

CEFPI
2013 James D. MacConnell Award – Submission
LECOM School of Dental Medicine Submitted by
Willis A. Smith Construction, Inc.
April 5, 2013



WILLIS A. SMITH
CONSTRUCTION, INC.
CGC034192

CONSTRUCTION MANAGER

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Table of Contents

Executive Summary

Scope of Work

Budget

Community Engagement Process

Educational Environment

Physical Environment

Results of Process and Project

Educational Specifications – Program of Requirements

Confidential Data Sheet

Photo Release Form



EXECUTIVE SUMMARY

Willis A. Smith Construction, Inc. is a Sarasota based construction firm primarily serving Southwest Florida. As the oldest construction company in Sarasota, founded in 1972, the company enjoys an excellent reputation with a solid background in commercial, industrial, educational, healthcare, museum work and sustainable construction.

Our firm has built its well-respected reputation on establishing long-term client relationships with some of the Southwest Florida's most high profile institutions.

When approached to construct the Lake Erie College of Osteopathic Medicine (LECOM) School of Dental Medicine, Willis A. Smith Construction realized what a "perfect fit" LECOM would be as a client and we set out to make this project one of the most successful endeavors in our firm's history. Most importantly, we were determined to meet the exacting goals of a client with exceptionally high standards for the technology and resources that would enable the School of Dental Medicine to provide effective instruction.

The LECOM School of Dental Medicine required a completed space by the fall of 2012 in order to fulfill the matriculation date for accreditation by the Commission on Dental Accreditation (CODA). Without fulfilling this matriculation date otherwise, the school would lose its accreditation eligibility.

Given a tight schedule of one year for completion and with no room for delays, we immediately realized that we would need to begin without the final construction documents. We proposed several different stages and creative solutions to allow for flexibility in utilities placement so that foundation and site work could begin immediately.

Our goal in constructing the LECOM School of Dental Medicine was to provide the institution with the necessary and adequate learning space to accommodate the curriculum effectively and to construct these spaces for their innovative program in a manner that would best benefit the students.

The state-of-the-art facility is a testament to Willis A. Smith Construction's dedication to delivering purposeful, functional and quality construction with a unique resourcefulness and active problem-solving approach.

Striking in appearance and functionality, the LECOM School of Dental Medicine will stand as a landmark our community can be proud of.

SCOPE OF WORK

The scope of work for Willis A. Smith Construction, Inc. was to construct a two-story state-of-the-art 100,000 square foot, structure to house the Lake Erie College of Medicine (LECOM) Dental School to be located on the current LECOM Bradenton campus.

The college was to be built of structural steel with architectural precast and blue curtain wall glass system, with a white single membrane roof. The Owner requested that the exterior feature a modern blend of glass and white concrete. The facility was to be essentially two buildings under one roof; 47,250 SF Academic space and 47,250 SF of Clinic space.



The owner planned that one side of the building house the dental college, with a separate entrance from a public dental clinic. Within the dental school are a Learning Resource Center, 21 Problem Base Learning classrooms, a 56 student capacity fully-equipped simulation lab, and a cafeteria. Also included are two auditorium/lecture halls capable of seating more than 500 students. The lecture halls showcase the latest in smart classroom technology with wireless computer networks throughout the entire building. Administration and faculty offices occupy the second floor.



The public clinic, located on the north side of the building, was designed with 115 operatories (dental stations) throughout 11 suites.

The construction also required extensive sitework and two parking lots, one for the academic side and the other one for the clinic side were also built.

The project was completed in July 2012.



BUDGET

Willis A. Smith Construction, Inc. was responsible for the construction of the facility.

Our total contract was for \$32,756,532.

| | |
|---|---------------------|
| Building Total | \$32,756,532 |
| Development Fees | \$357,000 |
| Design Fees | \$1,851,740 |
| Furniture | \$981,783 |
| Simulation Lab and Clinic | \$4,175,112 |
| IT | \$2,185,159 |
| Miscellaneous Equipment | \$101,082 |
| Faculty/Staff/Other Start-up Investment | \$10,000,000 |
| TOTAL | \$52,408,408 |

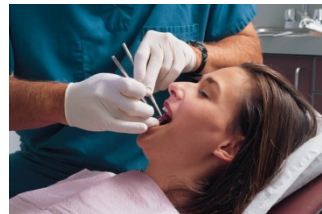
COMMUNITY ENGAGEMENT PROCESS

The Stakeholders

Students at both the local and non-local level played a direct role in shaping the design, functionality and features of the LECOM School of Dental Medicine in Lakewood Ranch, Bradenton, Florida. The students' needs for an accessible, effective, affordable and competitive learning experience were a primary feature in shaping the outcome of the School of Dental Medicine. LECOM's own desire for expansion as a private institution dedicated to higher post-baccalaureate education was integral in the placement of the School of Dental Medicine within Florida. This placement was also shaped by the local communities of Bradenton and Sarasota's needs for basic oral healthcare and capable practitioners.

The future of LECOM's School of Dental Medicine relied on the concept of an accessible central campus from which instruction would be facilitated for students at all levels of instruction. LECOM offers the Doctor of Dental Medicine degree through a full-time, four-year pathway at the Bradenton campus. The curriculum would consist of two years of basic science and pre-clinical instruction delivered through Problem-Based Learning (PBL) sessions, as well as lectures, laboratories and introductory clinical experiences. Years three and four would offer primarily hands-on, clinical experiences. In this proposed Problem-Based Learning (PBL) curriculum, students would focus on mentored, self-directed study with a team approach through small group, case-based study. Thus LECOM needed to commission for the unique PBL classrooms capable of accommodating curriculum requirements and student needs to fulfill those objectives.

In addition to the PBL centered classrooms, students needed separate 200 and 300 seat auditoriums for lectures, a state of the art simulation laboratory, two complete wet labs, two dispensaries and numerous conference rooms and changing rooms. Traditional amenities, like a cafeteria and Learning Resource Center were incorporated into the design to house all of student's needs into one building.

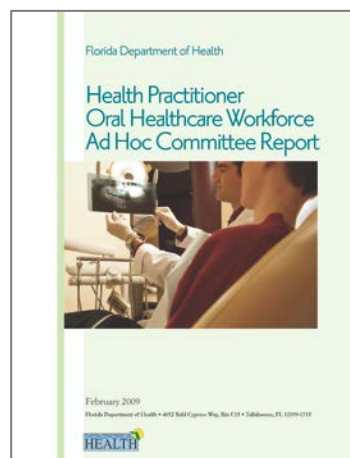


The other 50% of the building was proposed to become an educational patient clinical facility dedicated to providing care to Bradenton and Sarasota residents who face challenges in obtaining needed dental care. To achieve these goals, separation of the building's functional areas was necessary to meet basic traffic flow and student safety needs. The patient care clinic now is a state of the art facility that houses separate dental operatories, wet labs, sterilization centers, digital X-ray machines, individual patient care coordinator stations and a host of other state of the art equipment.

The LECOM School of Dental Medicine's location was also important to students' accessibility in the local community. The School of Dental Medicine is located in Lakewood Ranch, Bradenton, a master-planned community that is divided in half between both Manatee and Sarasota Counties. LECOM's unique position allows for approximately equal travel times from the heart of both cities to the School of Dental Medicine making it equally accessible for students within both counties.

LECOM's School of Dental Medicine sought to meet students' needs for quality post-baccalaureate education at an affordable cost. Committed to this mission, LECOM's School of Dental Medicine established an estimated tuition plan that is equal cost for both in state and out of state residents. LECOM is determined to prepare dentists who will deliver quality dental health care to a disadvantaged population, and yet practice within a financial model that fosters success.

LECOM's own desire to expand its operations were largely driven by the April 1st, 2009 release by the Florida Surgeon General, of a first-ever *Florida Health Practitioner Oral Healthcare Workforce Ad Hoc Advisory Committee Report*. The *Report* indicated that the lack of basic oral health care for many Floridians contributes to the number of people experiencing poor general health, and this was particularly worse in the state's most vulnerable citizens, including poor children, the elderly, and certain minority, special needs and disadvantaged populations. In addition, Florida has the distinction of being third, behind only Texas and California, in having the highest number of federally designated Dental Health Professions Shortage Areas among the fifty states. Constructing the School of Dental Medicine within Florida thus fell in line with LECOM's overall mission and goals for overall better health care, as well as within the proposed curriculum for the School of Dental Medicine. LECOM's roots in Bradenton began with the School of Pharmacy branch campus commissioned in 2004. Keeping the campuses close and in a community with an underserved population fell in line with LECOM's framework.



The cities of Bradenton and Sarasota stake lay in the commissioning of LECOM's School of Dental Medicine not only from an economic standpoint, but also from the principle of better serving their own communities. Economically speaking, the addition of LECOM's School of Dental Medicine benefitted the local work force of qualified teachers, facility and operations maintenance staff. The School of Dental Medicine employed nearly 200 individuals including faculty, administrators, and dental hygienists, technical, administrative and other support staff. LECOM has invested \$52 million to bring the dental school to Manatee County encompassing building construction and the highly technical, state-of-the-art classrooms and laboratories required for instruction. The direct economic impact of institutional, employee and student spending is expected to reach \$14 million in the Bradenton area and as much as \$35 million through direct and indirect spending statewide.

With a significant population of elderly retirees 65 and older, 23.7% in Bradenton and 31.7% in Sarasota respectively, an increasing need for denture and dental services can be expensive when living

on fixed incomes like Social Security. Additionally, homelessness is a mounting issue across the United States, but is particularly prevalent in Florida. According to the *State of Homelessness in America 2012* online blog, Florida is one of only two states that account for 13 of the total 24 metropolitan areas where the rate of homelessness is higher than the national rate. LECOM's mission to provide dental services to these underserved populations not only benefits the patient and student experience, but also the community as a whole. Through affordable preventative care in dental services and LECOM's application of dental health as a part of overall health, it is thought that the local communities of Bradenton and Sarasota should see less of an influx of patients with other ailments.

The Challenges

One of the main challenges to the construction of LECOM School of Dental Medicine was the short time frame proposed. Presented with the task of constructing a fully-functioning and highly technical school within one year, Willis A. Smith Construction had to work inside a tight schedule that dictated phasing design, permitting, bidding, and construction.

Following the selection of the architect and owner in February 2011, Willis A. Smith and the design team established seven different proposed stages and sets of plans for the School of Dental Medicine. Willis A. Smith Construction had to fabricate and release plans for the structural steel and precast concrete façade before all services were determined.

Installation and early work then began without locations for equipment or services. Without knowing where utilities like plumbing, electrical and water mains were to be located, plotting the layout for the sleeving and under footings was challenging, but the thorough effort prevented the need for any modifications later in the project.

Aerial Photo – July 12, 2011



Aerial Photo – July 12, 2012



Another significant obstacle to construction was defining estimated costs for several large trades, concrete being a great example. Willis A. Smith Construction addressed this issue first by getting estimates for the foundation work when those plans were complete. However, this was only approximately one-third of the overall concrete on the project. During the bid process, Willis A. Smith Construction got pricing for the foundations, but also took \$/cubic yard unit pricing for the remaining two-thirds of the work (elevated deck, slab-on-grade, central energy plant, etc). This pricing was then analyzed to determine not only who was the successful bidder for the foundation work, but to ensure that the client received the best value for the overall project as the rest of the structural plans were released.

Value of Process and Project to Community at Large

In addition to LECOM's commitment to improving the health of the local community through volunteerism, service learning and active involvement in community partnership the LECOM School of Dental Medicine has broadened the educational landscape in the Bradenton and Sarasota area. It has helped the area import potential talent from other states, gained national attention and is operating as an economic driving force. It has added benefit to the community of local students specifically in its accessibility, affordability and quality education opportunities.

As part of LECOM School of Dental Medicine's principles and beliefs, personal continuous improvement and lifelong learning are a necessary part of the graduate's career. As a school of osteopathy, LECOM School of Dental Medicine believes that oral health is necessary for overall health and that there should be a relationship between dentistry and all healthcare providers. Essentially, LECOM's Doctors of Dental Medicine will work to serve the community beyond oral health care needs and strive for empathetic and effective primary care. It is also stressed that the Doctor of Dental Medicine from LECOM strive for a social and cultural awareness for all segments of the population and work to provide multiple options for the practice of dentistry in all population settings.

The mission of the Lake Erie College of Osteopathic Medicine is to prepare students to become osteopathic dentists through programs of excellence in education, research, clinical care and community service to enhance quality of life through improved health for all humanity.



EDUCATIONAL ENVIRONMENT

How the Environment Supports the Curriculum

The LECOM School of Dental Medicine best supports the curriculum through its “building within a building” design. Separate spaces are designated into educational and clinical space. The purpose for this separation primarily functions to benefit visiting patients to the on-site patient clinic while enhancing student safety. Security controls access to all entrances and students and staff are provided access cards that unlock the doors digitally. These measures also help control the flow of traffic to the appropriate areas and helps maintain a sterile environment in the patient clinic.

The educational space houses the 21 Problem-Based Learning classrooms and simulation laboratory. There is a Learning Resource Center for students to study independently utilizing digital reading material. Two large capacity auditoriums seat 200 to 300 students at a time for lectures. The educational space also features two wet laboratories and dispensaries as well as numerous conference rooms and changing rooms.



Within the clinical space is the aforementioned patient clinic facility where students receive hands on experience with live patients in a secure setting. This state of the art facility contains 115 operatories that mimic a private practice setting. In this space, there are eleven wet laboratories and sterilization centers and 23 digital X-ray machines. To further accommodate the client, nine individual patient care coordinator stations are housed within the facility with the purpose of handling patient case management and developing patient care programs.

How the Environment Supports a Variety of Learning and Teaching Styles

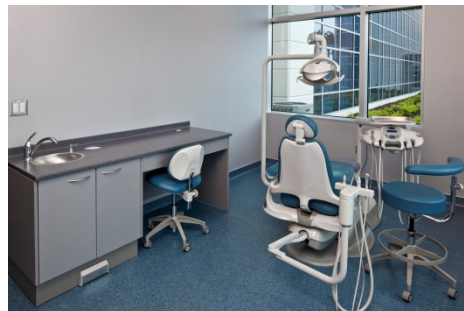
While there is much debate, criticism and contradictory information regarding learning styles, most audiences are familiar with the concept that for a large majority exist the visual, auditory or kinesthetic learning models. Similar debate exists for teaching styles, but the most common types include formal authority, demonstrator or personal model, facilitator and delegator models. Through the LECOM School of Dental Medicine’s innovate curriculum, all three types of learning styles are addressed and challenged in the students’ academic career while simultaneously allowing for teaching style flexibility.

Visual learners are best served through instruction that demonstrates or is rooted in written word. Based on this, visual learners excel with experiences in demonstration like LECOM’s simulation lab, operatories of the patient clinic and wet lab. Other areas where the visual learner excels is through the Learning Resource Center and the available digital reading material.

Auditory learners primarily learn from what they hear and are best served through lectures or conversational instruction. In the operatories of the patient clinic there is high auditory exchange between patient and student as well as patient and mentoring instructor. This type of learner also

benefits from the small-group Problem-Based Learning classes where critical thinking skills are developed through group discussion.

Kinesthetic learning originates from the hands-on approach or from performing a task. Possibly the most benefitted learning style by the LECOM School of Dental Medicine's curriculum, this group is best cultivated through the simulation lab, operatories of the patient clinic and the wet lab. The simulation lab and operatories require the student to perform oral health care practices in real-life, or simulated real-life, experiences. Within the wet lab, students perform experiments with chemicals utilized for dental services.



Every type of common teaching style is supported in the LECOM School of Dental Medicine program. Formal authority teaching style focuses on content and is instructor-centered. The traditional lecture model housed in the auditoriums of the educational facility provides this teaching style the best opportunity to emphasize learning materials and control the flow of content. It is expected that the student listen with little stress on group discussion or student participation. The purpose of this type of instruction is to disseminate information.

Instructors who exemplify the demonstrator or personal model teaching style also operate instructor-centered classes, but with emphasis on demonstration and modeling. This instructor first acts as a role model, demonstrating skills and processes necessary for students to mimic. Acting as a guide, the instructor helps students master these skills through personal interaction and observation of the student's attempts. Student interaction is encouraged and an adaptive approach is taken to accommodate various learning styles within this model. The student is expected to ask for help when they need assistance and personal responsibility for learning is assumed post demonstration. Several aspects of LECOM's curriculum like the simulation lab, wet lab and operatorie satisfy this teaching style.



Instructors who fall into the facilitator model teaching style focus on activities. Student-centered learning is emphasized with more responsibility placed on the student to take initiative for learning the necessary material. This type of teaching style is centered on group activities and independent learning through collaboration. In comparison, Problem-Based Learning within the School of Dental Medicine concentrates on small-group, case-based study. This type of instructor often designs learning situations and activities that require student processing, application of course content and cooperative problem-solving.

Similar to the facilitator teaching style, the delegator places much control and responsibility for learning on the individual student. Students are given a choice when designing and implementing their

own learning projects. The delegator acts in a consultative role. Students guided under this teaching style learn beyond course specific topics as they must also be able to demonstrate their ability to effectively work in unique situations and manage various interpersonal roles. Within LECOM's program, fourth year community-based, primary care clinical rotation best exemplifies the delegator teaching style. This opportunity is a chance for the fourth year student to demonstrate their educational competencies and interpersonal capabilities to the mentor instructor.



Physical Environment

Physical Attributes of the Environment

Located next to the School of Pharmacy, the LECOM School of Dental Medicine is a separate addition to the LECOM campus established in 2004. The School of Dental Medicine mimics the architectural appearance of the Osteopathic Medicine building, but conceals its unique “building within a building” concept in the structure. LECOM School of Dental Medicine is a three-story steel frame structure set in white precast cladding. Dark blue curtainwall glazing encircles the building, allowing for natural light into the entire building and reflecting the skyline and natural surroundings. The School of Dental Medicine is primarily long and rectangular in shape. The two main entrance features the LECOM School of Dental Medicine name displayed prominently above both entries.



Within the structure, the first two floors are occupied space with the third acting as a mechanical penthouse. Dividing the floors are designated educational and clinical spaces with a loading dock and dispensary at the center of the two spaces. The purpose of this separation is to service the School of Dental Medicine’s curriculum needs.

The educational space houses the Problem-Based Learning classrooms, simulation laboratory, Learning Resource Center, faculty and administrative offices, and two large capacity auditoriums. The LECOM School of Dental Medicine is a hygienic and clinical learning atmosphere that is heightened through several of its design features and in the details of the specialized products selected for the interior design.



The space features high-end Floorazzo terrazzo marble tiles in the lobbies with flecks of glitter that are reflected under both natural and artificial lighting. The colors carried out throughout the entire space are kept to cool, dark blues and slate gray or pure white to emphasize the clinical and hygienic appeal. Restrooms feature other high-end materials like Stonepeak porcelain tiles and Ceramic Technics glass mosaic wall tiles. Auditorium spaces are equipped with a styrofoam and concrete riser system and Forbo Flotex flocked flooring in place of traditional carpet to enhance acoustics and provide slip resistance. Approximately 90% of the occupied space in the entire building is Gerflor heat-welded sheet vinyl selected for its flexibility and hygiene. This flooring has integrated cove base to allow for a lack of seams or crevices between wall and floor for dirt and other deposits to settle in during cleaning.

One of the most unique design features is incorporated into the operatories of the patient clinic. Above each patient chair are Sky Factory graphic acrylic ceiling panels that mimic the view of the sky above. These are essentially high-resolution, photographic reproductions on acrylic panels that convey the color, scale and perspective of actual sky. They are backed by special lighting systems to provide daylight quality light and are elevated above the grid by patented SkyTile Elevators to create the structural appearance of a real skylight.

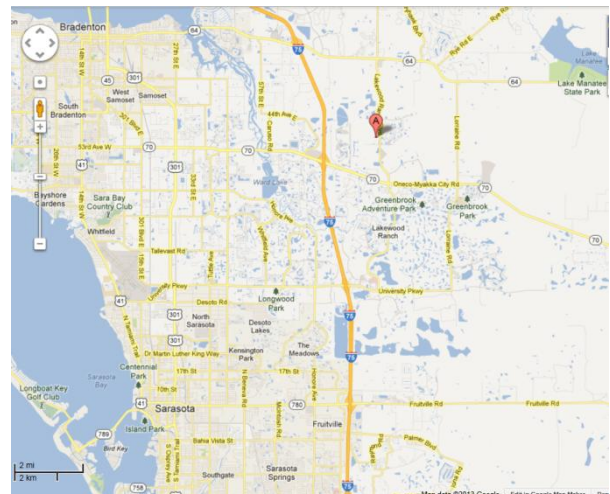


All of the windows are fitted with Mechoshade SolarTrac automated sunshades within the LECOM School of Dental Medicine. SolarTrac utilizes proprietary algorithms, which analyze raw solar-sensor data to determine the sky condition. When cloudy, the shades are raised. When clear, the shade position is adjusted according to the sun's angle in the sky. These self-adjust in real time as the day progresses. This state-of-the-art, PC-based system is programmable and has controller-based technologies. Use of SolarTrac sunshades fosters energy savings by maximizing natural light and reducing solar-heat gain while protecting occupants from brightness and glare.

How the Facility Fits Within the Larger Context of the Community

The LECOM School of Dental Medicine fundamentally services the community of Lakewood Ranch, Bradenton. However, due to the fact that the community of Lakewood Ranch is divided by the county lines between Sarasota and Bradenton, Lakewood Ranch has a stake in both cities. It is a unique position not only for Lakewood Ranch, but for all of the businesses and organizations within it, including LECOM.

It is this unique positioning that enables the LECOM School of Dental Medicine to service two in-need communities simultaneously, bridging the gap between the county lines. The campus is approximately equal distance travel time from the heart of either Bradenton or Sarasota, making it accessible to students in both cities. Similarly, the school serves as a resource for both Bradenton and Sarasota residents through its patient clinic facility. Those patients seeking comprehensive care have equal opportunity in accessing that care.



Even with its physical address being located within Manatee County, the LECOM School of Dental Medicine instills an equal sense of pride in both communities of Bradenton and Sarasota. The pristine and state-of-the-art building reminds its spectators that a national, accredited and innovative school elected the Lakewood Ranch community to launch one of its most contemporary programs.

How the Project Inspires and Motivates

The overall specialized clinical atmosphere and available advanced technology within the LECOM School of Dental Medicine aid in motivating and inspiring the student, teacher and spectator alike. All of the design features function to provide a clean, healthy building and promote better learning. The space is vast with high ceilings and tall windows that allow for ample natural lighting into the space.

The windows are aluminum curtainwall and storefront, which lends to the overall slate gray, cool, dark blue and white color scheme that accents the hygienic properties of the space. The overall feel of the LECOM School of Dental Medicine is professional, purposeful and soothing.

One of the most significant motivational aspects of the LECOM School of Dental Medicine is the patient care facility. With live patients, the education the student receives is reinforced by the clinical experience. This is important in linking education to the student's career and makes the experience more realistic to the students' end goals. It adds overall value to the educational experience for the student, with practical application utilized in everyday learning. Working with underserved patients inspires the student to become an empathetic and effective Doctor of Dental Medicine, making their work purposeful – even while receiving their education. Designing the instructional aspect of the learning process further reinforces real-life application of the students' skills.



Results of the Process and Project

How the Project Achieves Educational Goals and Objectives

Constructing the LECOM School of Dental Medicine facility specifically for the curriculum achieved educational goals and objectives by providing students the best available technology and resources to support multiple learning avenues. The curriculum includes aspects of preclinical and clinical experience that required unique equipment and accommodations to support it. The patient clinic facility supports the osteopathic School of Dental Medicine in providing students the experience of working with real people. The most valuable lesson taken from these clinical practices is centered on fostering the empathetic, service-based dental practitioner with the knowledge and skills necessary to work effectively in an inter-professional, interdisciplinary and multicultural environment.



Another significant benefit of the curriculum-based clinical practice is apparent in both the patient clinic and clinical rotation in the fourth year. The development of the dental professional through true to life community-based needs prepares the student for real-life situations and issues prior to seeking their residency. Once receiving residency, the added clinical practice proves the student a distinct advantage amongst their peers.

Through the process of developing the innovative curriculum of the LECOM School of Dental Medicine, the school has worked to achieve effective and prestigious education at a competitive price for both resident and non-resident students.



How the Project Achieves School District Goals

Due to the fact that the LECOM School of Dental Medicine is a private institution under the Lake Erie College of Osteopathic Medicine, headquartered in Erie, Pennsylvania, it is not governed by any Florida State School District.

How the Project Achieves Community Goals

Commissioning of the LECOM School of Dental Medicine meets existing needs within the community for quality oral healthcare. It also addresses the need for affordability of that healthcare, increasing options for low-income families and individuals. LECOM's School of Dental Medicine has the added benefit of supporting the underserved community and working as volunteers in local non-profits,

often with children. This supports community goals of producing positive role models within the community for the younger generations to venerate and be inspired by.

The project also achieves community needs by enhancing the local landscape through image and economy. As a nationally recognized private educational facility, the LECOM name creates value in the local community. Dental health students from all over the United States familiar with the LECOM name

and history will be more likely to attend in a new city based on LECOM's reputation for excellence in education. Those visiting or wishing to raise families in the Bradenton and Sarasota areas now have advanced options when considering their child's potential for growth within the community.



Additionally, the construction of the LECOM School of Dental Medicine validates the area as a potential for future economic opportunities. From the potential of increasing population through the import and retention of students to the monetary impact LECOM adds to the community as a whole – the future for expanding other branch campuses holds tremendous opportunity for local economic growth.



EDUCATIONAL SPECIFICATIONS – PROGRAM OF REQUIREMENTS

Accreditation

Commission on Dental Accreditation

Under the State of Florida Educational Specifications for 2012, there are currently no provisions for private higher educational institutions, due to their private education initiative. The LECOM School of Dental Medicine is a functional branch campus of the original Lake Erie College of Osteopathic Medicine and School of Pharmacy in Erie, Pennsylvania – also a private, independent institution.

Although the LECOM School of Dental Medicine is not subject to public educational specification requirements, the school must be licensed and accredited to function as a school of dental medicine.

Prior to construction, LECOM was required to receive accreditation from the American Dental Association to proceed. The accreditation process begins when the sponsoring institution submits an application to the Commission on Dental Accreditation (CODA). The institution then completes a comprehensive self-analysis and self-study report detailing its resources, curriculum, policies and operational standards.

The next step is an on-site review conducted by CODA team members selected for their expertise in specific program areas, specifically as they relate to the proposed curriculum. They conduct interviews with administrators, instructors, staff and students to verify information in the self-study and ensure that the program meets minimum accreditation standards.

The CODA team members then write a detailed site visit report based on their findings and share it with both the sponsoring institution and the Commission. The Commission meets twice a year to review site visit reports and make accreditation decisions. All accredited programs receive a follow-up site review every seven years.

Essentially the LECOM School of Dental Medicine has received the CODA accreditation status of “initial accreditation.” Initial accreditation is granted to any dental education program which is in the planning and early stages of development or an intermediate stage of program implementation and not yet fully operational. The provisional accreditation is projected through June 2016 and the LECOM School of Dental Medicine is subject to its next site visit in spring 2014. ***Additional information and materials on CODA accreditation available upon request.***

The Middle States Commission on Higher Education

The LECOM School of Dental Medicine is also accredited through the Middle States Commission on Higher Education, based in Philadelphia, Pennsylvania. The Middle States Commission on Higher Education is a voluntary, non-governmental, membership association that is dedicated to quality assurance and improvement through accreditation via peer evaluation. The accreditation was last affirmed in November of 2012 with the next periodic review report scheduled for 2017. ***Additional information and materials on MSCHE accreditation available upon request.***

Florida Department of Education License

The LECOM School of Dental Medicine is licensed under Chapter 1005 of the Florida Statutes. The purpose for the licensure is to encourage privately supported higher education with the intention to aid in protecting the health, education and welfare of persons who receive educational services from independent postsecondary educational institutions within Florida. This licensure also protects employees and others who will ultimately depend on individuals whose educational credentials are from independent postsecondary educational institutions. ***Additional information and materials on Florida State Licensure available upon request.***



Commission on Dental Accreditation

211 E. CHICAGO AVENUE SUITE 1900 CHICAGO, IL 60611-2678
MAIN 312 440 4853 FAX 312 440 2915

February 4, 2011

Dr. John M. Ferretti
Lake Erie College of Osteopathic Medicine
1858 West Grandview Boulevard
Erie, PA 16509-1025

RE: Developing Dental Education Program

Dear Dr. Ferretti:

At its February 4, 2011 meeting, the Commission on Dental Accreditation considered the report on the site evaluation of the developing dental education program to be offered by Lake Erie College of Osteopathic Medicine in Bradenton, FL. The Commission also considered the institution's response to the site visit report, and corrected the final site visit report as indicated in the program's response. I am pleased to inform you that, following consideration of the report, the Commission adopted a resolution granting the educational program the accreditation classification of "initial accreditation." No additional information is requested at this time from the program. The Commission's definitions of its accreditation classifications are enclosed for your information.

A copy of the Commission's site visit report is also enclosed. One copy of this report and the related enclosures has been sent to the chief administrative officer copied on this letter. The Commission requests that a copy of this report and the related enclosures be forwarded to the chairpersons and appropriate faculty.

Although additional information is not requested at this time, the Commission should be informed promptly if major changes occur in the program in areas such as administration, finances, faculty, curriculum, enrollment or facilities. The Commission's policy and guidelines for reporting major program changes are enclosed.

The Commission requires that a site visit be conducted prior to graduation of the first class, and if the program enrolls its first class in Fall 2012, the next site evaluation will be scheduled for **Spring 2014**. Please be advised that it is Commission policy that the accreditation status of programs will be discontinued when all first-year positions remain vacant for two (2) consecutive years. Additionally, please be advised that all site visits conducted after July 1, 2013 will be required to use revised Accreditation Standards for Dental Education Programs. The new accreditation standards are available at <http://www.ada.org/316.aspx>. Additional information related to this site visit will be forwarded to you at a later date.

The Commission has authorized use of the following statement by institutions or programs that wish to announce their programmatic accreditation by the Commission. Programs that wish to advertise the specific programmatic accreditation status granted by the Commission

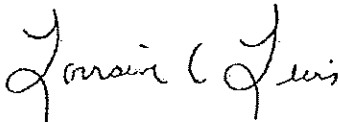
Dr. John Ferretti
February 4, 2011
page 2

may include that information as indicated in italics below (see text inside square brackets); that portion of the statement is optional but, if used, must be complete and current.

The dental education program is accredited by the Commission on Dental Accreditation *[and has been granted the accreditation status of "initial accreditation"]*. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is:
<http://www.ada.org/100.aspx>

If this office can be of assistance to you or members of your staff, please contact me at (800) 621-8099 extension 2721 or email address lewisl@ada.org.

Sincerely,



Dr. Lorraine C. Lewis
Manager, Predoctoral Dental Education
Commission on Dental Accreditation

LL/gk

Enclosures: CODA Accreditation Status Definitions
Formal Report of the Site Visit
Reporting Major Changes in Accredited Programs
Electronic Submission Guidelines for General Correspondence

cc: Dr. Robert Hirsch, dean, School of Dental Medicine
Dr. Don Joondeph, chair, Commission on Dental Accreditation (CODA)
Dr. Laura M. Neumann, senior vice president, Education/Professional Affairs
Dr. Anthony J. Ziebert, director, CODA

Accreditation Status

At its February 4, 2011 meeting the Commission on Dental Accreditation adopted a resolution to grant the accreditation status of initial accreditation to the dental education program offered by Lake Erie College of Osteopathic Medicine.

Publication of Accreditation

The Commission has authorized use of the following statement by institutions or programs that wish to announce their programmatic accreditation by the Commission. Programs that wish to advertise the specific programmatic accreditation status granted by the Commission may include that information as indicated in *italics* below (see text inside square brackets); that portion of the statement is optional but, if used, must be complete and current.

The program in dental education is accredited by the Commission on Dental Accreditation [*and has been granted the accreditation status of "initial accreditation"*]. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is: <http://www.ada.org/100.aspx>.



MIDDLE STATES COMMISSION ON HIGHER EDUCATION
3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
www.msche.org

STATEMENT OF ACCREDITATION STATUS

LAKE ERIE COLLEGE OF OSTEOPATHIC MEDICINE
1858 West Grandview Blvd.
Erie, PA 16509
Phone: (814) 866-6641; Fax: (814) 864-8699
www.lecom.edu

Chief Executive Officer: Dr. John M. Ferretti, President/CEO

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 3030 Graduate
Control: Private (Non-Profit)
Affiliation: n/a
Carnegie Classification: Special Focus - Medical Schools and Medical Centers
Degrees Offered: Postbaccalaureate Certificate, Master's, Doctor's - Professional Practice;
Distance Education Programs: Yes (approved for the following program(s): Master of Science in Medical Education)
Accreditors Approved by U.S. Secretary of Education: Accreditation Council for Pharmacy Education; American Dental Association, Commission on Dental Accreditation; American Osteopathic Association, Commission on Osteopathic College Accreditation

Instructional Locations

Branch Campuses: LECOM Bradenton, Bradenton, FL
Additional Locations: Seton Hill University, Greensburg, PA
Other Instructional Sites: None

ACCREDITATION INFORMATION

Status: Member since 2006
Last Reaffirmed: November 15, 2012

Most Recent Commission Action:

November 15, 2012: To accept the monitoring report and to note the visit by the Commission's representatives. To remove the warning because the institution is now in compliance with Standard 7 (Institutional Assessment) and to reaffirm accreditation. To request a monitoring report, due October 1, 2013, documenting evidence of (1) implementation of a budget process that

request that the monitoring report also document (1) amendment of the bylaws to (a) reflect accurately and appropriately the respective roles and powers of the board and chief executive officer, (b) fully indicate ex officio members and their voting status, and (c) delineate a clear selection process for governing board members (Standard 4); (2) board minutes that accurately reflect attendance, recusals, content of approved resolutions, and approval of related party and related entity transactions (Standard 4); and (3) institutional and program-level student learning assessment results and their use for improvement, planning, resource allocation, and decision making (Standard 14). A small team visit will follow submission of the monitoring report. To note that the due date for the Periodic Review Report will be established when accreditation is reaffirmed.

Next Self-Study Evaluation: 2021 - 2022

Next Periodic Review Report: 2017

DEFINITIONS

Branch Campus - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. ANYA ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

Other Instructional Sites - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

Distance Education Programs - Yes or No indicates whether or not the institution has been approved to offer one or more degree or certificate/diploma programs for which students could meet 50% or more of their requirements by taking distance education courses.

EXPLANATION OF COMMISSION ACTIONS

An institution's accreditation continues unless it is explicitly suspended or removed. In addition to reviewing the institution's accreditation status at least every 5 years, actions are taken for substantive changes (such as a new degree or geographic site, or a change of ownership) or when other events occur that require review for continued compliance. Any type of report or visit required by the Commission is reviewed and voted on by the Commission after it is completed.

In increasing order of seriousness, a report by an institution to the Commission may be accepted, acknowledged, or rejected.

Levels of Actions:

Grant or Re-Affirm Accreditation without follow-up

FLORIDA DEPARTMENT OF EDUCATION



STATE BOARD OF EDUCATION

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ROBERTO MARTÍNEZ, *Vice Chair*

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Dr. Tony Bennett
Commissioner of Education



January 31, 2013

NOTIFICATION OF LICENSURE - LICENSE # 4445

INSTITUTION: LECOM School of Dental Medicine
5000 Lakewood Ranch Boulevard
Bradenton, FL 34211

On behalf of THE COMMISSION FOR INDEPENDENT EDUCATION, I am pleased to send you a license, as provided under Ch. 1005, Florida Statutes.

There are three (3) key factors you must keep in mind during your period of licensure:

1. You are licensed to teach only the program(s) submitted in your application and listed on the "Approved Data" sheet. To add, delete, or modify any program, first get approval from the Commission.
2. You must report to the Commission any significant change relative to the operation of your institution during the next year of licensure.
3. Any change of ownership and/or control of the institution must be reported immediately along with the required information.

You will be notified before your next renewal submission deadline with information on filing a renewal application.

Should you need further assistance, please contact Mary Hamm at (850) 245-3200.

Sincerely,

A handwritten signature in cursive script that reads "Samuel L. Ferguson".

Samuel L. Ferguson

SAMUEL L. FERGUSON
Executive Director
Commission for Independent Education



Commission for Independent Education

Approved Data

LECOM School of Dental Medicine (ID# 4445)

Corporation Data

Name: Lake Erie College of Osteopathic Medicine, Inc.

Foreign or Domestic: Foreign

Profit or Non Profit: Non Profit

Address Data

5000 Lakewood Ranch Boulevard

Bradenton, FL 34211

Manatee County

Contact Data

Contact: Ms. Deborah Lee-Sanko

Phone: (814) 866-8127 **Phone Ext:**

Fax: (814) 860-5127

E-Mail: dsanko@lecom.edu

Web Site: www.lecom.edu

License Data

Lic #: 4445 **Campus Type:** Main

Lic Status: Annual

Program Specialist: Mary Hamm

Annual Review Date: 1/31/2014

| Accredited by: | Level of Accreditation: | Last Granted: | Renewal Date: | Next visit Scheduled: |
|----------------|-------------------------|---------------|---------------|-----------------------|
| MSACS | Institutional | 11/27/2012 | 11/27/2017 | |
| CODA | Programmatic | 02/04/2011 | 02/04/2014 | |

| Program Title as Licensed: | Hours: | | Degree Type: | Credential: |
|----------------------------|--------|--------|--------------|--------------------|
| | Clock | Credit | | |
| Dental Medicine | | 262.5 | DMD | First-Professional |

Mary Hamm
Program Specialist
Commission for Independent Education



COMMISSION FOR INDEPENDENT EDUCATION
ANNUAL LICENSE

This is to certify that
LECOM School of Dental Medicine
5000 Lakewood Ranch Boulevard
Bradenton, Florida 34211
Is hereby licensed to offer program(s) of instruction

Under the provisions of Chapter 1005, Florida Statutes and Chapter 6E, Florida Administrative Code for the period beginning:

1/31/2013

Samuel Ferguson

Executive Director

4445

License Number

[Signature]

Commission Chairperson

This license is non-transferable, non-assumable, and shall be rendered null and void upon any change in ownership of the licensee.



**2013 James D. MacConnell Award
Project Data: Confidential Information**

| | |
|---------------------------------|---|
| Project Name | LECOM School of Dental Medicine |
| School District Name | N/A |
| Project Address | 4800 Lakewood Ranch Boulevard |
| City/State/Zip/Country | Bradenton, Florida 34211 |
| Superintendent/President | John M. Ferretti, D.O., President and CEO |

| | |
|--|----------------------------------|
| Submitting Firm: | |
| Project Role (Architect, Planner, CM, Other) | Construction Manager |
| Contact for this Award Application | Caitlin Moore |
| Title | Public Relations Coordinator |
| Address | 5001 Lakewood Ranch Boulevard N. |
| City, State or Province, Country | Sarasota, FL 34240 |
| Phone | 941-366-3116 |
| Email Address | cmoore@willissmith.com |

| | |
|--|--|
| Joint Partner Firm: | |
| Project Role (Architect, Planner, CM, Other) | |
| Project Contact | |
| Title | |
| Address | |
| City, State or Province, Country | |
| Phone | |
| Email Address | |

| | |
|--|--|
| Other Firm: | |
| Project Role (Architect, Planner, CM, Other) | |
| Project Contact | |
| Title | |
| Address | |
| City, State or Province, Country | |
| Phone | |
| Email Address | |

| | |
|--|--|
| Other Firm: | |
| Project Role (Architect, Planner, CM, Other) | |
| Project Contact | |
| Title | |
| Address | |
| City, State or Province, Country | |
| Phone | |
| Email Address | |



2013 James D. MacConnell Award

Photo Release Form

Please initial all that apply

Name of Project LECOM School of Dental Medicine

Location of Project 4800 Lakewood Ranch Blvd., Bradenton, FL 34211

Occupancy Date, if applicable July 2012

CEFPI has our permission to:

- ☒ Send photos electronically to jury members (required for entry).
- ☒ Display photos in the award winners' area of the website, if selected as a finalist.
- ☒ Display photos on other sections of the website as representative CEFPI projects.
- ☒ Print photos in CEFPI newsletters.
- ☒ Print photos on CEFPI marketing materials, i.e. brochures, awards, call for entries, etc.
- ☒ Print photos and project details in the CEFPI Design Portfolio, if selected as a finalist.
- ☒ Special projects with prior permission.

Please Note: CEFPI maintains an in-house archive of school designs as part of our research library. Your information will be entered and recorded as one of those designs.

Firm The Greg Wilson Group

Responsible Party/Photographer Greg Wilson

Signature 

Date of Release April 4, 2013