status, or hardship cases, all requests are judged individually, and all decisions are dependent on the individual case circumstances and supporting documentation. Students have the right to appeal dismissal to the President within seven (7) days of notification.

Mandatory Leave of Absence

A student on a mandatory leave of absence must complete the curriculum within the 150% (six (6) years following matriculation) standard timeline to achieve the degree as required by AOA-COCA and the LECOM requirements for graduation. If a student is unable to return within the timeframe necessary to meet the 6-year-rule for graduation, they will be dismissed. Exceptions to this policy may be granted for physical or mental illness, disability status, or hardship cases, all requests are judged individually, and all decisions are dependent on the individual case circumstances and supporting documentation. Students have the right to appeal dismissal to the President within seven (7) days of notification.

Withdrawal of a Student

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

2.4.20. Requirements for Graduation

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

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

- Currently the COMLEX Level 2PE is suspended and it is unknown whether the NBOME will require any additional proof of competency in the Physical Examination. Students will be informed immediately if any additional requirements are required by COCA.

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

2.4.21. Commencement

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

Students who complete the requirements for graduation after the graduation date may participate in the commencement ceremony provided their anticipated completion date occurs prior to December 31 of the year of graduation. If a student has not successfully passed COMLEX Level 2-CE prior to May of their graduating year, they cannot participate in the Graduation Ceremony and will participate the following year. A diploma will not be granted at the graduation ceremony. Students who do not complete the requirements for graduation by the December 31 date must participate in the Commencement Ceremony the following year unless an exception is granted by the Provost. Only in unusual circumstances and with the approval of your dean 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.

2.4.22. 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 the 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 (7) days of a change. Additionally, students must provide their location at the start of each academic term. Students can update this information on the portal at any time.

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

2.4.23. Student Rights and Responsibilities

Students have the right to have support and assistance from their College or School in maintaining a climate conducive to thinking and learning. Program teaching reflects consideration for the dignity of students and their rights as persons. Students or faculty mistreatment in the course of the teacher-learner environment will not be tolerated. Examples of behaviors or situations that are unacceptable include but are not limited to:

- Discrimination as described in the LECOM Non-Discrimination policy
LECOM Statement and Policy can be found in Section 1
- Sexual harassment
LECOM Title IX Policy can be found in Section 6
- Unreasonable requests to perform personal services
- Grading used to punish or reward a student for nonacademic activities rather than to evaluate academic performance
- A pattern of intentional neglect or intentional lack of communication
- Requiring student to perform tasks beyond their level of competency without supervision

As professional students matriculating in a LECOM College or School, students have the responsibility to fully participate and engage in their education. Examples of LECOM policies that support student participation and engagement within their professional programs are included but not limited to:

- Adherence to the LECOM Student Honor Code and Code of Ethics which includes dress code and required attendance
LECOM Student Honor Code can be found in Section 9
- Fulfillment of all requirements for graduation within their program
Graduation requirements are delineated in Section 2
- Attend learning experiences prepared and with full mental capacity
LECOM Drug, Alcohol, and Weapons Policy can be found in Section 6

Remain informed by actively maintaining communication with the program regarding policies, procedures, and all other updates.

3. FINANCIAL AID

INTRODUCTION – PURPOSE OF LECOM’S FINANCIAL AID PROGRAM

The fundamental purpose of the financial aid program at LECOM is to provide education and assistance to accepted and enrolled 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. LECOM participates in the Direct Loan Program, funded by the Department of Education which includes the following types of loans: Direct Subsidized Loans, Direct Unsubsidized Loans, Direct PLUS Loans, and Direct Consolidation Loans. Students applying for federal financial aid are required to complete the FAFSA (*Free Application for Federal Student Aid*) annually at Studentaid.gov. A student must complete a FAFSA to have loan eligibility determined by LECOM. 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 Office of Financial aid by sending an email to financialaid@lecom.edu or by calling (814) 866-8433.

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 student portal, LECOM Experience. This will become available once the student's FAFSA is pulled into LECOM student information system. 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 FAFSA to determine eligibility for federal loans. Students applying for financial aid are required to complete the FAFSA annually.

Students applying for financial aid are required to complete the documents below.

Financial Aid Checklist		
Document Name	Who Needs to Complete	Where to Complete
FAFSA	Incoming & Current Students	Studentaid.gov
Entrance Counseling	Incoming Students Only	
Unsubsidized Master Promissory Note (MPN)	Incoming Students Current Students (as needed)	
* Grad PLUS Master Promissory Note (MPN)	Current Students (as needed)	
* Grad PLUS Application	Current Students	
Private Loan Funding	Incoming Students	ELMSelect

To view your requirements, log into the Banner Student Self-Service Center/Financial Aid/Home Tab

- With the implementation of the One Big Beautiful Bill starting July 1, 2026, the Direct PLUS Loan program will be phased out to new borrowers (a student borrowing loans for a new program at a new school). Only students who are enrolled in the same program at the same school who have borrowed any federal loan prior to July 1, 2026, will be eligible to receive the Grad PLUS loan under the legacy provisions.
- **Accepted Incoming Students (Starting with the Class of 2030)**

Incoming students who need to borrow additional funds beyond the annual loan limit cap for professional students (\$50,000) are able to apply for a private educational loan for the remaining cost of their education.

To view a list of private lenders we have certified loans from in the past, select your campus (Jacksonville students will need to use the LECOM Elmira hyperlink) and your program of study.

ELMSelect Private Lending Resources	
Campus Location	Loans Programs Offered
LECOM Erie	<ul style="list-style-type: none"> ✓ Graduate Students (masters) ✓ Healthcare Professional Students ✓ Osteopathic Medicine
LECOM Bradenton	<ul style="list-style-type: none"> ✓ Graduate Students (masters) ✓ Health Professional ✓ Medical/Dental
LECOM at Seton Hill	<ul style="list-style-type: none"> ✓ Osteopathic Medicine
LECOM at Elmira	<ul style="list-style-type: none"> ✓ Osteopathic Medicine

Please note, private loan applications are based on credit approval. Some students may be required to seek a credit worthy endorser to co-sign their loan.

- **Currently Enrolled Students (who meet the criteria above) ***

If a student chooses to use the Direct PLUS Loan, the application must be completed annually. The Direct PLUS Loan application is available 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.

- **Legacy Provision**

If a borrower has a Federal Direct Loan made before July 1, 2026, while enrolled in a credentialed program, the borrower can continue to borrow under current loan limits for 3 academic years or the remainder of their expected time to credential, whichever is less.

3.2.1. General Guidelines for Aid Eligibility

Per federal regulations, basic eligibility requirements for Federal Student Aid includes:

- have received a high school diploma or recognized equivalent as defined by state/federal law;
- demonstrate financial need for need-based federal student aid programs;
- be a U.S. citizen or eligible noncitizen;
- have a valid Social Security Number (SSN);
- be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program;
- maintain Satisfactory Academic Progress (SAP) (Section 3.6);
- provide consent and approval to have federal tax information transferred directly into the Free Application for Federal Student Aid (FAFSA) form;
- sign the certification statement on the FAFSA form stating you are not in default on a federal student loan, owe money on a federal student grant, and you'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.

3.2.2. Additional Aid Requests due to Special Circumstances

The Lake Erie College of Osteopathic Medicine Office of Financial Aid, in accordance with federal regulations, establishes a standard budget for all aid recipients based on expected tuition and other campus fees, average housing costs, average book and supply expenses, and average transportation costs. Students exhibiting special circumstances may request a Professional Judgment (PJ) starting after all initial disbursements have been made. When a special circumstance occurs, it is possible to re-evaluate a student's aid eligibility to adjust the components (i.e., housing, food, transportation, etc.) of a student's Cost of Education (COE) budget. Adjustments submitted for consideration must be documented and reasonable as they pertain to the COE and are on a case-by-case basis. To be considered for a professional judgment, a student must have already borrowed up to the Cost of Education budget for 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 (Federal Student Aid or private loan sources). If an accepted financial aid award is still being processed or funds have not been received by the registration due date, any associated late fees will be waived until LECOM receives the loan proceeds. Award offers and self-payments should be accepted or received two weeks prior to the start of the term. 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.

3.4.1. The Borrowers Rights to Cancel All or Part of a Loan

Within certain timeframes, a student may notify the school that they want to cancel all or part of their loan. Students may ask the school to cancel all or part of their financial aid within 30 days of the term. We will process your cancellation request; however, if the request is made outside the applicable timeframe, we are not required to do so.

Students do not have to pay interest or the loan fee on the part of their loan that is cancelled or returned within the timeframes described above. The Department of Education will adjust the student's loan amount to eliminate any interest and loan fee that applies to the amount of the loan that is cancelled or returned.

3.4.2. 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.

While students can borrow both financial aid and utilize their VA benefits, the aid received cannot exceed the Cost of Education for the academic year. Students who accept financial aid first will have their term charges paid from their financial aid disbursements. When VA benefits are received, the aid used to borrow these funds is returned on the student's behalf.

The following federal formula is used to calculate aid eligibility for those wishing to utilize both financial aid and VA benefits.

Application of Veterans Benefits to LECOM Education	
Formula: Cost of Education – Other Financial Assistance = Aid Eligibility	
Example:	
Cost of Education	\$64,768.00
VA Benefits (minus)	\$28,938.04 (minus)
Aid Eligibility	\$35,829.96

3.5. RETURN OF TITLE IV FUNDS WHEN A STUDENT 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 disbursed 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 date of attendance).

For example, a student who completed 30% of the term, earned 30% of their disbursed aid. The institution must return any unearned aid (i.e., 70%). A student who completed more than 60% of the term, has earned all Title IV aid for the period of enrollment. Students on rotations who have completed 50% of their rotations within the term have also earned all Title IV aid.

If a student did not receive all the funds that could be 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 and/or loans through federal and/or private resources must remain in good academic standing and make Satisfactory Academic Progress (SAP) to retain their awards. To make SAP a student must meet all their educational requirements and not exceed the pace of completion towards their degree or certificate. If a student fails to maintain institutional standards, the student is considered not to be making SAP 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 SAP and will not be eligible for federal and private educational loans.
- Students required to repeat a term or academic year are no longer eligible for federal loans 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 SAP 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 SAP, 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 Leave of Absence (LOA) for financial aid is a temporary interruption in a student's program of study. LOA refers to a specific period of time during a program when a student is not in attendance. LOAs do not include institutionally scheduled breaks. Students must follow the procedure outlined in Section 8.4. When a school grants a student a LOA, their enrollment status is reported as an approved leave of absence. If a student does not return within 180 days, the school must report the student as withdrawn. As part of the application process for a LOA, a student must meet with a Financial Aid Administrator to complete exit counseling to determine how the LOA will affect their aid eligibility.

While on an approved leave of absence, the following applies regarding financial aid:

- If granted an LOA, a student’s enrollment status will be reported as an “approved leave of absence” to the National Student Loan Database System (NSLDS).
- Students who graduate, leave school, or drop below half-time enrollment status, have a six-month grace period before they begin making payments on their student loans. No payments are required during the grace period. Taking a LOA could result in the depletion of some or all of their grace period on their student loan(s).
 - * If the grace period expires, the student will be notified by their servicer(s) that their loan(s) have gone into repayment. Repayment dates are based on the start date of the LOA.
 - * Students planning on returning who have received a repayment notification must contact their loan servicer to request a hardship forbearance OR economic hardship deferment.
- While on LOA, a student will not be assessed any additional institutional charges and is not eligible for any additional Title IV aid or private educational loan funding.
- Students who do not resume attendance at the institution at or before the end of the LOA and/or whose approved LOA, together with any additional LOAs, exceed a total of 180 days in a 12-month period will be treated as a withdrawal in accordance with federal regulations.
- Students who return from a LOA will not be able to receive any subsequent financial aid disbursements until they meet the standards for Satisfactory Academic Progress (SAP) and progress towards the completion of their degree.

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

Students can view their Account Summary (i.e., billing statement) and Financial Aid award offers on [Student Self-Service](#) approximately 30 days prior to the start of each semester. Statements are not mailed and must be viewed online. Matriculation payments will be credited to their accounts in the fall term of the students first year.

Fall term charges include:

- half of the annual tuition
- half of the annual health insurance premium (if applicable)
- all fees (which are frontloaded every academic year),
- virtual textbooks (dependent upon program and year in school), and
- disability insurance premium.

Spring term charges include:

- second half of the annual tuition,
- half of the annual health insurance premium (if applicable),
- 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 requirements for financial aid met and accepted their award offer prior to the

term starts.

Charges may be paid online, through [Student Self-Service](#) /Student Accounts/Account Summary page, by using Visa, MasterCard, Discover, or American Express credit cards. Service fees associated with the use of the credit card are paid by the student. Students may also opt to pay by personal check or money order. 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 term. 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. Late fees will be waived on a case-by-case basis for late admittance students.

3.10. INSTITUTIONAL SCHOLARSHIPS FOR LECOM STUDENTS

LECOM supports its students through a scholarship program with funds raised by the institution through activities such as the annual scholarship auctions, scholarship fundraisers, 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 prequalified Medical, Pharmacy, and Dental LECOM students with access to institutional scholarship forms during the fall term. All completed forms that are submitted by students who meet all prerequisites prior to the deadline are considered for distribution of scholarship monies.

Students may receive only one institutional scholarship per academic year. While students are encouraged to apply for all scholarships for which they meet the eligibility criteria, those selected for more than one award will receive the scholarship of the highest value.

Institutional scholarships are awarded in two categories: academic merit and exceptional need. Academic merit scholarships, such as the LECOM Academic and Affiliated Sports Scholarships, are based on academic excellence and support of the LECOM community. Successful candidates who receive funds based on academic merit 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. Additionally, 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.

Exceptional need scholarships are available to LECOM students who provide evidence that they are unable to continue their education at the institution based on insufficient funds. These need-based scholarships are determined on a one-on-one basis through consultation with a Director of Financial Aid, Dean of the student's program, the Executive Director of Enrollment Services, and Information Systems, and the Provost. Should any student within the institution face such financial hardships they should reach out to a Financial Aid Administrator, program director, or Dean to initiate the process of consideration for these scholarships.

Students who are enrolled in more than one LECOM program (i.e., dual enrollment) may be eligible to receive a **tuition-waiver scholarship**. LECOM students who apply, qualify, and are accepted into any secondary LECOM master's degree program may receive up to a 50% tuition waiver for that secondary program.

To remain eligible for institutional scholarships, students must be in good academic and professional standing. Students are not eligible if they have disciplinary or professionalism issues, receive a full-tuition scholarship, are required to repeat one or more terms, are classified as decelerated or delayed, or are remediating coursework.

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 three 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 60 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 (Experience)

LECOM operates a Student Information System (SIS) that is known as the LECOM Institutional Portal, Experience. Experience 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, bookstore, and many more helpful information sites such as accreditation updates, research opportunities, and information technology information.

Students are granted access to their Experience 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 Experience 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 @[school].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 privacy and confidentiality of information. Therefore, no one shall place LECOM-provided material (e.g., course materials, 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, Experience.

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.

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, Experience.

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, Experience, 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. LRC STUDY SPACES

The Learning Resource Center (LRC) offers a range of study spaces designed to support diverse student needs, including individual study carrels for quiet, focused work; open areas with tables and chairs for flexible individual study; and comfortable seating options for relaxed reading or review. In addition, at some campuses the LRC provides dedicated group study rooms equipped with tables, chairs, and whiteboards, allowing students to collaborate without disrupting others. Together, these study environments create a supportive and functional setting that enhances student learning and academic success.

5.3. 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.

5.4. 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 on the LECOM portal, Experience.

5.5. 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.

5.6. 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](#).

5.7. 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.

5.8. 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. Photo copiers only print in an 8 1/2 by 11-inch format. The copiers also offer a free scan-to-email feature.

PRINTING

Printing in the LRC is managed by a program called Papercut. All incoming students are assigned a print account. Black and white printing is 10 cents per page; color prints are 20 cents. 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.

5.9. INTERLIBRARY LOANS

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

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.

5.10. ELECTRONIC RESOURCES

Access to all digital resources for the Learning Resource Center may be gained through a secure login on the LECOM portal, Experience. Navigation to the LRC page the LECOM portal, Experience, 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, a link 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.

5.11. 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 the LRC LECOM portal, Experience.

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. The K-9 unit at LECOM Erie not only supports campus safety operations but also serves as a significant regional asset, offering assistance to local partners as needed. 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 is provided at LECOM at Jacksonville University twenty-four hours per day, seven days per week by contracted security. Jacksonville Police Department also conducts regular patrols on LECOM property. Security on Jacksonville University Campus is also provided twenty-four hours per day, seven days per week by Jacksonville University's Department of Campus Safety and Security. Jacksonville University 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

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

LECOM at Jacksonville University

Security Office
Located within Main Entrance
(904) 820-8223

Jacksonville University Campus Security
Howard Administration Building
2800 University Blvd N.
Jacksonville, FL 32211
(904) 256-7585
campus.security@ju.edu

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

6.2. CAMPUS SAFETY AND SECURITY PROGRAMS AND INFORMATION SYSTEMS

Daily Crime Log

LECOM Police and Security maintains a daily log of all criminal incidents that occur on LECOM property 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, Bradenton, and Jacksonville. 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.

LECOM at Jacksonville University students are encouraged to register for Jacksonville University Alert Emergency Notification system so that they may be notified of emergencies, campus closures, or other critical situations on the Jacksonville University campus. The following link is provided for students to register for the JU Alert system: <https://www.ju.edu/emergency/notifications/index.php>

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, along with 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.

- 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. If a student fails to scan out when leaving, they will not be able to reenter.

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 though 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 though 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 student's 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. Search of a vehicle may include all compartments and components thereof, providing that searching the compartment(s) or component(s) could reasonably produce evidence of the violation of institutional policies or law. Once a search begins, the person in control of the vehicle will not be permitted to remove the vehicle from the premises during the reasonable duration of the search.

Potential Vehicle Infractions

The vehicle speed limit for all roadways within a LECOM campus is 10 miles per hour. Traffic citations may be issued for any infraction of the state codes on the roadways of a LECOM campus and/or notification to administration for disposition via disciplinary committees. 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 a 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, Elmira College Campus Security or Jacksonville University 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. The LECOM Security at LECOM at Jacksonville University is designated as the Campus Security Authority to receive reports of crimes at Jacksonville University.

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, Elmira College, or Jacksonville University campus security as well as to 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, alcohol, abuse of legal drugs, or that otherwise comes to the attention of law enforcement will be referred to the PHP (Pennsylvania Physicians' Health Program) at LECOM Erie or LECOM at Seton Hill; to the PRN (Professionals Resource Network) at LECOM Bradenton or LECOM at Jacksonville University; or to CHP (Committee for Physician Health) at LECOM at Elmira, possibly for an evaluation. A referral will be made regardless of legal standing, including in cases in which any sentence was fully served, or conviction records were expunged prior to enrollment at LECOM. Students will be expected

to be monitored throughout their matriculation at LECOM as recommended by PHP/PRN/CHP 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, or Jacksonville University 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
- LECOM at Jacksonville University: (904) 820-8223

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 works with the Electronic Residency Application Service (ERAS), San Francisco Match, ResidencyCAS, 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 submitting any required health forms or if clinical rotation requirements have not been received by the appropriate clinical education office(s).

Additionally, official transcripts, letters of recommendation, and evaluations may be withheld for students who are delinquent in financial obligations to LECOM, its affiliates, or who are in default on federal, state, or institutional loans. However, in compliance with 34 CFR 668.14(b)(32), LECOM will provide the official transcript for any payment period in which the student received Title IV federal financial aid and has paid all institutional charges for that period.

7.2. GRADE REPORTS

Grade reports are accessible to students through the Student Self-Service application.

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 \$100 fee for each diploma that is being ordered. 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, 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 that a correct mailing address is on file with LECOM. Mailing Address changes may be made online through General 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;

- Documentation submitted directly to LECOM cannot be reissued to the student/graduate or another party; 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. Storing of documentation that includes the above information 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 permanently stored on any LECOM computer. All protected information must be stored in the Student Information System, BOX, or in a secured user folder located on a LECOM server.

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

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

7.6.8. Placement in Employment

Information on the placement in employment and the types of employment secured by graduates of LECOM are available upon request through the 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 provides 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

Jacksonville, FL

In case of a mental health crisis call	988
Wekiva Springs Behavioral Health	(904) 296-3533
Physician Health Programs (PHP, FL)	(800) 888-8776
Professional Resource Network (PRN, PA)	(866) 747-2255 or (717) 558-7819
Gateway Community Services: Addiction Treatment Center	(904) 387-4661
Rape Crisis Center: Women's Center of Jacksonville	(904) 722-3000 ext. 217
Hubbard House: Domestic Violence	(904) 354-3114 (Voice) (904) 210-3698 (Text)

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 in accessing 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 can 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

Thomas M. Laton, D.O. Director of Behavioral Health Assistant Clinical Professor of Psychiatry LECOM: Erie, Elmira, and Seton Hill 1858 West Grandview Boulevard Erie, PA 16509 Office B2-214 (814) 860-5126 tlaton@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
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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
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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

Paula Salas, M.D.
Behavioral Health Liaison
Assistant Professor
LECOM at Jacksonville University
5415 Dolphin Point Boulevard
Jacksonville, FL 32211
(904) 820-8223
psalas@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. Behavioral Health Directors 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 they feel any distress or medical issues 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 about their ability to do so. Likewise, Student Affairs and/or Security should advise the student to wait and arrange

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 support.

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 [8.7.2 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

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

Corry Memorial Hospital

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 – Murrysville

4262 Old William Penn Highway, Suite 109
Murrysville, PA 15668
Phone (412) 325-5810

AHN Hempfield Primary Care

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

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

AMS IMAST Internal Medicine

200 Madison Avenue, 3rd Floor
Elmira, NY 14901

607-737-4100

AMS Eastside Primary Care

200 Madison Avenue, #2B
 Elmira, NY 14901
 607-732-1310

607-734-1581

AMS OB/GYN (Women's Health Center)

600 Fitch Street, #102
 Elmira, NY 14095
 607-734-6544

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

Arnot Ogden Medical Center

600 Roe Avenue
 Elmira, NY 14905
 607-737-4194

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 Walk-In Clinics (a Division of MAX Health)
 Stephen Coppa, D.O
 LECOM Clinical Assistant Professor of Internal Medicine

Location
 6110 53rd Avenue East
 Bradenton, Florida 34203
 941-755-4242
 A minimal co-pay will apply.

LECOM at Jacksonville University

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

Baptist Primary Care - Arlington

7001 Merrill Road, Suite 10
 Jacksonville, FL 32277
 Phone: (904) 744-5244

Baptist Primary Care - Regency

9090 Regency Square Blvd. North
 Jacksonville, FL 32211
 Phone: (904) 724-5576

The Family Practice of Dr. Terry Hashey

9191 R G Skinner Pkwy #603
 Jacksonville, FL 32256
 Phone: (904) 538-0950

The Family Practice of Dr. Daniel Donofrio

130 Health Park Blvd
 St. Augustine, FL 32086
 Phone: (904) 826-3469

Emed Multispecialty with Dr. Renee Pulido

2624 Atlantic Blvd
 Jacksonville, FL 32207
 Phone: (904) 513-3240

The Family Practice of Dr. Paula Salas

3 Shircliff Way #330
 Jacksonville, FL 32204
 Phone: (904) 384-7370

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

[Baptist Jacksonville Downtown](#)

1350 13th Avenue South
Jacksonville FL, 32250
Phone: [904.202.2000](tel:904.202.2000)

[Baptist Beaches](#)

1350 13th Avenue South
Jacksonville FL, 32250
Phone: [904.627.2900](tel:904.627.2900)

[Baptist & Wolfson Town Center](#)

4085 Town Center Parkway
Jacksonville FL, 32246
Phone: [904.202.6800](tel:904.202.6800)

Student health is a priority at LECOM, students must be healthy 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 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, the Associate Dean of Academic Affairs at LECOM at Elmira or LECOM at Jacksonville University 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 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 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 (NAPB).
- The National Board Dental Examinations (NBDE) are administered by the ADA's Joint Commission on National Dental Examinations (JCNDE).
- The American Podiatric Licensing Examinations (APMLE) are administered by the National board of Podiatric Medical Examiners (NBPME).

8.3.3. Contact for Disability Services by LECOM Campus

LECOM 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, Director of Student Affairs
 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:](#)

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

LECOM at Jacksonville University
Debra Horne, MS Ed.
Executive Director of Student Affairs
5000 Lakewood Ranch Boulevard
Bradenton Florida 34211
(941) 782-5933
dhorne@lecom.edu

LECOM Bradenton
Debra Horne, MS Ed.
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 to 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 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 a medical leave 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, 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 Program – Students who withdraw from their program of study 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 of attendance. * 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 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. HEALTH RECORDS POLICY

8.7.1. 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 provided to all students after their acceptance into LECOM via the LECOM Admissions Portal. Each student must submit the following documentation:

- A **History Summary Form** signed by a health care provider documenting the following 5 childhood immunizations must be submitted via the LECOM Admissions Portal: DTaP, Polio, Hepatitis B, Varicella, and MMR. If a student cannot provide documentation of 5 childhood DTaP immunizations, they are required to complete the Tdap series.
- Students must provide a **Lab Report** signed by a health care provider that indicates immunity to the following diseases chicken pox, measles, mumps, rubella, and hepatitis B.
- 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.*
- 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 at the time of deposit.

8.7.2. 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 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 HUB's Student Health Insurance Program 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.

8.8. 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.

8.9. 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.

8.10. 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

8.11. 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.

8.12. 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.

8.13. STUDENT ACTIVITIES

8.13.1. 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 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.

8.13.2. 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 opinions, 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.

8.13.3. LECOM Clubs and Organizations

College or school specific clubs are listed in the Student Handbooks for each campus program and campus location.

8.13.4. 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 to serve on committees or participate in club or organization activities.

8.13.5. 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.

8.13.6. 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>.

8.13.7. 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.

8.13.8. 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.

8.13.9. 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.
6. Must inform the program Director of Research about any resulting publication and/or scholarly presentation (oral and poster).

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.
6. A student is required to provide detailed information of any scholarly activity, including a publication and/or presentation (oral or poster), based on LECOM-sponsored research to campus Director of Research.

9. STUDENT CONDUCT

INTRODUCTION: CODE OF STUDENT CONDUCT AND DISCIPLINE

The Code of Student Conduct and Professionalism consists of the Student Honor Code and Professional Conduct (Section 9.2). 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 Ethical Standards set forth by the professional associations such as the Code of Ethics of the American Osteopathic Association, the American Dental Association, the American Podiatric Medical Association, and the Code of Ethics for Pharmacists.

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 K and not in Section 9 Student Conduct of this handbook.

9.1. PURPOSE OF THE STUDENT CODE

LECOM's primary concern is the student. LECOM attempts to provide all students with 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 identify 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.

In Person Attendance on Campus

- 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 an unexcused absence for that instructional period and for that day.

Attendance In On-Line Course

Students enrolled in on-line courses are expected to attend each scheduled virtual synchronous meeting of their registered courses as this experience demonstrates attendance, enhances academic success, and is required. Those students attending should have their video cameras on and be dressed in professional attire. They should be in a place free of disruptions and distraction of during virtual learning interactions. Instructors may include class participation as one component of student evaluation and grading. As a result, lack of attendance may influence a student's ability to do well where presence and participation is highly valued by the instructor. Therefore, it is the student's responsibility to understand and adhere to all policies relating to attendance and consequences for non-attendance listed in their instructor's course syllabus.

Attendance in an online course is further defined as an active post and/or timely submission of deliverables within the course including discussions, written assignments, case studies, and tests. This standard will be used to determine all attendance issues, including but not limited to reports of non-attendance, reports of last date of attendance, and final grade of F in the course, due to lack of attendance.

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 or from an out-of-state physician. 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 section on the [LECOM Experience](http://experience.elluciancloud.com/lecom) (experience.elluciancloud.com/lecom).

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 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.). Notification of approval or denial of the excused absence request will be provided to the student within ten (10) business days. 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 9.14.1.

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. Students participating in activities within the simulation laboratory, anatomy laboratory, or other similar instructional settings must be appropriately attired for laboratory duties, including the use of closed-toed shoes, regardless of the date or time of the activity.

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 Committee; 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, pepper spray, stun guns, or any other weapons on LECOM owned or controlled property, at LECOM-sponsored or supervised activities, at Seton Hill University, at Elmira College, or at Jacksonville University.
- 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. Disciplinary actions consisting of the following categories (C, D, E, and F) will include:
 - Ineligibility for election and/or removal from student office or organizational office for specified period-of-time.
 - Withholding of official transcript, barring re-admission to LECOM, and/or preventing a student from enrolling for a specified period of time.
 - Restitution, whether monetary or by specific duties, or reimbursement for damages to or misappropriation of LECOM, student, staff, or faculty property.
- C. **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.
- D. **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.

- E. **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.
- F. **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.
- G. **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.
- H. **Expulsion:** Expulsion is permanent severance from LECOM.
- I. **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, 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. 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.

9.14. LECOM FACILITIES POLICIES

9.14.1. 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.

9.14.2. 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 including AI programs, 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.

9.14.3. 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.

9.14.4. 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 Security Bradenton Campus, College of Medicine and School of Pharmacy (941) 782-5908
LECOM at Seton Hill/Seton Hill Campus Police Office: (724) 830-4999	LECOM Security Bradenton Campus, School of Dental Medicine (941) 405-1520
LECOM at Elmira Security Office: (607) 442-3510; Cell: 607-857-7550	LECOM at Jacksonville University Office: (904) 742-6128
Elmira College Campus Safety Office: (607) 735-1777	Jacksonville University Campus Security Office: (904) 820-8223

Community Police Non-Emergencies

<u>Erie, PA</u> Erie, Pennsylvania Police (Non-Emergency) (814) 870-1125	<u>Bradenton, FL</u> Manatee County Sheriff's Office (Non-Emergency) (941) 747-3011
Millcreek, Pennsylvania Police (Non-Emergency) (814) 833-7777	Sarasota County Sheriff's Office (941) 316-1201 (non-emergency number)
Pennsylvania State Police (814) 898-1641	Florida Highway Patrol (941) 741-4800
<u>Greensburg, PA</u> Greensburg Police Department (724) 834-3800	<u>Jacksonville, FL</u> Jacksonville Sheriff's Office (904) 630 - 7600
<u>Elmira, NY</u> Elmira College Campus Safety Dial x1777 from Elmira College phones Dial (607) 735-1777 from non-Elmira College phones	Florida Highway Patrol (Troop G – Jacksonville) (904) 695 – 4000
Elmira Police Department (607) 735-8600	<u>DeFuniak Springs, Florida</u> Walton County Sheriff (850) 892-8111
Chemung County Sheriff	DeFuniak Springs Police Department

(607) 737-2987, ext. 104

(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: _____

***** 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	Thomas Layton, D.O.	tlayton@lecom.edu	
	Marvin Hendon, Ph.D.	mhendon@lecom.edu	
	Courtney Baker, D.O.	cbaker@lecom.edu	
	Octavia Flanagan, Ph.D.	oflanagan@lecom.edu	
	Paula Salas, M.D.	psalas@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	
	Steve Windsow, Ed.D	swinsor@lecom.edu	
Security	Kevin Goode	kgoode@lecom.edu	
	Harry Whipple	hwhipple@lecom.edu	
	Chad Carrier	ccarrier@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 county.

For those who are in the process of obtaining financial aid, the applicant's name on the FAFSA **must match** the name associated with the applicant's Social Security number. After obtaining a legal name change, the student will need to file Form SS-5 with the Social Security Administration to change the name on their Social Security card if they wish to obtain financial aid.

Name Change: Are you requesting to change your legal name on your official academic records with required documentation attached including diploma)? (Please circle Yes *or* No)

Student ID #: _____

Former Legal Name: _____
Last Name First Name Middle Name

New Legal Name: _____
Last Name First Name Middle Name

In order to change your legal name in your official academic record, the Office of the Registrar requests the following documentation:

- Government Issued Document** (Original or notarized copy of passport, driver's license, birth certificate etc.) reflecting new name.
- Licensing Body Approval Document** (Original or notarized copy of Licensing Bureau or other appropriate entity in the state where you practice reflecting the name change) (If Applicable)

As well as ONE of the documents listed below:

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

Gender Designation: Are you requesting to change your gender designation on your official academic records with required documentation attached? (Please circle Yes *or* No)

In order to change your gender designation please provide:

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

Fee: Please mail a \$500.00 cashiers or certified check made payable to LECOM

Student Name: _____ Student Signature: _____

Student's ID: _____ Date: _____

APPENDIX I - THE OSTEOPATHIC OATH

I hereby affirm my loyalty to the profession I am about to enter.

I will be mindful always of my great responsibility to preserve the health and the life of my patients, to retain their confidence and respect both as a physician and a friend who will guard their secrets with scrupulous honor and fidelity, to perform faithfully my professional duties, to employ only those recognized methods of treatment consistent with good judgment and with my skill and ability, keeping in mind always nature's laws and the body's capacity for recovery.

I will be ever vigilant in aiding in the general welfare of the community, sustaining its laws and institutions, not engaging in those practices, which will in any way bring shame or discredit upon myself or my profession. I will give no drugs for deadly purposes to any person, though it be asked of me.

I will endeavor to work in accord with my colleagues in a spirit of progressive cooperation, and never by word or by act cast implications upon them or their rightful practices.

I will look with respect and esteem upon all those who have taught me my art. To my college I will be loyal and strive always for its best interests and for the interests of the students who will come after me. I will be alert to further the application of basic biologic truths to the healing arts and to develop the principles of Osteopathic Medicine, which were first enunciated by Andrew Taylor Still.

In the presence of this gathering, I bind myself to my oath.

APPENDIX J - AOA CODE OF ETHICS

LECOM Board of Trustees endorses the AOA Code of Ethics

The American Osteopathic Association (AOA) Code of Ethics is a document that applies to all physicians who practice osteopathically throughout the continuum of their careers, from enrollment in osteopathic medical college/school through post graduate training and the practice of osteopathic medicine. It embodies principles that serve as a guide to the prudent physician. It seeks to transcend the economic, political, and religious biases, when dealing with patients, fellow physicians, and society. It is flexible in nature in order to permit the AOA to consider all circumstances, both anticipated and unanticipated. The physician/patient relationship and the professionalism of the physician are the basis for this document.

The AOA has formulated this Code to guide its member physicians in their professional lives. The standards presented are designed to address the osteopathic and allopathic physician's ethical and professional responsibilities to patients, to society, to the AOA, to others involved in health care and to self.

Further, the AOA has adopted the position that physicians should play a major role in the development and instruction of medical ethics.

Section 1. The physician shall keep in confidence whatever they may learn about a patient in the discharge of professional duties. Information shall be divulged by the physician when required by law or when authorized by the patient.

Section 2. The physician shall give a candid account of the patient's condition to the patient or to those responsible for the patient's care.

Section 3. A physician-patient relationship must be founded on mutual trust, cooperation, and respect. The patient, therefore, must have complete freedom to choose their physician. The physician must have complete freedom to choose patients whom they will serve. However, the physician should not refuse to accept patients for reasons of discrimination, including, but not limited to, the patient's race, creed, color, sex, national origin, sexual orientation, gender identity, or disability. In emergencies, a physician should make their services available.

Section 4. A physician is never justified in abandoning a patient. The physician shall give due notice to a patient or to those responsible for the patient's care when they withdraw from the case so that another physician may be engaged.

Section 5. A physician should make a reasonable effort to partner with patients to promote their health and shall practice in accordance with the body of systematized and scientific knowledge related to the healing arts. A physician shall maintain competence in such systematized and scientific knowledge through study and clinical applications.

Section 6. The osteopathic medical profession has an obligation to society to maintain its high standards and, therefore, to continuously regulate itself. A substantial part of such regulation is due to the efforts and influence of the recognized local, state and national associations representing the osteopathic medical profession. A physician should maintain membership in and actively support such associations

and abide by their rules and regulations.

Section 7. Under the law a physician may advertise, but no physician shall advertise or solicit patients directly or indirectly through the use of matters or activities which are false or misleading.

Section 8. A physician shall not hold forth or indicate possession of any degree recognized as the basis for licensure to practice the healing arts unless they are actually licensed on the basis of that degree in the state or other jurisdiction in which they practice. A physician shall designate their osteopathic or allopathic credentials in all professional uses of their name. Indications of specialty practice, membership in professional societies, and related matters shall be governed by rules promulgated by the American Osteopathic Association.

Section 9. A physician should not hesitate to seek consultation whenever they believe it is in the best interest of the patient.

Section 10. In any dispute between or among physicians involving ethical or organizational matters, the matter in controversy should first be referred to the appropriate arbitrating bodies of the profession.

Section 11. In any dispute between or among physicians regarding the diagnosis and treatment of a patient, the attending physician has the responsibility for final decisions, consistent with any applicable hospital rules or regulations.

Section 12. Any fee charged by a physician shall compensate the physician for services actually rendered. There shall be no division of professional fees for referrals of patients.

Section 13. A physician shall respect the law. When necessary a physician shall attempt to help to formulate the law by all proper means in order to improve patient care and public health.

Section 14. In addition to adhering to the foregoing ethical standards, a physician shall recognize a responsibility to participate in community activities and services.

Section 15. It is considered sexual misconduct for a physician to have sexual contact with any patient with whom a physician-patient relationship currently exists.

Section 16. Sexual harassment by a physician is considered unethical. Sexual harassment is defined as physical or verbal intimation of a sexual nature involving a colleague or subordinate in the workplace or academic setting, when such conduct creates an unreasonable, intimidating, hostile or offensive workplace or academic setting.

Section 17. From time to time, industry may provide some AOA members with gifts as an inducement to use their products or services. Members who use these products and services as a result of these gifts, rather than simply for the betterment of their patients and the improvement of the care rendered in their practices, shall be considered to have acted in an unethical manner.

SECTION 18. A physician shall not intentionally misrepresent themselves or their research work in any way.

SECTION 19. When participating in research, a physician shall follow the current laws, regulations and standards of the United States or, if the research is conducted outside the United States, the laws,

regulations and standards applicable to research in the nation where the research is conducted. This standard shall apply for physician involvement in research at any level and degree of responsibility, including, but not limited to, research, design, funding, participation either as examining and/or treating provider, supervision of other staff in their research, analysis of data and publication of results in any form for any purpose.

APPENDIX K - 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
rterry@lecom.edu

LECOM at Jacksonville University

TBD
Associate Dean of Academic Affairs
(904) 742-6128

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

LECOM at Jacksonville University in Jacksonville, FL

LECOM at Jacksonville Security

Office: (904) 820-8223

Jacksonville University Campus Safety

Office: (904) 256 - 7585

Jacksonville Sheriff's Office

(904) 630 - 7600

Florida Highway Patrol (Troop G – Jacksonville)
(904) 695 – 4000

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

Jacksonville, Florida Resources

LECOM at Jacksonville University, FL

Wekiva Springs Behavioral Health

(904) 296-3533

Rape Crisis Center: Women's Center of Jacksonville
(904) 722-3000 ext. 217

Hubbard House: Domestic Violence
(904) 354-3114 (Voice)
(904) 210-3698 (Text)

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 L - 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 LECOMs 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. Students attending classes on the LECOM at Jacksonville University Campus

may utilize the resources of Jacksonville University, which include exercise facilities, on-campus dining, library and study spaces, and other amenities.

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.

- Students who wish to review the LECOM building Fire Safety Certificate or Certificate of Occupancy should contact the LECOM Police and Security Office at their respective campus location.

APPENDIX M - LECOM BOARD OF TRUSTEES

The LECOM Board of Trustees has legal control, final decision-making and financial authority over all campuses: LECOM (Erie), LECOM Bradenton, LECOM at Elmira, LECOM at Seton Hill and LECOM at Jacksonville University

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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 N - LECOM ERIE: COLLEGE OF OSTEOPATHIC MEDICINE

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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

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Executive Assistant to the President

Patricia Brunner

Executive 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

Ana Rosado Soto

Administrative Assistant to the Office of the Provost and Social Media Assistant, Senior Vice President and Dean of Academic Affairs

EDUCATIONAL ADMINISTRATION

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Assistant Provost of Institutional Effectiveness

Theresa Hunter-Pettersen, M.D., M.P.A., M.S.

Institutional Director of Osteopathic Inclusive Care

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, M.H.S.A.

Executive Director, LECOM Consortium for Academic Excellence (LCAE)

Laurie Mahoney

Administrative Assistant, LECOM Consortium for Academic Excellence (LCAE)

COLLEGE OF OSTEOPATHIC MEDICINE PRECLINICAL EDUCATION

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Professor of Anatomy

Nancy L. Carty, Ph.D.

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Director, Master of Medical Sciences Program

Associate Professor of Microbiology

Bertalan Dudas, M.D., Ph.D.

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Professor of Anatomy

Randy J. Kulesza Jr., Ph.D.

Dean of Graduate School of Biomedical Sciences

Director, Doctoral Program in Anatomy Education

Director of the Auditory Research Center

Professor of Anatomy

Mark A. Terrell, Ed.D.

Assistant Dean of Medical Education/Institutional Director for Faculty Development & Inter-Professional Education

Professor of Anatomy & Biostatistics

Director of Master's in Science of Medical Education

Co-Director of Ph.D. Program in Anatomy Education

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Chair, Department of Primary Care Education

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Associate Professor of Biochemistry

Jack Lee, Ph.D.

Director of Lecture Discussion Pathway
Assistant Professor of Physiology

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Director of Accelerated Physician Assistant Pathway
Assistant Professor of Family Medicine and Osteopathic Principles and Practice

Ronald Fecek, Ph.D. Assistant Dean of Problem-Based Learning

Associate Professor of Microbiology and Immunology
LECOM at Seton Hill

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Director, Doctoral Program in Microbiology Education
Director of Microbiology, Immunology and Public Health
Director, Laboratory of Human Pathogens
Professor of Microbiology

Sarah McCarthy, Ph.D.

Director of Directed Study Pathway and Primary Care Scholars Pathway
Professor of Anatomy

Melodie Chludzinski, D.O., M.H.S.A.

Clinical Director of Primary Care Scholars Pathway
Assistant Clinical Professor of Family Medicine and OMT

Diana Speelman, Ph.D.

Director of COM Research
Professor of Biochemistry
Director of Biochemistry and Medical Genetics

Richard Terry, D.O., M.B.A., F.A.A.F.P., F.A.C.O.F.P.,

Vice President of Health Sciences
Associate Dean of Academic Affairs, LECOM at Elmira

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Administrative Assistant to the Associate Dean of Preclinical Education

Stephanie Bottoni

Administrative Assistant, Lecture Discussion Pathway

Tammy Chriest

Administrative Assistant, Master of Medical Science Program

Carol Lipinski

Administrative Assistant, Directed Study and Primary Care Scholars Pathways

Shannon Skelton

Administrative Assistant, Problem Based Learning Pathway

Sharon Evans

Administrative Assistant, Preclinical Education

COLLEGE OF OSTEOPATHIC MEDICINE CLINICAL EDUCATION

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Professor of Family Medicine and Osteopathic Manipulative Medicine

Regional Dean for Clinical Education, East-Central PA & Midwest

Carol Czerwinski, D.O.

Assistant Dean of Clinical Education, Bradenton

Bradenton Regional Dean

Assistant Professor of Pediatrics

Richard R. Terry, D.O., MBA, FAAFP, FACOFP

Associate Dean of Academic Affairs, LECOM at Elmira

Chief Academic Officer, LECOM Consortium for Academic Excellence

Professor of Family Medicine

John Weston, D.O.

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Mathew Devine, D.O.

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Michael A. DiGiorno, D.O., F.A.S.N.

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Adjunct Clinical Professor of Internal Medicine – Nephrology

Katherine Clark, D.O.

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Adjunct Clinical Associate Professor of Family Medicine

Susan Manella, D.O.

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Christine Lomiguen, M.D., Ph.D.

Regional Dean for Clinical Education, Northwestern Pennsylvania

Assistant Clinical Professor of Family and Sports Medicine

Randy Scott, D.O.

Regional Dean for Clinical Education, Northeast Florida Region-Jacksonville

Adjunct Clinical Assistant Professor of Family Medicine and Geriatrics

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Kelli Barr, Ph.D., *Associate Professor of Microbiology*; Ph.D., Iowa State University, BS, University of Iowa

Alina Beyer, M.D., L.L.B., L.L.M., *Assistant Director, Problem Based Learning, Associate Professor of Medicine*; M.D., “Carol Davila” University of Medicine and Pharmacy; L.L.B., L.L.M., University of Cape Town

Roger Biringer, Ph.D., *Professor of Biochemistry*; Ph.D., University of California, M.S., San Jose State University, M.A., University of California

Anupam Bishayee, Ph.D., *Professor of Pharmacology*; Ph.D., Jadavpur University; M.Pharm., Jadavpur University; B.Pharm., Jadavpur University

David Boesler, D.O., F.A.A.O., *Associate Professor of Osteopathic Principles and Practice*; D.O., Des Moines University College of Osteopathic Medicine; B.S., Villanova University; B.A., LaSalle University

Tiffany Burca, D.O., *Clinical Instructor*; D.O., Lake Erie College of Osteopathic Medicine, B.S., Waylan Baptist University

Paul Cervone, M.D., *Associate Professor of Obstetrics and Gynecology*; M.D., University of Pittsburgh, B.S., University of Pennsylvania

Stephen Coppa, D.O., *Assistant Clinical Professor of Internal Medicine and Director of Student Health Services*; D.O., New York College of Osteopathic Medicine; B.A., New York University

Alfredo Cordova, M.D., *Instructor*; Universidad San Martin de Porres; Pre-Med, Johns Hopkins School of Medicine; M.D.

Stuart D. Critz, Ph.D., *Professor of Physiology*; Ph.D., University of Texas; M.S., Northeastern University; B.S., University of Massachusetts

Paul R. Danahy, M.D., *Clinical Professor of Surgery*; M.D., University of Rochester; B.S., Canisius College

Margo Dougherty, Ph.D., *Assistant Director of the Master of Medical Science Program Assistant Professor of Neuroscience*; Ph.D., Drexel University College of Medicine; B.S., Ursinus College

Kimberly Fabre, D.D.S., *Clinical Instructor*; D.D.S., University of Minnesota; A.A., Dental Hygiene, Normandale Community College

Anthony Ferretti D.O., *Associate Dean of Clinical Education; Emeritus*; D.O., Philadelphia College of Osteopathic Medicine, B.S., Gannon University

Tania Flink, Ph.D., M.S., *Professor of Physiology*; Ph.D., Arizona State University; M.S., B.S., University of Illinois at Urbana-Champaign

Seth Gardner D.C., M.S., *Associate Professor of Anatomy*; D.C, M.S., B.S., Palmer College of Chiropractic

Robert George D.O., *Clinical Professor of Family Medicine (Associate Dean Emeritus)*; D.O., University Health Sciences College of Osteopathic Medicine, B.S., Youngstown State University

Nicole Greenwood, M.D., *Director of Clinical Education, Assistant Professor of Pediatrics*, M.D., Saba University; B.A.H. Queens University

Joseph Haider, D.O., *Clinical Instructor*, D.O., Lake Erie College of Osteopathic Medicine

Elaine Haralampoudis, Instructor, M.S., Loyola College, B.S., Monmouth College

Mietra Harandi, D.O., *Clinical Instructor, Internal Medicine*; D.O., Kentucky College of Osteopathic Medicine, B.S., William Paterson University

Kenneth Hauck M.D., *Clinical Instructor, Otolaryngology*; M.D., The George Washington University; B.S., United States Military Academy

Marvin Hendon, Ph.D., *Director of Behavioral Health, Associate Professor of Psychological Counseling*; Ph.D., University of Florida

Milena Henzlova, M.D., Ph.D., *Assistant Professor*; Ph.D., Charles University; M.D., Charles University

Teresa Hunter-Pettersen, M.D., M.P.H., M.S., *Institutional Director of Culturally Inclusive Care, Associate Professor of Medical Education*; M.D., LaUniversidad del Noreste; M.P.H., New York University; M.S. Medical Education, LECOM; B.S., St. Joseph's College

Mohamed Hussein, Ph.D., D.V.M., M.S., *Professor of Physiology*; D.V.M., University of Khartoum; Ph.D., M.S., The Ohio State University; M.S., University of Wisconsin-Madison

Murat Ibatullin, M.D., Ph.D., *Associate Professor of Radiology and Neurosurgery*; M.D. State Medical University; Ph.D., Neurosurgical Institute

Despina Isihos, D.O., *Director of Assessment and College of Medicine Accreditation, Assistant Professor of Internal Medicine*; D.O., Edward Via Virginia College of Osteopathic Medicine, B.S., St. John Fisher College

Mark K. Kauffman, D.O., MSMed, FACOFP, *Dean of Academic Affairs, Clinical Professor of Family Medicine*; D.O., MSMed., Lake Erie College of Osteopathic Medicine; B.S., St. Francis College

Bridget Keller, M.D., *Director of Clinical Examination, Associate Clinical Professor of Neurology; Director of Clinical Examination*; M.D., University of Miami Miller School of Medicine; B. A., Rollins College

Shaan Kunwar, D.O., *Clinical Instructor, Internal Medicine*; D.O., Lake Erie College of Osteopathic Medicine; M.S., Thomas Jefferson University; B.S., Thomas Jefferson University

Lebovitz, Giliad, D.P.T., *Instructor*; D.P.T. University of Central Florida

Bryan Lin, D.O., *Clinical Instructor, Emergency Medicine*; D.O., Lake Erie College of Osteopathic Medicine; B.S. Nova Southeastern University

Richard Lipton, M.D., *Instructor*; M.D., University of Miami School of Medicine; B.S., University of Florida

Francis Liuzzi, Ph.D., M.S., *Professor of Anatomy, Human Clinical Anatomy Course Director*; Ph.D., The Ohio State University; M.S., Rensselaer Polytechnic Institute; B.S., Union College

Ross Longley, Ph.D., *Basic Science Faculty*, Ph.D., M.S., B.S., University of Oklahoma

Santiago Lorenzo, Ph.D., *Assistant Dean of Preclinical Education, Associate Professor of Physiology*; B.S., M.S., M.S.MED, Ph.D., University of Oregon

Patrick Madden, M.D., *Assistant Professor of Neurology*; M.D. Albany Medical College of Union University

Michael Majewski, M.D., *Clinical Instructor*; M.D., Dartmouth Medical School

Yasmin Mali, M.D., *Physician Faculty*, M.D., Robert Wood Johnson Medical School; B.A., Rutgers University

Jonathan Maltz, M.B.Bch., *Clinical Instructor*; M.B.Bch, University of the Witwatersrand, Johannesburg, South Africa; B.A., University of the Witwatersrand

Julia Marian, M.D., *Director of Career Counselling, Assistant Professor of Pediatrics*; M.D., “Carol Davila” University of Medicine and Pharmacy

Meng Miao, M.S., *Instructor of Anatomy*; M.S. Applied Anatomy, Case Western Reserve University. B.S., Nutritional Science, Michigan State University

Carina Meyers, Ph.D., M.P.H., M.S., D.D.S., *Assistant Professor of Anatomy*. M.P.H., Liberty University, US. Ph.D., University of Melbourne, Australia. D.D.S., University of São Paulo, Brazil. Ph.D., University of São Paulo, Brazil. M.S., University of São Paulo, Brazil

Stephanie Minter, D.O., *Clinical Instructor*. D.O. Edward Via College of Osteopathic Medicine

Nicole Myers, D.O., *Associate Clinical Professor of Osteopathic Manipulative Medicine, Course Director of Osteopathic Principles and Practice*; D.O., M.S., Philadelphia College of Osteopathic Medicine; B.S., University of Pittsburgh

Thomas Quinn, D.O., *Clinical Professor of Family Medicine*; D.O., Philadelphia College of Osteopathic Medicine; B.S., LaSalle University

Bradley Reese, M.D., M.S., *Instructor*; M.D., Temple University, M.S., C.W.Post University, B.S., University of Florida

Oren Rosenthal, Ph.D., M.P.T., *Director of Anatomy, Professor of Anatomy*; Ph.D., University of South Florida; M.P.T., Rutgers University; B.A., University of Buffalo

Rocco Rotello, Ph.D., M.S., B.A. *Associate Professor of Pharmacology*; Ph.D. University of Colorado Medical School. M.S. University of Nebraska Medical School, B.A. Chadron State College

Allison Salib, D.O., *Assistant Director of Clinical Examination, Assistant Professor of Internal Medicine*; D.O., Kansas City University of Medicine and Biosciences – College of Osteopathic Medicine, B.S., Immaculata University

Edward Salib, D.O., *Instructor*; D.O., New York College of Osteopathic Medicine, NY Institute of Technology; M.B.A., Saint Leo University; B.S., New York Institute of Technology

Holly Schisani, D.O.; *Instructor*; D.O., NOVA Southeastern College of Osteopathic Medicine; B.S., University of Florida

James Schmidt, M.D., *Instructor*; M.D., University of Connecticut School of Medicine

Robert Schwartz, M.D., *Instructor*; M.D., University of Connecticut School of Medicine; M.P.H., Yale University; B.S., Fairfield University

Sharon Scott, M.D. *Clinical Instructor*; M.D. McMaster University, ON CA, BSN, McMaster University, ON CA.

Brian Selius, D.O., *Instructor*; D.O., Philadelphia College of Osteopathic Medicine, B.S, Suffolk University

Cheryl Lee Sellers, D.O., *Clinical Instructor; Family Practice & OPP*; D.O., Nova Southeastern University; B.A., Smith College

Eileen Singer, D.O., *Instructor*; D.O., DesMoines University

Munir Syed, M.B., B.S., M.Phil., *Associate Professor of Pathology and Histology*, M.B., B.S. Khyber Medical College; M.Phil., University of the Punjab, Lahore, Pakistan

Matthew Tucker, Ph.D., M.S., M.P.H., *Assistant Professor of Microbiology and Immunology*, Ph.D., University of South Florida College of Public Health, M.S., University of Florida College of Medicine, M.P.H., University of South Florida College of Public Health.

Tao Wei, M.D., Ph.D., *Associate Professor of Microbiology and Immunology*, M.D., Henan Medical University/Zhengzhou University; Ph.D., Uppsala University.

Timothy Veenstra, Ph.D., *Associate Professor of Biochemistry*, Ph.D., University of Windsor; B.S., Trent University.

Laura Yard, M.D., *Instructor*; M.D., University of Texas Southwestern; B.J., University of Missouri-Columbia

APPENDIX P - LECOM AT SETON HILL: COLLEGE OF OSTEOPATHIC MEDICINE ADMINISTRATION, FACULTY AND STAFF

LECOM at Seton Hill also shares administrators listed under the College of Medicine Erie Campus.

ADMINISTRATION

Kevin A. Thomas, D.O., M.S.Med.Ed.

Associate Dean of Academic Affairs, LECOM at Seton Hill

Director of Accelerated Physician Assistant Pathway

Assistant Professor of Family Medicine and Osteopathic Principles and Practice

Ronald Fecek, Ph.D.

Assistant Dean of Problem Based Learning

Assistant Professor of Microbiology

Christopher Divito, Ph.D.

Director of Problem-Based Learning Pathway

Director of Exam Management Year Two

Director of Research

Nicole L. Temofonte, D.O.

Course Director, History and Physical Examination

Cathleen S. McGonigle, D.O., M.S.Med.Ed.

Course Director, Osteopathic Principles & Practice

Julie K. Freeman, M.U.R.P., M.B.A., J.D.

Assistant General Counsel

Assistant Professor of Family Medicine

STAFF

Kelly Murphy

Faculty Coordinator Administrative Assistant

Avery Murphy

Administrative Coordinator

Shanisa Shabdarali

Admissions Representative

Judy Cross

Student Affairs Representative

Luke Wess

Financial Aid Coordinator

Isolino (Mark) Venzin, M.B.A.

IT Service Manager/Facility Coordinator

Hunter Maughan

AV/IT Technician

Andrew Koval M.S.L.S.

Braden Stiffler

Health Science Librarian

LRC Assistant

FACULTY

In addition to the faculty members listed below, several part-time and adjunct faculty members participate in the History and Physical Examination and Osteopathic Principles and Practice courses. Also, some faculty members based primarily at LECOM Erie contribute in a significant way to instruction at LECOM at Seton Hill and some of the faculty listed below contribute in a significant way to the instruction at LECOM at Erie and LECOM at Elmira.

Courtney Baker, D.O., *Assistant Professor of Psychiatry*; B.S., Penn State University; D.O., Des Moines University College of Osteopathic Medicine

Jennifer Burgoon, Ph.D., *Associate Professor of Anatomy*; B.S., Biology, Baldwin-Wallace College, M.S., M.S., Cell Biology and Anatomy, University of North Carolina at Chapel Hill; Ph.D., Education, University of North Carolina at Chapel Hill

Jennifer Cummings, D.O., *Assistant Professor of Emergency Medicine*, B.S. Chemistry, West Chester University, D.O., Philadelphia College of Osteopathic Medicine

Kathleen B. Daniele, M.D., *Assistant Professor of Family Medicine*; B.S., University of Notre Dame, M.D., University of Connecticut School of Medicine

Francis DeFabo, M.D., *Assistant Professor of Obstetrics and Gynecology* B.S., Biology, Indiana University of PA; M.D., Temple University Medical School, OB/GYN residency Western Pennsylvania Hospital

Christopher Divito Ph.D., *Assistant Professor of Basic Sciences; Director of Problem-Based Learning Pathway; Director of Exam Management Year 2; Director of Research*; B.A., Psychology, Shippensburg University; Ph.D., Neurobiology, University of Pittsburgh.

Lia R. Edmunds, Ph.D., *Assistant Professor of Biochemistry*; B.A., Biochemistry, Washington and Jefferson College; Ph.D., Molecular Genetics & Developmental Biology, University of Pittsburgh

Ronald J. Fecek, Ph.D., *Assistant Professor of Microbiology and Immunology; Assistant Dean of Problem-Based Learning*; B.S., M.S., Biology, California University of Pennsylvania; Ph.D., Microbiology and Immunology, West Virginia University

Irving (Irv) Freeman, Ph.D., J.D., *Professor Emeritus and Director of IRB Operations*; A.B., Political Science, The University of Michigan; M.A., Educational Leadership, Eastern Michigan University; Ph.D., Higher Education, University of North Texas; J.D., Duquesne University School of Law

Julie K. Freeman, M.U.R.P., M.B.A., J.D., *Assistant Professor of Family Medicine, Assistant General Counsel*; B.A., Urban Studies, University of Pittsburgh; M.U.R.P., M.B.A., University of Pittsburgh; J.D., Duquesne University School of Law

Joseph Galley, Ph.D., *Assistant Professor of Pharmacology; Co-Director of Pharmacology*; B.A., Biochemistry, Washington & Jefferson College; Ph.D., Pharmacology, University of Pittsburgh

Mary Haus M.D. FAAOS FASAM., *Professor of Orthopedic Surgery* B.S. Biology Rensselaer

Polytechnic Institute M.D. Albany Medical College

Victoria L. Hrach, Ph.D., *Assistant Professor of Microbiology; Director of Exam Management Year 1;* B.S., Biology, Seton Hill University; Ph.D., Biological Sciences, Duquesne University

Cathleen S. McGonigle, D.O., MSMed, CAQSM - *Assistant Professor of Family Medicine and Osteopathic Principles & Practice (O.P.&P.), Course Director of Osteopathic Principles & Practice,* B.S., Chemistry, Allegheny College; D.O., Lake Erie College of Osteopathic Medicine, M.S.

Timothy A. Mietzner, Ph.D., *Associate Professor of Microbiology;* B.S., Biology, Portland State University; Ph.D., Microbiology, Oregon Health Sciences University

Dennis Min, D.O., *Assistant Professor of Gastroenterology; Assistant Director of Osteopathic Principles and Practice;* B.S., Premedical Studies, Oklahoma State University; D.O. Oklahoma State University College of Osteopathic Medicine

Stephany Palmer, Ph.D., *Assistant Professor of Anatomy;* B.S., Anthropology, University of Central Florida, Ph.D., Anatomy and Evolution, Johns Hopkins University

Nicole L. Temofonte, D.O., *Assistant Professor of Internal Medicine; Course Director, History and Physical Examination;* B.S., Biology, St. Vincent College; D.O., Lake Erie College of Osteopathic Medicine

Courtney Willner, D.O., *Assistant Professor of Family and Emergency Medicine;* B.S., Premedical Biology, New York Institute of Technology; D.O., New York College of Osteopathic Medicine

Bruce Wright, Ph.D., *Professor of Physiology;* B.S., Biological Sciences, University of New Orleans. Ph.D., Physiology, Louisiana State University Health Sciences Center.

**APPENDIX Q - LECOM AT ELMIRA:
COLLEGE OF OSTEOPATHIC MEDICINE
ADMINISTRATION, FACULTY AND STAFF**

LECOM at Elmira also shares administrators listed under the College of Medicine Erie Campus.

ADMINISTRATION

Richard Terry, D.O., M.B.A., F.A.C.O.F.P.

Associate Dean of Academic Affairs
Professor of Family Medicine

Kayla Penta, Ph.D.

Director of Problem-Based Learning
Assistant Professor of Basic Sciences

John Weston, D.O.

Director of OPP/H&P
Clinical Professor of Family Medicine/OMM

Constantino Lambroussis, D.O., M.S.

Assistant Director of OPP
Assistant Clinical Professor of Family Medicine/OMM

Kristina Cummings, D.O.

Assistant Director of H&P
Assistant Professor of History & Physical Examination

STAFF

Patricia Morse, M.S.

Executive Assistant to the Office of the Dean

Natalie Woughter

Administrative Assistant to PBL Faculty

Jessica Blackwell

Administrative Assistant to OPP/H&P Faculty

Jennifer Spencer

Regional Clinical Education Coordinator (NY Sites)

Courtney Michalko

Clinical Education Coordinator

Angela Wood, M.S.Ed., M.B.A.

Student Affairs and Regional EAP Coordinator

Suzanne Harkness

Assistant Director of Admissions

Shelby Makowiec

Admissions Representative

Erin Barone

Assistant Director of Financial Aid

Brandon Crane

Information Technology Support

Theresa Bliss, M.L.I.S

Patricia Bennett

Health Science Librarian

LRC Assistant

John Sykes

Skilled Maintenance Supervisor

Daniel Smith

Skilled Maintenance

FACULTY

In addition to the faculty members listed below, several part-time and adjunct faculty members participate in the History and Physical Examination and Osteopathic Principles and Practice courses. Also, some faculty members based primarily at LECOM Erie contribute in a significant way to instruction at LECOM at Elmira.

Werner Brammer, M.D., *Physician Faculty*; M.D., University of Hawaii John A Burns School Of Medicine

Lindsay Burwell, Ph.D., *Assistant Professor of Biochemistry*; B.A., Biology, SUNY Potsdam; Ph.D., Biochemistry, University of Rochester

Manzy Byrd, D.O., *Clinical Instructor, Emergency Medicine*; B.S. Biology, Morehouse College, M.S Biomedical Sciences, Philadelphia College of Osteopathic Medicine, D.O., Philadelphia College of Osteopathic Medicine - Georgia

Warren Chin, D.O., *Assistant Professor of Family Medicine*; B.A/B.S, Biology/Chemistry, Columbia College; M.S., Physiology, St. John's University, Queens, NY; D.O., New York College of Osteopathic Medicine

Jennifer Coseo, M.D., *Assistant Professor of Pediatrics*; B.A Psychology, Villanova University; M.D., State University of New York at Buffalo School of Medicine and Biomedical Sciences

Kristina Cummings, D.O., *Assistant Professor of History & Physical Examination*, B.A., Biology, The King's College, D.O., University of New England College of Osteopathic Medicine (UNECOM)

Zachary Dunbar, Ph.D., *Assistant Professor of Basic Sciences*, B.S., Natural Products Chemistry, SUNY College of Environmental Science and Forestry; Ph.D., Cancer Sciences – Health Behavior Concentration, State University of New York at Buffalo

Octavia Flanagan, Ph.D., R.N., W.H.N.P.-B.C.; *Assistant Professor of Problem-Based Learning*; B.S., Nursing, York College of Pennsylvania; Women's Health Nurse Practitioner, WHNP, University of North Carolina at Chapel Hill; M.S., Nursing, University of North Carolina at Chapel Hill; Ph.D., Nursing, University of North Carolina - Chapel Hill

Aeryn Lee, M.D., Ph.D., *Assistant Professor of Immunology*, B.S., University of Pittsburgh, M.D. & Ph.D., West Virginia University School of Medicine

Raj Gulati, M.D., F.A.C.S., *Assistant Professor of Anatomy*; M.D., University of Vermont College of Medicine

Thomas Jensen, Ph.D., *Assistant Professor of Physiology; Ph.D.*, University of Notre Dame, B.S. in Zoology, Northern Arizona University

Constantino Lambroussis, D.O., *Assistant Clinical Professor of OMM; B.S.*, Biology, Montclair State University, NJ, *M.S.*, Molecular Biology, Montclair State University, NJ; *D.O.*, Lake Erie College of Osteopathic Medicine

Gokhan Ozuner, M.D., FASCRS., FACS., *Physician Faculty; Robert College, Istanbul, Turkey; M.D.*, Cerrahpasa Medical School, Istanbul University

Lorrie Penfield, M.D., *Assistant Professor of Internal Medicine; B.S.*, Cornell University; *M.A.*, Teaching, Cornell University; *M.D.*, Upstate Medical Center (SUNY Health Sciences Center at Syracuse)

Kayla Penta, Ph.D., *Assistant Professor of Basic Science; B.S.*, Biology and Chemistry, Utica College; *Ph.D.*, University of South Carolina

Alexander Porter, D.O., *Physician Faculty; B.S.*, Chemistry w/ Economics minor, Allegheny College; *D.O.*, Lake Erie College of Osteopathic Medicine - Erie

Rubina Qadeer, D.C., *Clinical Instructor of Anatomy; B.S.*, Psychology, SUNY Albany; *Doctor of Chiropractic Degree*, New York Chiropractic College; *M.S.*, Applied Clinical Nutrition, New York Chiropractic College

Roger Schenone, D.O., F.A.C.O.I., *Assistant Professor of Internal Medicine and Geriatrics, B.S.* Life Sciences, New York Institute Technology, *D.O.*, New York College of Osteopathic Medicine

John F. Schiavone, M.D., *Assistant Professor of Internal Medicine, B.A.* Biology, State University of New York at Buffalo, *M.D.* University of Bologna School of Medicine and Surgery

Randolph Scott, M.D., Pharm.D., *Assistant Professor of General Surgery; Pharm.D.*, Creighton University; *M.D.*, Columbia University, College of Physicians & Surgeons

Jeff Wiseman, M.D., M.S., F.A.C.S., F.A.S.C.R.S., *Assistant Professor of General Surgery; B.S.*, Biology, Muhlenberg College; *M.S.*, Surgery/Physiology, Michigan State University; *M.D.*, Medical College of Pennsylvania

**APPENDIX R - LECOM AT JACKSONVILLE UNIVERSITY:
COLLEGE OF OSTEOPATHIC MEDICINE
ADMINISTRATION, FACULTY AND STAFF**

LECOM at Jacksonville University also shares administrators listed under the College of Medicine Erie Campus.

ADMINISTRATION

Christopher A Reeder, D.O., F.A.C.O.S., F.A.C.S.

Associate Dean Academic Affairs
Professor Medical Education and Surgery

Jeung Woon Lee, Ph.D.

Director of Problem-Based Learning
Professor of Physiology

Luther Quarles, D.O.

Co-Director of OPP
Associate Professor of OMM

Darren McAuley, D.O.

Co-Director of OPP
Associate Professor of OMM

Eileen Yale, M.D.

Director of H&P
Associate Professor of History & Physical Examination

STAFF

Michele Roth

Executive Assistant to the Office of the Dean

TBD

Administrative Assistant to PBL Faculty

TBD

Administrative Assistant to OPP/H&P Faculty

TBD

Clinical Education Coordinator

Grace Kwak

Student Affairs Reception

Grace Kwak

Admissions Representative

TBD

Financial Aid Representative

Jose Martinez

Information Technology Support

Jason Michael, M.L.S.

Health Science Librarian

TBD

LRC Assistant

Khalid Mutair

Building Operations, Maintenance

FACULTY

In addition to the faculty members listed below, several part-time and adjunct faculty members participate in the History and Physical Examination and Osteopathic Principles and Practice courses. Also, some faculty members based primarily at LECOM Erie contribute in a significant way to instruction at LECOM at Jacksonville University.

Yekaterina Jones D.O., *Assistant Professor*; B.S., Biology, University of Florida; B.S., Psychology, University of Florida; M.S., Biomedical Sciences Barry University; D.O. Lake Erie College of Osteopathic Medicine - Bradenton

Jennifer Katz-Keenan, Ph.D., *Assistant Professor of Basic Science*; B.S., Biology, Barry University; Ph.D., Anatomy & Neurobiology, Boston University, School of Medicine

Jeung Woon Lee, Ph.D., *Director of Problem-Based Learning, Professor of Physiology*, Ph.D., Boston University, B.A., Boston University

D. Scott Lind, M.D., *Professor, Director of Anatomy*; B.S.; M.D., Eastern Virginia Medical School

Darren McAuley, D.O., *Co-Director of OPP and Associate Professor of Family Medicine/OMM*; A.B., Biological Sciences, Vassar College; M.S.MedEd, University of New England-College of Osteopathic Medicine; D.O., University of Medicine and Dentistry of New Jersey

Ashley Muehlberger, M.D., *Assistant Professor*; B.S. Natural Sciences, The University of Akron; M.D., Northeast Ohio Medical University

Rukiye Nar, M.D., *Associate Professor*; M.D., Ege University, Turkey

Juan “Danny” Pulido, M.D., *Regional Dean for Clinical Education, Baptist Health – Jacksonville*; B.S., Health Science, University of Medical Science, Costa Rica; M.D., University of Medical Science, Costa Rica

Luther Quarles, D.O., *Co-Director of OPP, Associate Professor of OMM*; B.S., Molecular Biology, Hampton University; M.S. Interdisciplinary Health Sciences, Drexel University; D.O., Philadelphia College of Osteopathic Medicine

Christopher Reeder, D.O., *Associate Dean of Academic Affairs and Professor Medical Education and Surgery*; B.S., Chemistry, Hobart and William Smith Colleges; D.O., New York College of Osteopathic Medicine

Paula Salas, M.D., *Assistant Professor*; B.S. Medical Sciences, Universidad de Ciencias Médicas, Costa Rica; M.D., Universidad de Ciencias Médicas, Costa Rica

Randall Scott, D.O., *Regional Clinical Dean*; D.O., Lake Erie College of Osteopathic Medicine

Shumaila Nida Tunio, Ph.D., *Professor*; B. Sc., Microbiology, Kuwait University, Kuwait; M.Sc., Medical Microbiology, Kuwait University, Kuwait.; M.B.A., University of Pikeville; Ph.D., Medical Microbiology, Kuwait University, Kuwait

Ashleigh Wright, D.O., *Assistant Professor*; B.S. Biology, University of Kentucky; D.O., University of Pikeville

Eileen Yale, M.D., *Director of H&P and Associate Professor*; M.D., George Washington University

APPENDIX S - LECOM CLUBS AND ORGANIZATIONS

Students are encouraged to participate in extracurricular activities through membership in the various clubs and organizations established by students. The following clubs and organizations are currently available to interested students on an optional basis.

LECOM Erie

- ACOS-MSS (formerly SOSA)
- Asian Pacific American Medical Student Association
- American College of Osteopathic Family Physicians (ACOFP)
- Christian Medical and Dental Association (CMDA)
- Dermatology Club
- DO2 MAX
- Emergency Medicine Club (ER Club)
- International Medical Society (IMS)
- Internal Medical Club
- LECOM Allies (GSDA)
- Mentoring Program
- Military Medical Club
- Muslim Medical Student Association
- Neuro/Psychology Club
- Oncology Club
- Ophthalmology Interest Group
- Pediatrics Club
- PMNR Club
- Radiology Club
- Sigma Sigma Phi National Osteopathic Honor Society
- Simulation Club
- Sports Medicine Club
- Student Osteopathic Medical Association (SOMA)
- Student American Academy of Osteopathy (SAAO)
- Women's Health and Medical Society (WHMS)

LECOM at Seton Hill

- Addiction Awareness Club
- American College of Osteopathic Surgeons - Medical Student Section (ACOS-MSS)
- Anesthesiology Club
- Christian Medical and Dental Association (CMDA)
- Emergency Medicine Club
- Evidence Based Medicine Club
- Family Medicine Club
- Global and Underserved Medicine Club (GUM Club)
- Internal Medicine Club
- LGBTQIA+ Club
- National Alliance on Mental Illness (NAMI)
- Neurology Club
- OB/Gyn Club

Oncology Club
Pediatrics Club
Physical Medicine and Rehabilitation Club
Primary Care Club
Radiology Club
Sigma Sigma Phi National Osteopathic Honor Society
Sports Medicine Club
Student American Academy of Osteopathy (SAAO)
Student Government Association
Student Osteopathic Medical Association (SOMA)
Students for Students
Wellness Club

LECOM at Elmira

Anesthesiology Club
Emergency Medicine Club
Family Medicine Club
Global/Underserved Medicine Club
Internal Medicine Club
National Alliance on Mental Illness (NAMI)
OB/Gyn Club
Pediatrics Club
Radiology Club
Sigma Sigma Phi National Osteopathic Honor Society
Student Osteopathic Medical Association (SOMA)
Student Osteopathic Surgery Association (SOSA)
Psychiatry/Neurology Club
Dermatology Club
Orthopedics/PMNR Club
Cardiology Club
African American Student Association (AASA)
Asian Pacific American Medical Student Association (APAMSA)
Christian Medical & Dental Association (CMDA)
LGBTQIA Club
Muslim Medical Student Association (MMSA)
Community Service Club
American Medical Women's Association (AMWA)

LECOM Bradenton

American College of Osteopathic Family Physicians (ACOFFP)
AOC of Physical Medicine and Rehabilitation (AOCPMR)
Anesthesiology Club
Christian Medical and Dental Association (CMDA)
Dermatology Club
Emergency Medicine Club (EMed)
Florida Osteopathic Medical Association (FOMA)
Habitat for Humanity (H4H)
Hospital Hope Committee (HHC)
Institute for Healthcare Improvement (IHI)

Internal Medicine Club (IM Club)
Integrative Medicine Club (IMC)
International Medical Society (IMS)
Johnston Surgical Society
Latino Medical Student Association (LMSA)
Mentoring Club
Military Medicine Club
Muslim Medical Student Association (MMSA)
OBGYN/Women's Health Interest Group
Orthopedics and Sports Medicine (OASM)
Pediatrics Club
Radiology
Student American Academy of Osteopathy (SAAO)
Student Osteopathic Medical Association (SOMA)
Student Osteopathic Surgery Association (SOSA)
Student Research Association (SRA)
Sigma Sigma Phi – National Honor Society
Student Advocacy Association