



School of Medicine Catalog

Vanderbilt University

2021/2022

Containing general information and courses of study for the 2021/2022 session

Table of Contents

Table of Contents	2
About the School	9
About the School	9
Mission of the School of Medicine	9
Vision of the School of Medicine	9
History of the School	9
School Deans, Directors, and Principal Administrators	11
Faculty	12
School of Medicine Contacts	12
Principal Administrators	13
Office of the Dean	13
Office of the Dean, Basic Science of SOM	13
Office of Health Sciences Education	13
Faculty Affairs	13
Biomedical Research, Education and Career Development	13
Graduate Medical Education	13
Health Equity and Inclusive Excellence	14
Diversity in Medical Education	14
Office of Enrollment Services	14
Admissions	14
Scholarships and Financial Aid	14
Student Records	14
Center for Experiential Learning and Assessment (CELA)	15
Office for Continuous Professional Development	15
Education Design and Informatics	15
Alumni Affairs	15
Professional Degree Programs	15
Doctor of Medicine	15
Medical Student Affairs	15
Undergraduate Medical Education	16
Medical Innovators Development Program	16
Medical Scientist Training Program	16
Hearing and Speech Sciences	16
Doctor of Audiology	16
Master of Education of the Deaf	17
Master of Science in Speech-Language Pathology	17
Medical Physics Education	17
Doctor of Medical Physics	17
Master of Science in Medical Physics	17
Master of Genetic Counseling	17
Master of Public Health	18
Master of Science (Applied Clinical Informatics)	18
Master of Science in Clinical Investigation	18
Graduate Certificate Programs	18
Graduate Certificate in Biomedical Ethics	18
Graduate Certificate in Health Equity	19
Graduate Certificate in Global Health	19
Graduate Certificate in Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Health	19
Graduate Certificate in Neurodevelopmental Disabilities	19
Vanderbilt University School of Medicine Standing Committees	20
Executive Faculty of the Vanderbilt University School of Medicine	20
Executive Committee of the Executive Faculty	20
Faculty Appointments and Promotion Committee (FAPC) and Clinical Practice Appointment and Promotion Committee (CPAPC)	21
Global Health Education Committee	21
Principal Clinical Education Affiliates	21
Learning Environment	21
Student Responsibility for Adherence to Policy	22
The Vanderbilt University Statement of the Honor Code	22
From the Students of Vanderbilt University School of Medicine: The School of Medicine Honor System	22

The School of Medicine Honor Code	23
Constitution	23
Article I—Name	23
Article II—Purpose	23
Article III—Membership and Officers	23
Article IV—Duties of Officers	24
Article V—Meetings	24
Article VI—Quorum	24
Article VII—Hearings	24
Article VIII—Publicity	25
Article IX—Miscellaneous	25
Article X—Amendments	25
Bylaws	25
Article I—Reporting an Incident	25
Article II—Penalties	25
Article III—Appeals	26
Article IV—Summer Honor Council	26
Standard of Behavior for Interactions with Vanderbilt University School of Medicine Students	26
Standard of Behavior for Interactions with Vanderbilt University School of Medicine Students1	26
Statement of Standards	26
Comments	26
Reporting Procedure	27
VUSM Compact Between Teachers and Learners in VUSM Programs	27
Preamble	27
Commitments of Teachers	27
Commitments of Learners	28
Acknowledgements	28
Faculty/Educator Roles	30
Policy on Multiple Roles	30
Policy on VUSM Faculty Supervising Family	30
Policy on VUSM Educators Providing Student Health Care	30
Expectations for Conduct Regarding Examinations and Work Submitted for Academic Credit	31
Faculty and Students’ Responsibilities	31
Academic Calendar	31
School of Medicine Calendar 2021/2022*	31
FALL SEMESTER 2021	31
SPRING SEMESTER 2022	31
SUMMER SESSION 2022	32
VUSM Tuition, Fees, and Financial Assistance	32
University and School of Medicine Policies	33
Tuition and Fees	33
Refund of Tuition	33
Late Payment of Tuition and Fees	33
Financial Clearance	33
Tuition Billing for Dual Degree Students	33
Costs and Fees	33
Costs and Fees	33
2021/2022	33
Student Services Fee	34
Professional Liability Insurance	34
Long-Term Disability Insurance	34
Student Health Insurance	34
Student Health Fee	34
Transcript Fee	34
Verification Costs	35
VUSM Student Health Costs	35
Financial Assistance	35
Federal Financial Aid Satisfactory Academic Progress	35
Financial Assistance for Dual Degree Students	35
Degree Programs	35
Doctor of Medicine	35
Hearing and Speech Sciences Education	36
Medical Physics Education	37

Master of Genetic Counseling	37
Master of Public Health	37
Master of Science (Applied Clinical Informatics)	37
Master of Science in Clinical Investigation	37
Vanderbilt University School of Medicine Policy	38
Admission to the School of Medicine	38
Academic Policies for All School of Medicine Programs	38
Courses by Program	38
DOCTOR OF MEDICINE	39
DOCTOR OF AUDIOLOGY	39
MASTER OF EDUCATION OF THE DEAF	39
MASTER OF SCIENCE (Speech-Language Pathology)	39
DOCTOR OF MEDICAL PHYSICS & MASTER OF SCIENCE IN MEDICAL PHYSICS	39
MASTER OF GENETIC COUNSELING	39
MASTER OF PUBLIC HEALTH	39
MASTER OF SCIENCE (Applied Clinical Informatics)	39
MASTER OF SCIENCE IN CLINICAL INVESTIGATION	39
Campus Resources	40
Catalog Search	40
About the School	40
Doctor of Audiology: Academic Policy: Degree Requirements	42
Doctor of Medicine Admission: Policy on Application for Admission to the Doctor of Medicine Program	42
Application Procedure for Admission to Medical Innovators Development Program	43
Application Procedure for Admission to Medical Scientist Training Program (M.D./Ph.D.)	44
Application Procedure for Admission to Oral and Maxillofacial Surgery—Doctor of Medicine Program	44
Doctor of Medicine Admission: Requirements for Entrance	44
Doctor of Medicine Admission: Technical Standards for the Doctor of Medicine	46
Doctor of Medicine Admission: Visiting Student Policy	48
Doctor of Medicine: Dual Degree Programs	49
Doctor of Medicine: Graduate Certificate Programs	51
Doctor of Medicine: Graduate Certificate Programs: Biomedical Ethics	51
Doctor of Medicine: Graduate Certificate Programs: Global Health	51
Doctor of Medicine: Graduate Certificate Programs: Health Equity	52
Doctor of Medicine: Graduate Certificate Programs: Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Health	53
Doctor of Medicine: Graduate Certificate Programs: Neurodevelopmental Disabilities	53
Doctor of Medicine: Honors and Awards	54
Doctor of Medicine Program Overview: Accreditation	58
Doctor of Medicine Program Overview: Contact Information	58
Doctor of Medicine Program Overview: Major Learning Facilities	59
Doctor of Medicine Program Overview: Standing Program Committees	60
Doctor of Medicine: Program Policies and Procedures: Assessment System	62
Foundations of Clinical Care Phase	64
Immersion Phase	64
Doctor of Medicine: Program Policies and Procedures: Assignments of Students to Clinical Sites	67
Doctor of Medicine: Program Policies and Procedures: Attendance and Leave Policies: Clinical Time Requirements	67
Doctor of Medicine: Program Policies and Procedures: Attendance and Leave Policies: Leave of Absence	68
Leave of Absence	68
Doctor of Medicine: Program Policies and Procedures: Attendance and Leave Policies: Program Attendance Policy	69
Doctor of Medicine: Program Policies and Procedures: Attendance and Leave Policies: Student Work Policy	71
Doctor of Medicine: Program Policies and Procedures: Clinical Supervision of Students	72
Doctor of Medicine: Program Policies and Procedures: Competencies for Learners Across the Curriculum	73
Doctor of Medicine: Program Policies and Procedures: Curriculum Requirements	76
Foundations of Medical Knowledge Phase (FMK-Year 1)	76
Foundations of Clinical Care Phase (FCC-Year 2)	76
Immersion Phase (IMM-Years 3 and 4)	77
Foundations of Health Care Delivery (FHD)	77
Vanderbilt Program in Interprofessional Learning (VPIL)	78
Learning Communities	78
Inquiry Program	78
Vanderbilt Core Clinical Curriculum	78
Core Entrustable Professional Activities for Entering Residency (Core EPAs)	78
Doctor of Medicine: Program Policies and Procedures: Degree Requirements	79
Doctor of Medicine: Program Policies and Procedures: Faculty Support and Advising Roles	80
Doctor of Medicine: Program Policies and Procedures: Program Evaluation	82
Doctor of Medicine: Program Policies and Procedures: Progress and Promotion	83
Doctor of Medicine: Program Policies and Procedures: Progress and Promotion: Medical Student Performance Evaluation	84
Doctor of Medicine: Program Policies and Procedures: Progress and Promotion: Portfolio Reviews	84
Doctor of Medicine: Program Policies and Procedures: Progress and Promotion: Promotion Committee Process	85
Probation	87
Temporary Suspension	88

Dismissal	88
Eligibility for Special Experiences	88
Certification for Participation in Residency Match Process	88
Probation/Non-promotion	89
Dismissal	89
Withdrawal from School	89
Doctor of Medicine: Program Policies and Procedures: Residents as Teachers	89
Doctor of Medicine: Program Policies and Procedures: Student Support and Advising	90
Doctor of Medicine: Program Policies and Procedures: Transportation	93
Doctor of Medicine Special Programs: Medical Innovators Development Program	93
Doctor of Medicine Special Programs: Medical Scientist Training Program	93
Doctor of Medicine Special Programs: Oral and Maxillofacial Surgery (OMS-MD)	94
Doctor of Medicine Tuition, Fees, and Financial Aid	95
Faculty	96
Hearing and Speech Sciences: Doctor of Audiology: Academic Policy: Student Assessment	96
Hearing and Speech Sciences Education: Doctor of Audiology: Academic Policy: Progress and Promotion	96
Hearing and Speech Sciences Education: Doctor of Audiology: Academic Policy: Student Support and Advisory Services	97
Hearing and Speech Sciences Education: Doctor of Audiology: Accreditation	97
Hearing and Speech Sciences Education: Doctor of Audiology: Admission	97
Transcripts/Academic information	98
Letters of Recommendation	98
Test Scores	99
Resume/CV or Supplemental Materials	99
Tuition Scholarships	99
Special Requirements for International Applicants	99
Hearing and Speech Sciences Education: Doctor of Audiology: Contact Information	100
Hearing and Speech Sciences Education: Doctor of Audiology: Other Program Policy and Procedure	100
Hearing and Speech Sciences Education: Doctor of Audiology: Program Overview	101
Hearing and Speech Sciences Education: Doctor of Audiology: Tuition, Fees, and Cost of Attendance	102
Hearing and Speech Sciences Education: Master of Education of the Deaf: Academic Policy: Degree Requirements	102
Hearing and Speech Sciences Education: Master of Education of the Deaf: Academic Policy: Progress and Promotion	103
Hearing and Speech Sciences Education: Master of Education of the Deaf: Academic Policy: Progress and Promotion	103
Hearing and Speech Sciences Education: Master of Education of the Deaf: Academic Policy: Student Assessment	104
Hearing and Speech Sciences Education: Master of Education of the Deaf: Academic Policy: Student Support and Advisory Services	105
Hearing and Speech Sciences Education: Master of Education of the Deaf: Accreditation	105
Hearing and Speech Sciences Education: Master of Education of the Deaf: Admission	105
Transcripts/Academic information	105
Letters of Recommendation	106
Test Scores	106
Resume/CV or Supplemental Materials	106
Tuition Scholarships	106
Special Requirements for International Applicants	106
Hearing and Speech Sciences Education: Master of Education of the Deaf: Contact Information	107
Hearing and Speech Sciences Education: Master of Education of the Deaf: Other Program Policy and Procedure	107
Hearing and Speech Sciences Education: Master of Education of the Deaf: Program Overview	108
Hearing and Speech Sciences Education: Master of Education of the Deaf: Tuition, Fees, and Cost of Attendance	109
Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Academic Policy: Degree Requirements	109
Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Academic Policy: Student Assessment	110
Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Academic Policy: Student Support and Advisory Services	111
Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Accreditation	111
Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Admission	111
Transcripts/Academic information	111
Letters of Recommendation	112
Test Scores	112
Resume/CV or Supplemental Materials	112
Tuition Scholarships	112
Special Requirements for International Applicants	113
Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Contact Information	113
Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Other Program Policy and Procedure	113
Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Program Overview	114
Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Tuition, Fees, and Cost of Attendance	115
Learning Environment: Expectations for Conduct Regarding Examinations and Work Submitted for Academic Credit	116
Learning Environment: Faculty/Educator Roles	116
Learning Environment: From the Students of Vanderbilt University School of Medicine: The School of Medicine Honor System	117
Learning Environment: Standard of Behavior for Interactions with Vanderbilt University School of Medicine Students	120
Learning Environment: Student Responsibility for Adherence to Policy	122
Learning Environment: The Vanderbilt University Statement of the Honor Code	122
Learning Environment: VUSM Compact Between Teachers and Learners in VUSM Programs	123
Master of Genetic Counseling: Academic Policy: Degree Requirements	124
Master of Genetic Counseling: Academic Policy: Progress and Promotion	125
Remove probation	127
Continue probation	127
Recommend dismissal	127

Master of Genetic Counseling: Academic Policy: Student Assessment	127
Master of Genetic Counseling: Academic Policy: Student Support and Advisory Services	129
Master of Genetic Counseling: Accreditation	131
Master of Genetic Counseling: Admission	131
Master of Genetic Counseling: Contact Information	132
Master of Genetic Counseling: Other Program Policy and Procedure	132
Planned Absences	134
Emergency Absences	134
Unexcused Absences	135
Make-Up Policy	135
Master of Genetic Counseling: Program Overview	136
Master of Genetic Counseling: Tuition, Fees, and Cost of Attendance	138
Master of Public Health: Academic Policy: Degree Requirements	138
Epidemiology Track	139
Global Health Track	140
Health Policy Track	140
Option 1: Thesis	140
Option 2: Capstone	140
Master of Public Health: Academic Policy: Progress and Promotion	141
Master of Public Health: Academic Policy: Student Assessment	142
Master of Public Health: Academic Policy: Student Support and Advisory Services	142
Master of Public Health: Accreditation	143
Master of Public Health: Admission	143
Master of Public Health: Contact Information	144
Master of Public Health: Dual Degrees	144
Master of Public Health: Other Program Policy and Procedure	145
Master of Public Health: Program Overview	147
Master of Public Health: Tuition, Fees, and Cost of Attendance	148
Master of Science (Applied Clinical Informatics): Academic Policy: Degree Requirements	149
Master of Science (Applied Clinical Informatics): Academic Policy: Progress and Promotion	150
Master of Science (Applied Clinical Informatics): Academic Policy: Student Assessment	151
Master of Science (Applied Clinical Informatics): Academic Policy: Student Support and Advisory Services	151
Master of Science (Applied Clinical Informatics): Admission	151
Master of Science (Applied Clinical Informatics): Contact Information	152
Master of Science (Applied Clinical Informatics): Other Program Policy and Procedure	153
Master of Science (Applied Clinical Informatics): Program Overview	153
Master of Science (Applied Clinical Informatics): Tuition, Fees, and Cost of Attendance	154
Master of Science in Clinical Investigation: Academic Policy: Degree Requirements	155
Master of Science in Clinical Investigation: Academic Policy: Progress and Promotion	156
Master of Science in Clinical Investigation: Academic Policy: Student Assessment	157
Master of Science in Clinical Investigation: Academic Policy: Student Support and Advisory Services	158
Master of Science in Clinical Investigation: Admission	159
Master of Science in Clinical Investigation: Contact Information	160
Master of Science in Clinical Investigation: Other Program Policy and Procedure	160
Master of Science in Clinical Investigation: Program Overview	161
Outstanding Academician:	162
Industry:	162
Master of Science in Clinical Investigation: Tuition, Fees, and Cost of Attendance	163
Medical Physics Education: Master of Science in Medical Physics: Academic Policy: Degree Requirements	163
Medical Physics Education: Master of Science in Medical Physics: Academic Policy: Progress and Promotion	164
Medical Physics Education: Master of Science in Medical Physics: Academic Policy: Student Assessment	164
Medical Physics Education: Master of Science in Medical Physics: Academic Policy: Student Support and Advisory Services	165
Medical Physics Education: Master of Science in Medical Physics: Accreditation	165
Medical Physics Education: Master of Science in Medical Physics: Admission	166
Medical Physics Education: Master of Science in Medical Physics: Contact Information	167
Medical Physics Education: Master of Science in Medical Physics: Other Program Policy and Procedure	167
Medical Physics Education: Master of Science in Medical Physics: Program Overview	169
Medical Physics Education: Master of Science in Medical Physics: Tuition, Fees, and Cost of Attendance	170
Medical Physics Education: Professional Doctorate in Medical Physics: Academic Policy: Degree Requirements	171
Medical Physics Education: Professional Doctorate in Medical Physics: Academic Policy: Other Program Policy and Procedure	171
Medical Physics Education: Professional Doctorate in Medical Physics: Academic Policy: Progress and Promotion	174
Medical Physics Education: Professional Doctorate in Medical Physics: Academic Policy: Student Assessment	174
Medical Physics Education: Professional Doctorate in Medical Physics: Academic Policy: Student Support and Advisory Services	176
Medical Physics Education: Professional Doctorate in Medical Physics: Accreditation	176
Medical Physics Education: Professional Doctorate in Medical Physics: Admission	176
Medical Physics Education: Professional Doctorate in Medical Physics: Program Overview	177
Medical Physics Education: Professional Doctorate in Medical Physics: Tuition, Fees, and Cost of Attendance	178
Principal Clinical Education Affiliates: Facilities	179
Principal Clinical Education Affiliates: Graduate Medical Education	182
Principal Clinical Education Affiliates: Office for Continuous Professional Development	183

Principal Clinical Education Affiliates: Related VUMC Committees	183
Principal Clinical Education Affiliates: Tennessee Valley Healthcare System of the Veterans Administration	184
Principal Clinical Education Affiliates: VA Academic Partnership Council for the Department of Veterans Affairs, Tennessee	184
Principal Clinical Education Affiliates: VUSM Office for Diversity Affairs	184
School Deans, Directors, and Principal Administrators	185
School of Medicine Calendar 2021/2022	187
School of Medicine Contacts	188
Admissions	189
Scholarships and Financial Aid	189
Student Records	189
Medical Student Affairs	190
Undergraduate Medical Education	191
Medical Innovators Development Program	191
Medical Scientist Training Program	191
Doctor of Audiology	191
Master of Education of the Deaf	192
Master of Science in Speech-Language Pathology	192
Doctor of Medical Physics	192
Master of Science in Medical Physics	192
Vanderbilt University School of Medicine Policy: Academic Policies for the School of Medicine: VUSM Attendance	194
Vanderbilt University School of Medicine Policy: Academic Policies for the School of Medicine: VUSM Commencement	195
Vanderbilt University School of Medicine Policy: Academic Policies for the School of Medicine: VUSM Degree Requirements	195
Vanderbilt University School of Medicine Policy: Academic Policies for the School of Medicine: VUSM Disclosure of Offenses Post-Background Check Completion	195
Vanderbilt University School of Medicine Policy: Academic Policies for the School of Medicine: VUSM Enrollment, Course Registration, and Student Status	195
Vanderbilt University School of Medicine Policy: Academic Policies for the School of Medicine: VUSM Program Evaluation	198
Vanderbilt University School of Medicine Policy: Academic Policies for the School of Medicine: VUSM Student Assessment and Grading	199
Pass/Fail Grading	199
Incomplete	199
In Progress	199
Withdrawn	199
Grade Change Policy	199
Grade Grievance Procedure	199
Vanderbilt University School of Medicine Policy: Academic Policies for the School of Medicine: VUSM Student Compliance Requirements	199
Vanderbilt University School of Medicine Policy: Academic Policies for the School of Medicine: VUSM Student Contact Information	199
Vanderbilt University School of Medicine Policy: Academic Policies for the School of Medicine: VUSM Student Progress and Promotion	200
Vanderbilt University School of Medicine Policy: Academic Policies for the School of Medicine: VUSM Student Work/Extracurricular Activities	203
Vanderbilt University School of Medicine Policy: Academic Policies for the School of Medicine: VUSM Transportation	204
Vanderbilt University School of Medicine Policy: Admission to the School of Medicine: VUSM Requirement for Background Investigation	204
Vanderbilt University School of Medicine Policy: Admission to the School of Medicine: VUSM Requirements for Baccalaureate Degree	204
Vanderbilt University School of Medicine Policy: Admission to the School of Medicine: VUSM School Policy on International Students	205
Vanderbilt University School of Medicine Policy: Admission to the School of Medicine: VUSM School Policy on Language Proficiency	205
Vanderbilt University School of Medicine Policy: Admission to the School of Medicine: VUSM School Policy on Transfer Students	205
Vanderbilt University School of Medicine Policy: Admission to the School of Medicine: VUSM School Policy on Visiting Students	205
Vanderbilt University School of Medicine Policy: Admission to the School of Medicine: VUSM Technical Standards	206
Vanderbilt University School of Medicine Standing Committees	206
VUSM Tuition, Fees, and Financial Assistance: Costs and Fees	207
VUSM Tuition, Fees, and Financial Assistance: Financial Assistance	209
VUSM Tuition, Fees, and Financial Assistance: University and School of Medicine Policies	209
Life at Vanderbilt	210
Accommodations for Students with Disabilities	210
Bishop Joseph Johnson Black Cultural Center	210
David Williams II Recreation and Wellness Center	210
Follett Higher Education at Vanderbilt	211
Inclusive Excellence	211
International Student and Scholar Services	211
Margaret Cuninggim Women's Center	212
Nondiscrimination, Anti-Harassment, Anti-Retaliation, and Sexual Misconduct	212
Office of LGBTQI Life	212
Office of the University Chaplain and Religious Life	212
Official University Communications	213
Prior Degrees	213
Project Safe Center	213
Schulman Center for Jewish Life	213
Student Care Network	214
Student Centers	219
Student Records (Family Educational Rights and Privacy Act)	220
The Commodore Card	222

VA Compliance Statement	222
Vanderbilt Child and Family Center	222
Vanderbilt Directory	222
Vanderbilt University Police Department	222
Vanderbilt University	224
Accreditation	224
Equity, Diversity, and Inclusion	225
Mission, Goals, and Values	225
Modification Policy and Nondiscrimination Statement	225
Obtaining Information about the University	226
The Jean and Alexander Heard Libraries	226
The University	227
University Courses	228
Vanderbilt University Administration	228
Vanderbilt University Board of Trust	228

About the School

About the School

The Vanderbilt University School of Medicine administers degree and graduate certificate programs that provide students with the knowledge, skills, and attitudes they need to practice safe, effective, ethical, evidence-based, and patient-centered health care in the twenty-first century, and to contribute to the knowledge base supporting it.

Mission of the School of Medicine

The school's mission includes the education of physicians at all levels of their professional experience: medical school; postgraduate education, including basic science and clinical training; and continuing education and professional development for the practicing physician. In addition several master's level and two additional doctoral degrees in health care professions are offered.

Faculty members teach the practice of exemplary patient care at all levels; model programs of health care delivery, at primary, secondary, and tertiary levels; and fulfill the school's responsibility for community service.

In addition to teaching, members of the medical school faculty have a complementary responsibility to generate new knowledge through research. At Vanderbilt, research encompasses basic scientific questions, issues in clinical care, questions related to the health care system, and scholarship in the medical education process itself. Vanderbilt is recognized as one of the leaders in research among medical schools in the United States.

Vision of the School of Medicine

The vision of Vanderbilt University School of Medicine is to shape a future in which all persons reach their full health potential.

The core values of Vanderbilt University School of Medicine are integrity, inclusion, humility, equity, mutual respect, and excellence.

The mission of Vanderbilt University School of Medicine is to catalyze the advancement of impactful discovery, servant leadership, and lifelong learning.

In order to carry out this mission, we make these strategic commitments:

- To nurture the growth of clinicians, scientists, and educators who will serve and lead their local, national and global communities.
- To create, implement, and disseminate new knowledge that expands understanding of health, disease, and health care systems.
- To teach, learn, and provide compassionate, personalized caring of the highest quality for every patient who seeks our service and to strive to achieve health equity in the populations we serve.
- To embrace a culture of lifelong learning, critical thinking, and innovation so that we continuously improve in all we do.
- To build a diverse community of faculty, staff, and students that expands the richness of our learning environment and enhances excellence in all of our endeavors.
- To cultivate a caring atmosphere and workforce that seeks to eliminate structural racism, promote justice, and establish equity in all endeavors.

The Vanderbilt University School of Medicine Vision and Mission of the School statement was reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 16, 2021.

History of the School

School of Medicine

The first diplomas issued by Vanderbilt University were to sixty-one doctors of medicine in February of 1875, thanks to an arrangement that recognized the University of Nashville's medical school as serving both institutions. Thus, Vanderbilt embraced a fully-organized and functioning medical school even before its own campus was ready for classes in October of that year.

The arrangement continued for twenty more years, until the school was reorganized under control of the Board of Trust. In the early days, the School of Medicine was owned and operated as a private property of the practicing physicians who composed the faculty and received the fees paid by students—a system typical of medical education in the United States at the time. Vanderbilt made no financial contribution to the school's support and exercised no control over admission requirements, the curriculum, or standards for graduation. After reorganization under the Vanderbilt Board in 1895, admission requirements were raised, the course was lengthened, and the system of instruction was changed to include laboratory work in the basic sciences.

The famous report of Abraham Flexner, published by the Carnegie Foundation in 1910 and afterward credited with revolutionizing medical education in America, singled out Vanderbilt as "the institution to which the responsibility for medical education in Tennessee should just now be left." Large grants from Andrew Carnegie and his foundation, and from the Rockefeller-financed General Education Board, enabled Vanderbilt to carry out the recommendations of the Flexner Report. (These two philanthropies, with the addition of the Ford Foundation in recent years, have contributed altogether more than \$20,000,000 to the School of Medicine since 1911.) The reorganized school drew upon the best-trained scientists and teachers in the nation for its faculty. The full benefits of reorganization were realized in 1925 when the school moved from the old South Campus across town to the main campus, thus integrating instruction in the medical sciences with the rest of the university. The school's new quarters were called "the best arranged combination school and hospital to be found in the United States."

In 1977, the School of Medicine moved to the newly completed Rudolph A. Light Hall, which served as the home for School of Medicine educational and administrative activities for 41 years. The seven-story structure, with its 209,000 square feet of space, offered the latest in laboratory equipment, audio-visual, and multi-purpose classroom space. Thousands of VUSM students, faculty and staff have considered Light Hall the home of the School of Medicine, given that it has served as such for the longest single period of the school's history.

Beginning in 1996, several new degree programs became a part of the School of Medicine. These programs span a wide array of health-related fields, including public health (1996), clinical investigation (2000), audiology (2002), medical physics (2002), laboratory investigation (2004-2020), education of the deaf (2006), speech-language pathology (2007), health professions education (2010-2016), applied clinical informatics (2015), and genetic counseling (2017).

Until April 2016, Vanderbilt University owned and operated several hospitals and clinics collectively known as Vanderbilt University Medical Center, including Vanderbilt University Hospital, Vanderbilt Psychiatric Hospital, and Monroe Carell Jr. Children's Hospital at Vanderbilt, and their associated clinics. Effective April 30, 2016, Vanderbilt University conveyed the clinical assets used in the operation of Vanderbilt University Medical Center to a newly formed, not-for-profit, tax-exempt corporation, which is similarly named Vanderbilt University Medical Center.

Vanderbilt University Medical Center now operates independently of Vanderbilt University. It is clinically and academically affiliated with Vanderbilt University.

In summer 2018, the primary location for Vanderbilt University School of Medicine administrative offices—as well as the classrooms, student lounge, and first-year student lockers for the M.D. program—moved from Light Hall to the Annette and Irwin Eskind Family Biomedical Library and Learning Center (EBL). This new home for the School of Medicine, occupying the second, third, and fourth floors of the EBL, provides a state-of-the-art learning environment, with versatile physical spaces and innovative technology; comfortable, modern gathering spaces for both formal and informal activities for students in the M.D. program; and a bright, airy working environment for School of Medicine faculty and staff. At the same time, Light Hall remains an important venue for learning and co-curricular activities for multiple VUSM degree and certificate programs.

School of Medicine
School Deans, Directors, and Principal Administrators

JEFFREY R. BALSER, M.D., Ph.D., Dean, School of Medicine

LAWRENCE J. MARNETT, Ph.D., Dean of Basic Sciences

GORDON R. BERNARD, M.D., Senior Associate Dean for Clinical Research

DONALD W. BRADY, M.D., Senior Associate Dean for Health Sciences Education

ROBERT S. DITTUS, M.D., M.P.H., Senior Associate Dean for Population Health Sciences

KATHLEEN GOULD, Ph.D., Senior Associate Dean for Biomedical Research, Education and Career Development and Director, Office of Graduate Student Support

C. WRIGHT PINSON, M.B.A., M.D., Senior Associate Dean for Clinical Affairs

DAVID S. RAIFORD, M.D., Senior Associate Dean for Faculty Affairs

CONSUELO H. WILKINS, M.D., M.S.C.I., Senior Associate Dean for Health Equity and Inclusive Excellence; Director, Graduate Certificate Program in Health Equity

WILLIAM COOPER, M.D., M.P.H., Associate Dean for Faculty Affairs

WILLIAM B. CUTRER, M.D., M.Ed., Associate Dean for Undergraduate Medical Education

AMY E. FLEMING, M.D., M.H.P.E., Associate Dean for Medical Student Affairs

MAUREEN A. GANNON, Ph.D., Associate Dean for Faculty Development

KATHERINE E. HARTMANN, M.D., Ph.D., Associate Dean for Clinical and Translational Scientist Development

ALYSSA M. HASTY, Ph.D., Associate Dean for Faculty (Basic Sciences)

STEVEN G. MERANZE, M.D., Associate Dean for Faculty Affairs

JOHN S. PENN, Ph.D., Associate Dean for Faculty Affairs

CHARLES R. SANDERS, Ph.D., Associate Dean for Research (Basic Sciences)

PAUL J. STERNBERG, JR., M.D., Associate Dean for Clinical Affairs

KYLA P. TERHUNE, M.D., Associate Dean for Graduate Medical Education

KIMBERLY N. VINSON, M.D., Associate Dean for Diversity Affairs

CHRISTOPHER S. WILLIAMS, M.D., Ph.D., Associate Dean for Physician Research Education; Director, Medical Scientist Training Program

LOURDES ESTRADA, Ph.D., Associate Director, Academics and Operations, Medical Scientist Training Program

SALLY YORK, M.D., Ph.D., Associate Director for Clinical Education, Medical Scientist Training Program

ARNA BANERJEE, M.D., Assistant Dean for Simulation in Medical Education and Administration

JOEY V. BARNETT, Ph.D., Assistant Dean and Director, Office for Medical Student Research; Chair, Doctor of Medicine Admission Committee

CHARLENE DEWEY, M.D., M.Ed., Assistant Dean for Educator Development

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School of Medicine

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CODY A. CHASTAIN, M.D., Director of Evaluation and Assessment, M.D. Curriculum

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JILL R. SLAMON, M.S., M.A., Assistant Director, Master of Genetic Counseling Program

MARY SUE FINO-SZUMSKI, Ph.D., Director of Clinical Education, Hearing and Speech Sciences Programs

P. LYNN HAYES, Ed.D., Director, Master of Education of the Deaf

BARBARA H. JACOBSON, Ph.D., Associate Director, Master of Science (Speech-Language Pathology)

MICHAEL J. FOWLER, M.D., Director, Clinical Skills Development

RACHEL H. GOODE, M.D., Director, Graduate Certificate Program in Neurodevelopmental Disabilities

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MARIE H. MARTIN, Ph.D., M.Ed., Co-Director, Graduate Certificate Program in Global Health

KEITH G. MEADOR, M.D., Director, Graduate Certificate Program in Biomedical Ethics

SCOTT D. NELSON, Pharm.D., M.S., Director, Master of Science (Applied Clinical Informatics) Program

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SARAH C. WOODALL, Director, Medical Alumni Affairs

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Faculty

For a list of current faculty, please visit vanderbilt.edu/faculty-affairs/faculty-registry/.

School of Medicine Contacts

[Principal Administrators](#)

[Professional Degree Programs](#)

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Additional information about the Vanderbilt University School of Medicine faculty, staff, and programs may be found on the web at medschool.vanderbilt.edu.

Professional Degree Programs

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School of Medicine

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Medical Innovators Development Program

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Medical Scientist Training Program

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School of Medicine

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Master of Education of the Deaf

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Master of Science in Speech-Language Pathology

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Doctor of Medical Physics

Master of Science in Medical Physics

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Additional information about the Vanderbilt University School of Medicine faculty, staff, and programs may be found on the web at medschool.vanderbilt.edu.

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School of Medicine

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Graduate Certificate in Health Equity

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Graduate Certificate in Global Health

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Graduate Certificate in Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Health

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Graduate Certificate in Neurodevelopmental Disabilities

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School of Medicine

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Vanderbilt University School of Medicine Standing Committees

Executive Faculty of the Vanderbilt University School of Medicine

The Executive Faculty reviews, on a regular basis, the work of the VUSM Undergraduate Medical Education Accreditation Standards Committee, in order to monitor School of Medicine compliance with all LCME standards and elements. The Executive Faculty also provides advice and counsel on the formulation of major policies that pertain to LCME compliance.

The Executive Faculty meets monthly during the academic year. The Executive Faculty may additionally meet whenever requested by the dean of the School of Medicine or a majority of the Executive Faculty.

The Executive Faculty of the School of Medicine consists of the dean of the School of Medicine, the chairs of all VUSM clinical and basic sciences departments (except those in the Section of Surgical Sciences), and those center directors in the School of Medicine who report directly to the dean. Voting members from the Section of Surgical Sciences are the chair of the Section and the chair of one of its departments. Ex officio members without voting rights include School of Medicine senior associate deans, associate deans, and Vanderbilt University Medical Center (VUMC) hospital directors. At the discretion of the dean, other non-voting individuals may be invited to attend Executive Faculty meetings when the agenda makes such attendance appropriate.

The dean of the School of Medicine presides at the meetings of the Executive Faculty. In the dean's absence a member of the Executive Faculty who is designated by the dean presides.

Executive Committee of the Executive Faculty

The dean appoints an Executive Committee of the Executive Faculty (ECEF) to facilitate the work of the Executive Faculty and to advise on matters requiring decisions. The ECEF possesses the full powers of the Executive Faculty and may act in its stead with full authority. The ECEF may initiate new policies or change previous policies established by the Executive Faculty in matters related to curriculum. Such decisions can be nullified or reversed by a two-thirds majority vote of the Executive Faculty.

The ECEF's roles include:

- The vetting and endorsement of School of Medicine faculty appointments and promotions to the senior ranks (associate professor and professor),
- Evaluation of appeals by department chairs following negative decisions by the Appointments and Promotions Committees of the School of Medicine,
- Evaluation of nominations for promotion of faculty to emeritus status, and
- Evaluation of proposals to transition faculty off of the tenure track.

In addition, the ECEF:

- Reviews the list of School of Medicine students who have met degree requirements and recommends them for degree conferral,
- Evaluates appeals of students who have been dismissed by degree-specific promotions and progress committees,
- Provides input on other matters related to academic policies of importance to the School of Medicine and Vanderbilt University Medical Center, and which require review and action outside the standing meetings of the Executive Faculty. The ECEF is advisory to the dean.

Melinda Buntin, Jeff Conn, Ian Macara, Mark Magnuson, Lisa Monteggia, Eric Shinohara, Steven A. Webber, Adam Wright, Rick Wright.

School of Medicine

Faculty Appointments and Promotion Committee (FAPC) and Clinical Practice Appointment and Promotion Committee (CPAPC)

These committees, appointed by the dean, are responsible for consideration of faculty promotion in the School of Medicine and for examination of credentials of candidates for appointment to faculty positions.

FAPC. Gaelyn Garrett, Chair. Lori A. Deitte, Eric Delpire, Rene Gifford, Angela Jefferson, Russell L. Rothman, Richard Simerly, Jill Simmons, Christopher Wright.

Ex officio: Alyssa H. Hasty, John S. Penn, David S. Raiford.

CPAPC: Neal R. Patel, Chair. Rony A. Adam, Robert J. Deegan, Robert F. Miller, William M. Petrie, Kris P. Rehm.

Ex officio: Alyssa H. Hasty, John S. Penn, David S. Raiford.

Global Health Education Committee

The Global Health Education Committee (GHEC) supports the vision of the School of Medicine and the Vanderbilt University Medical Center to provide an array of global health education and training opportunities for VUSM and VUMC trainees while simultaneously enhancing the capacity of our partners in a collaborative effort to address global health challenges.

Donald Brady, Natasha Halasa, Julie Lankford, Marie Martin, Melinda New, and Kyla Terhune.

Principal Clinical Education Affiliates

[Facilities](#)

[Related VUMC Committees](#)

[Graduate Medical Education](#)

[Office for Continuous Professional Development](#)

[VUSM Office for Diversity Affairs](#)

[Tennessee Valley Healthcare System of the Veterans Administration](#)

[VA Academic Partnership Council for the Department of Veterans Affairs, Tennessee](#)

Learning Environment

School of Medicine

Student Responsibility for Adherence to Policy

This VUSM catalog contains Vanderbilt University, School of Medicine and its constituent programs' policies, procedures, and resources intended to inform and guide students, faculty, and staff in their work related to VUSM programs. Several other VU-related resources contain similarly important information. The policies and procedures presented in the VUSM catalog, as well as those presented in each of the following resources, are designed to function in alignment with one another, and students, faculty, and staff are required to be familiar with them:

- **Vanderbilt University Student Handbook.** The handbook covers university policies and regulations on a wide range of topics, including (but not limited to) student conduct, alcohol and controlled substances, student engagement, and sexual misconduct and intimate partner violence. The university-wide policies and procedures in the handbook apply to all Vanderbilt University students, including School of Medicine students. The *Student Handbook* may be found at vedu/student_handbook.
- **Vanderbilt University Enrollment Bulletin.** The bulletin is intended as a single point-of-entry for students to access policies and procedures important to their Vanderbilt University student. This resource is most helpful for accessing university-level resources. For areas where relevant information is provided via school-level or program-level documents/outlets, the bulletin makes references to those resources. The *Enrollment Bulletin* may be found at vanderbilt.edu/enrollmentbulletin/.
- **Explore** This website (<https://medschool.vanderbilt.edu/explore-vusm/>) provides all VUSM students with easily accessible information about the School, as well as links to a variety of university and program-specific resources.
- **Program Websites.** All VUSM programs maintain websites containing information important for students, faculty, and staff, as well as applicants and
- **Program Handbooks/MD Gateway.** VUSM programs provide their students with program handbooks containing day-to-day information about the program, with a focus on practical information and procedures. The MD Program offers its students this information via the MD Gateway (<https://medschool.vanderbilt.edu/md-gateway/>).

STUDENT RESPONSIBILITY FOR ADHERENCE TO POLICY:

All students enrolled in Vanderbilt University programs are bound by all applicable Vanderbilt University, School of Medicine, and degree program policies. By enrolling in a VUSM program, every student acknowledges his or her responsibility to abide by and adhere to all institutional and programmatic policies and procedures. Students, therefore, have the responsibility of being familiar with the policies and procedures described in the documents outlined above.

The Vanderbilt University Statement of the Honor Code

Vanderbilt University students pursue all academic endeavors with integrity. They conduct themselves honorably, professionally, and respectfully in all realms of their studies in order to promote and secure an atmosphere of dignity and trust. The keystone of our honor system is self-regulation, which requires cooperation and support from each member of the university community.

From the Students of Vanderbilt University School of Medicine: The School of Medicine Honor System

The Honor System at Vanderbilt University School of Medicine is conducted by students for the benefit of students, faculty, staff, and patients. The Honor System, as delineated by the Honor Code, requires students to conduct themselves with honor in all aspects of their lives. By demanding great responsibility, the Honor System fosters an environment of freedom and trust that benefits the entire Medical School. In signing this statement upon enrollment, each student agrees to participate in the Honor System and abide by its code.

As representatives of the Vanderbilt University School of Medicine and the medical professions, students pledge to conduct themselves with honor and integrity at all times. The Promotion Committees and the Honor Council serve to protect the environment of trust created by this Honor System. The Promotion Committees periodically evaluate each student's performance with special attention to work and conduct appropriate for professional practice. The Honor Council serves to educate members of the student body about their responsibilities as outlined in the written code; to conduct investigations and hearings regarding reported violations of the code; and to decide the nature of penalties deemed appropriate for such violations. Decisions reached by the Honor Council do not preclude the

School of Medicine

discussion of reported violations by the Promotion Committees, as the Committees may examine these incidents in the larger context of a student's general performance.

The School of Medicine Honor Code

All students pledge to conduct themselves honorably, professionally, and respectfully in all realms and aspects of medical education and patient care. Under the Honor System, the student pledges that he or she neither gives nor receives unauthorized aid nor leaves unreported any knowledge of such aid given or received by any other student. Unauthorized aid includes the use of any examinations from previous semesters that have not been pre-approved by the course director and made readily available to all other students taking the course. This pledge applies to all course work, examinations, presentations, or any other activities required for the awarding of any of the graduate degrees offered by the school. This pledge encompasses all clinical work involving patient care and representations of patient care information. Any student taking a course in the School of Medicine, regardless of where registered, is under the jurisdiction of the Honor Council of Vanderbilt University School of Medicine (VUSM) and subject to the penalties it may impose.

Constitution

Article I—Name

The name of the council shall be the Honor Council of Vanderbilt University School of Medicine.

Article II—Purpose

1. To receive and evaluate evidence of Honor Code violations and to assure against false accusations.
2. To determine guilt or innocence.
3. To forward to the dean of the School of Medicine appropriate penalties for the guilty.

Article III—Membership and Officers

1. A faculty member shall be appointed by the dean of the School of Medicine as the Honor Council adviser. His/her roles include ensuring that all the rules are followed. In the case of an accusation, he/she will decide with the co-chairs of the Honor Council whether there is sufficient evidence to proceed with a trial after a formal investigation has been carried out.
2. The Honor Council of the School of Medicine shall be composed of representation from all degree-granting graduate programs under the administrative charge of the school. Currently, this includes Doctor of Audiology (Au.D.), Master of Education of the Deaf (M.D.E.), Master of Science–Speech-Language Pathology (M.S.-S.L.P.), Doctor of Medical Physics (D.M.P.), Master of Science in Medical Physics (M.S.M.P.), Master of Public Health (M.P.H.), Master of Science in Clinical Investigation (M.S.C.I.), Master of Science–Applied Clinical Informatics (M.S.-A.C.I.), Master of Genetic Counseling (M.G.C.), and Doctor of Medicine (M.D.). Any new graduate degree programs created within the school will become eligible by sufficient enrollment, as stipulated below.
3. The minimum student enrollment limit for a single graduate degree program to be eligible to elect an Honor Council representative is ten. If a program falls below that number, it will not be eligible to have a representative. It will regain eligibility when its enrollment reaches a minimum of ten students. However, some of the programs are closely affiliated; if, in the judgment of the program director(s) of these programs, there is sufficient overlap in required courses, these programs may be thought of as a unit (a.k.a., “affiliated degree programs”) for purposes of Honor Council representation. In these cases, the degree programs will be grouped for representation purposes, and allowed to elect an Honor Council representative on behalf of the affiliated degree programs. Current affiliated degree programs are the Au.D., M.D.E., and M.S.-S.L.P. programs, which will elect two representatives from their combined student cohorts, and the D.M.P. and M.S.M.P. programs, which will elect one representative from their combined student cohorts. All other non-M.D. programs will elect one representative. The M.D. program will follow its traditional practice of electing two representatives from each of the four classes.
4. In the non-M.D. programs, students will vote for Honor Council candidates within their own graduate program or affiliated degree programs. In the M.D. program, students will vote for Honor Council representatives within their own medical student class. Honor Council representatives are elected for one-year terms.
5. Honor Council members will select their own co-chairs. Two co-chairs will be elected from the M.D. program Honor Council representatives, for which all Honor Council representatives will vote, and one co-chair will be elected from the non-M.D. Honor Council representatives, for which all Honor Council representatives will vote. In both cases, co-chairs will be elected by simple majority. Co-chairs are elected for one-year terms and must have served at least one year on the council to be eligible.
6. Voting for Honor Council representatives will be completed no later than April 1 of each year. The new Honor Council will convene to elect its co-chairs no later than April 30. It is the duty of the outgoing Honor Council co-chairs to assure a successful transition. The exception for the April 1 deadline for election of

School of Medicine

representatives is for incoming medical students who will elect their representatives in September, and for the entering cohort of students in any one-year degree programs, as long as there are at least ten enrolled students in that program.

Article IV—Duties of Officers

1. It shall be the duty of the co-chairs to preside at all meetings of the Honor Council, to arrange for the hearing of any student accused, and to perform all duties common to their office.
2. The co-chairs shall keep full minutes of all meetings and full proceedings of all hearings, which must be kept in permanent. The co-chairs shall notify all members of all hearings, meetings, and retreats and shall perform any other related duties. These responsibilities will be rotated among the three co-chairs throughout the year.
3. Honor Council representatives for each program, together with the co-chairs, will have primary responsibility for conducting an annual program to educate their fellow students about the Honor Council and its processes, and for assuring the timeliness of elections. Program directors and the Honor Council faculty adviser will act in a supportive and advisory capacity.

Article V—Meetings

1. One regular meeting shall be held within four weeks of the start of the school year. At this meeting, the co-chairs of the Honor Council and the faculty adviser will explain the duties and procedures of the Honor Council to the
2. Special meetings may be called by the co-chairs at any time and must be called within ten working days when requested by two or more members of the Honor
3. All meetings shall be conducted according to *Roberts Rules of Order, Newly Revised*.
4. A meeting by the Honor Council to re-evaluate and review the Honor Code should be convened a minimum of every four years.

Article VI—Quorum

A quorum for an Honor Council hearing concerning a violation of the Honor Code is nine. This quorum may be adjusted by the co-chairs in circumstances in which students recuse themselves because the hearing concerns a faculty member who is, or will be, in a supervisory position over them. The absolute minimum for an Honor Council quorum shall be seven. In rare circumstances when a quorum is otherwise unavailable, the senior associate dean for health sciences education will appoint a temporary student member or members to assure a quorum is present to meet the timeline requirements for due process.

Article VII—Hearings

1. A hearing shall be called by the co-chairs of the Honor Council, if appropriate.
2. The accuser and the accused must be present at all hearings during the presentation of evidence and the accused has a right to question the accuser and any witnesses and make a statement to the Council.
3. Legal counsel will not be allowed for any party at a hearing, but the accused may have present a character witness or non-legally trained faculty adviser if he or she so chooses.
4. Any member of the Honor Council related by birth or marriage to the accused or the accuser or who has any other personal interest in the hearing shall relieve himself/herself from participation in that hearing.
5. The proceedings of the hearing are Any member present at a hearing is not at liberty to discuss its proceedings with anyone other than the members of the Honor Council present at the hearing or other persons with a legitimate need to know, e.g., law enforcement agents.
6. In the event a hearing concerns a charge against a graduate student, a medical student or a faculty member who is in a supervisory role for any Honor Council members, those members shall recuse themselves from participation in the hearing.
7. Upon completion of the review of evidence, the Honor Council in closed executive session shall reach a decision of “guilty” or “not guilty” of violation of the Honor Code by simple majority vote. The Honor Council shall make its determination using an evidentiary standard of “beyond a reasonable doubt.” The co-chairs have a vote in all decisions unless contraindicated by *Roberts Rules of Order*.
8. Written notice of the Honor Council decision will be sent to the accused and to the dean of the School of Medicine. The dean will also receive the vote count, a written summary of the case, and an oral report of the case from the co-chairs. The Promotion Committee will not be notified unless a verdict of “guilty” has been found. In the case of a “guilty” verdict, the Promotion Committee will receive a written summary of the proceedings. The written summary also will be kept in the permanent records of the Honor Council.
9. When the Honor Council reaches a decision of “guilty,” the penalty, representing the majority opinion of the Honor Council, shall be sent to the dean of the School of The recommended penalties should conform to the severity of offenses and may include expulsion from the School of Medicine, and may also include lesser penalties such as failure of a course, or suspension for a designated period of time.

School of Medicine

Article VIII—Publicity

1. Each new student entering the School of Medicine will be informed by the Honor Council as to the functions of the Honor System and his or her obligations to the Honor. Each student will be provided a copy of the Constitution and Bylaws of the Honor System and the Honor Code.
2. At the commencement of each academic year, all students shall reaffirm their commitment to the honor system by signing the Honor Code.
3. Names of the members of the Honor Council will be made known to all students upon commencement of each academic year. The Honor Council members will be accessible to any student to address concerns or questions regarding protocol, violations, or other Honor Council issues.

Article IX—Miscellaneous

In case a student withdraws from the School after a charge has been made against him or her and before the hearing, the Honor Council shall record the facts and the accused shall not be allowed to re-enter until he or she has had a hearing before the Honor Council.

Article X—Amendments

Amendments to this Constitution shall require for their adoption the approval of a majority of the total membership of the Honor Council and ratification by a majority of the voting student body. These amendments must be approved by the dean of the School of Medicine and the faculty adviser before becoming final.

Bylaws

Article I—Reporting an Incident

1. If a student or an instructor has reason to believe that a breach of the Honor Code has been committed, he/she must, within seven class days, report the incident in signed written form in one of the following ways:
 1. Directly to one or both of the co-chairs of the Honor Council, or
 2. By way of the faculty adviser who will notify the co-chairs of the Honor Council, or
 3. To any member of the Honor Council, who will report directly and only to either the co-chairs or the faculty adviser.
2. Failure to take action on an incident is a breach of the Honor Code. Students are required to report in writing any suspected violations of the Honor Code.
3. Once an incident is reported, it shall be the responsibility of the Honor Council, not the student or instructor, to investigate the incident and determine the next course of action. The student or instructor who reports a violation is charged with maintaining confidence of his or her accusation; the accused is also required to maintain the confidence of the accusation and the Such confidence can be broken only as required in response to law enforcement agencies and to assure access to appropriate advice.
4. Perjury before the dean or any Honor Council member regarding the reporting of or investigation into an incident is a breach of the Honor Code and is subject to punishment.
5. Once an incident has been reported, the co-chairs and the faculty adviser will meet to discuss the The co-chairs shall appoint a committee of two members from the Honor Council to investigate the case and report their findings to the faculty adviser and the co-chairs. These two members shall be ineligible to vote in the event the Honor Council is convened. At the conclusion of the investigation, the co-chairs and faculty adviser will then decide whether to convene the Honor Council. If the decision is made to convene the Honor Council, the student in question will be notified that he/she has been formally accused of a violation of the Honor Code. The Honor Council should be convened within ten class days from the initial reporting of the incident. Both the accuser and the accused will be notified of the nature of the charge as well as the time and place of the assembly of the Honor Council.
6. Once the Honor Council is assembled, the accusation will be presented by the co-chairs, and a hearing will be held by the Honor Council.
7. A student who reports his or her own Honor Code violation will be given consideration for his or her initiative in self-reporting the transgression. The co-chairs, with advice of the faculty adviser, will decide if an investigation is warranted.

Article II—Penalties

1. Penalties given to those declared “guilty” will be recommended by the Honor Council and enforced by the dean of the School of Medicine as he/she sees fit. The final decision and penalty will be reported by the dean to the student involved, to the reporting individual, and to the Honor Council.
2. Penalties may range from the minimum of failure of the assignment to the maximum of expulsion from Vanderbilt University School of Medicine.

School of Medicine

3. If the violation was committed under extenuating circumstances, the Honor Council may, by a majority vote, recommend a suspension of the sentence. However, suspension of the sentence shall in no way alter the findings of “guilt” under the Code.

Article III—Appeals

Appeals to any final actions that result from Honor Council hearings can be made with a petition to the Vanderbilt University Appellate Review Board as follows:

1. The appeal petition must be in writing.
2. It must specify the grounds for appeal.
3. It must be filed within seven class days of the original notification of the verdict or within two weeks if school is not in session for seven days following the notification.

Article IV—Summer Honor Council

1. The Summer Council will have official functions from the day following university Commencement exercises until the day class registration begins for the fall semester.
2. In the event that a designated member will not be in Nashville during the summer, the respective program representative should appoint a member of his/her class who will be in Nashville, to be approved by the Honor Council.
3. In the event that both co-chairs will not be in Nashville during the summer, then the faculty adviser should recommend a chair from the members of the Honor Council, subject to Honor Council approval.

Standard of Behavior for Interactions with Vanderbilt University School of Medicine Students

Standard of Behavior for Interactions with Vanderbilt University School of Medicine Students¹

Statement of Standards

All faculty and staff involved with educating Vanderbilt University School of Medicine students are held to high standards of professionalism and patient care. The learning environment is expected to facilitate students’ acquisition of the professional and collegial attitudes necessary for effective, caring, and compassionate health care. The development and nurturing of these attitudes requires mutual respect between teachers (including faculty, residents, and staff) and students, and between each student and his or her fellow students.² Mutual respect between student and teacher, and between fellow students, may be expressed in many ways but all interactions shall include honesty, fairness, and evenhanded treatment. Behavior that is inimical to the development of mutual respect shall be prohibited. Such behavior may include but is not limited to:

- Harassment of a sexual nature;
- Discrimination or harassment based on race, sex, religion, color, national or ethnic origin, age, disability, military service, sexual orientation, or gender identity.
- Grading, promoting, or otherwise evaluating any student on any basis other than that student’s performance or merit.

¹ All Vanderbilt University policies concerning VUSM student interactions with faculty and staff as set forth in the Vanderbilt University Student Handbook, the Faculty Manual, and any other Vanderbilt University publication remain in full force and effect.

² By their express terms, these Standards apply only to interactions which involve one or more students; however, it is hoped that these Standards serve as a guide to all members of the Vanderbilt University School of Medicine community, in all workplace interactions. The reporting procedure outlined herein shall apply only to allegations of the violation of these Standards in interactions involving VUSM student(s).

Comments

The following delineates more clearly the behavior enumerated above that may be inimical to the development of mutual respect between students and teacher, and between fellow students. For purposes of these Comments, the term “person” shall refer to a student in interactions between fellow students or, in student-teacher interactions, to the student or teacher, as appropriate.

School of Medicine

- Harassment of a sexual nature may include:
 - Denying the opportunity for training or rewards because of a student's gender;
 - Requesting sexual favors in exchange for grades or other awards;
 - Making unwanted sexual advances;
 - Unreasonable and inappropriate sexual or sexist conduct directed towards any person;
 - Displaying in an unreasonable and inappropriate manner sexually suggestive or pornographic materials; or
 - Grading or evaluating a student based upon gender rather than performance or merit.
- Discrimination and harassment may include:
 - Denying the opportunity for training or rewards because of a student's age, race, religious affiliation, gender, or any other attribute of the student other than merit or performance;
 - Unreasonable and inappropriate conduct directed towards any person which is intended to insult or stigmatize that person;
 - Exclusion of a student from any usual and reasonable expected educational opportunity for any reason other than as a reasonable response to that student's performance or merit;
 - Requiring a student to perform personal services such as shopping or babysitting;
 - Showing favoritism among students based upon any attribute of the student(s) other than performance or merit and thereby reducing educational opportunities available to the nonfavored student(s);
 - Grading or evaluating a student based upon any attribute of a student other than that student's performance or merit;
 - Any physical mistreatment, such as hitting, slapping or kicking, or threatening such physical mistreatment; or
 - Requiring a student to perform menial tasks with the intent to humiliate the student.

Any perceived violation of these Standards of Behavior ("Standards") should be reported in accordance with the following procedure. Violations of these Standards may subject the offender to disciplinary action. These Standards may be amended at any time by the Executive Faculty. The Standards Committee shall be composed of such members as the dean shall appoint from time to time. In cases where there is a potential conflict between the Standards and university policy, university policy prevails.

Reporting Procedure

When a student feels that he or she has been mistreated, the student is encouraged to report the incident to university and/or medical school officials through a variety of reporting mechanisms (these include RISE, Veritas, Origami, trained faculty members, and the Vanderbilt University Title IX office). Students are provided information about resources for such reports during orientation. When the mistreatment involves an allegation of discrimination and/or harassment, including sexual misconduct and/or intimate partner violence, Vanderbilt University faculty and staff members must report the incident to the Vanderbilt University Title IX office. If there is a report of sexual misconduct and/or intimate partner violence involving a student, the Sexual Misconduct and Intimate Partner Violence Policy, which can be found in the *Vanderbilt University Student Handbook* (vanderbilt.edu/student_handbook/sexual-misconduct), applies to all Vanderbilt students, including students in the School of Medicine. Please consult that policy for more information.

The Standards of Behavior for Interactions with Students in the Vanderbilt University School of Medicine policy was reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

VUSM Compact Between Teachers and Learners in VUSM Programs

Preamble

As a community of teachers and learners, we acknowledge the fundamental importance of our professional values in creating and maintaining an environment that promotes the highest standard of learning and the highest quality of research, service and patient care. The following principles characterize this environment and guide us in making daily decisions: Respect, Service, Integrity, Accountability, Scholarship, and Compassion. Recognizing that in an academic community we are teachers and learners simultaneously, we make the following commitments with the understanding that each applies to all of us, regardless of our status, whether faculty, resident, clinical staff, or student.

Commitments of Teachers

School of Medicine

- We will respect students, colleagues, staff and patients as individuals.‡
- We will strive to provide the highest quality instruction, by preparing adequately for all teaching sessions, using evidence-based content, arriving on time, and admitting any gaps in We will strive for continuous improvement in our teaching efforts by responding to feedback and evaluation.
- We will demonstrate respect for our learners by turning off cell phones and silencing pagers during sessions we teach, unless they are required for service responsibilities.
- We will clearly express learning objectives for all courses and teaching sessions, and understand how these promote the learning objectives of the school. We will clearly define any specific academic and behavioral expectations for our classes.
- We will be aware of institutional and national policies, such as duty hours, and make sure that our expectations are consistent with those policies.
- We will assign tasks that are appropriate for the stage of learning, level of responsibility, and status as If an assigned clinical task conflicts with the personal ethics of a learner, we will discuss this with the learner and attempt to resolve the conflict in a manner that respects the learner while placing priority on the interests and well-being of the patient. We will seek not to require our learners to take actions inconsistent with their personal values.
- We will recognize the responsibilities implicit in our roles as mentors and coaches, and in the spirit of cultivating excellence in our learners, provide timely and constructive feedback.
- We will recognize our status as role models, and in our interactions with patients, staff, students, and colleagues, we will exhibit the same standard of professional behavior that we expect from others.
- We acknowledge that the teacher-learner relationship is a model for the clinician-patient relationship, and will strive to know our students as individuals, answer their correspondences promptly, exercise concern for their well-being, and treat them with compassion.
- We will respect the intellectual property of others and will use online resources, such as VSTAR and Brightspace, in a manner that is consistent with that respect.
- We will demonstrate honesty and integrity in all academic endeavors, including examinations, research efforts, and patient care entries.
- We will strive to create a culture of This culture includes evaluation for disclosure, event analysis, and process change when a safety concern is identified.

Commitments of Learners

- We will respect students, colleagues, staff, and patients as individuals‡
- We will strive for excellence in attaining the knowledge, attitudes, and skills needed for the highest standards of practice.
- We will attend all learning sessions designated as required by our programs' We will demonstrate respect towards teachers and peers by arriving on time, turning off cell phones, silencing pagers, and complying with other specific expectations defined by the faculty.
- We will wear appropriate attire. In the classroom setting, our attire should not cause distraction. In practice settings, it should comply with the standards published by the institution.* We will adhere to any additional attire requirements of our programs and courses.
- We will work effectively in teams, respecting the contributions of all members, assuming a fair share of responsibility, and performing leadership tasks with a sense of service to others.
- In practice settings we will acknowledge and seek help if assigned a task that is beyond our level of If an assigned task conflicts with personal ethics, we will discuss this with the supervising faculty or staff member and strive to reach a resolution that places priority on the interests of the patient.
- We will recognize our obligations as a collegial community, sharing knowledge and assisting peers in their quest to achieve professional and personal goals. We will assist our colleagues in distress.
- We will establish the habit of critical reflection, acknowledge gaps in our knowledge, recognize our limitations, and strive for constant self-improvement.
- We will respect the intellectual property of others and will use online resources, such as VSTAR and Brightspace, in a manner that is consistent with that respect.
- We will demonstrate honesty and integrity in all academic endeavors, including examinations, research efforts and patient care entries.
- We will strive to create a culture of safety. We will accept responsibility for errors and near-errors by disclosing them, analyzing them and implementing changes that would prevent similar events in the future.
- In the spirit of continuous quality improvement, we will accept the responsibility of constructive evaluation of our courses and teachers.

Acknowledgements

This document draws heavily from the following sources:

1. Association of American Medical Colleges, Compact Between Teachers and Learners of Medicine.
2. National Board of Medical Examiners, Center for Innovation, The Behaviors of Professionalism.

School of Medicine

3. ABIM Foundation, ACP-ASIM Foundation, and European Federation of Internal Medicine, Medical Professionalism in the New Millennium: A Physician Charter, *Annals of Internal Medicine*, 136:3, 243-6, 2002.

†Vanderbilt University's nondiscrimination statement may be found at [VU Nondiscrimination Statement](#)

**Vanderbilt University Medical Center dress code may be found at vanderbi.lt/vumcdresscodef.*

The VUSM Compact Between Teachers and Learners in VUSM Programs policy was reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Faculty/Educator Roles

Policy on Multiple Roles

Many VUSM faculty members hold multiple roles in our education program, and we believe that our students benefit from rich relationships with various supportive faculty members. However, faculty members engaged in multiple educational roles can face competing demands, which may directly or indirectly affect (or have the appearance of affecting) an individual's professional judgment in exercising any educator duties and responsibilities.

Of particular concern to students is the intersection of roles involving advising students regarding personal or academic struggles with roles in assessment of student performance or assigning grades. Because not all conflicts can be eliminated, it is necessary to establish a plan for managing and minimizing conflict.

Conflict management typically involves ensuring that any individual in an advising role does not serve as the sole assessor of students in any required course. During the academic year, when individuals are proposed for new roles, assignments are reviewed for potential conflicts. Conflict management plans are created by faculty members involved and are reviewed and maintained by the associate dean for undergraduate medical education (M.D. program) and program director (other VUSM degree programs).

Policy on VUSM Faculty Supervising Family

It is the policy of Vanderbilt School of Medicine that students may not be supervised or graded by a parent or family member.

Policy on VUSM Educators Providing Student Health Care

Vanderbilt University Medical Center physicians occasionally provide clinical care for Vanderbilt students. Some of these faculty members also teach and assess students in the classroom or clinical setting. Should a situation arise in which a Vanderbilt faculty member finds himself/herself in a dual role as care provider and as a teacher/assessor of a Vanderbilt student, he/she must recuse himself/herself from either the teacher/assessor role or the care provider role. Examples of such situations include faculty serving as small group leaders in a course, or as team leaders for clinical learning experiences. Furthermore, if a Vanderbilt faculty member serves as a course or clinical learning experience director, placing him/her in a teacher/assessor role with students in a degree program, he/she should not accept as patients any students in that program.

In order to ensure sufficient sensitivity to the privacy of medical students' electronic health records, their records are equipped with an additional reminder to physicians and other providers regarding the sensitivity of their health records.

When a student has a pre-existing therapeutic relationship as a patient of a faculty member who directs a course or clerkship, the patient-provider relationship should not be disrupted. In these situations, the faculty member must discuss the situation with the student and arrange for an alternative means of assessment in the course or clinical experience.

This arrangement would likely involve identifying a different faculty member to provide the assessment in the course or clinical experience. This policy serves to secure and protect the integrity of the learning environment at the School of Medicine. For questions regarding the implementation of this policy, please contact the senior associate dean for health sciences education.

The Faculty/Educator Roles policy was reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Expectations for Conduct Regarding Examinations and Work Submitted for Academic Credit

Faculty and Students' Responsibilities

1. In order to create and maintain an academic environment that promotes the highest professional standards, it is important to be transparent in the expectations of all students regarding conduct in examination settings and regarding all work submitted for academic credit. As stated in the Vanderbilt School of Medicine Honor Code, "By demanding great responsibility, the Honor System fosters an environment of freedom and trust that benefits the entire Medical School." It is the responsibility of the faculty and staff to help protect the trusting environment created when the students agree to and sign the Honor Code pledge.
2. Students are expected to adhere to the VUSM Compact Between Teachers and Learners in VUSM Programs in all courses. In order to facilitate transparency of expectations, students are apprised of any course-specific expectations on the first day of class or during the first week that a course meets.
3. Appropriate attribution is expected for all work submitted for credit and in all entries to the electronic health record. Students must use proper citation practices and are expected to be aware of appropriate mechanisms to avoid plagiarism. Faculty clarify if an assignment may be collaborative.
4. It is the student's responsibility to be aware of and to adhere to the published guidelines for each course.
5. Incidents going before the Honor Council may be separately incorporated into the competency domain assessment and promotion committee review process as appropriate.

The Expectations for Conduct Regarding Examinations and Work Submitted for Academic Credit policy was reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Academic Calendar

School of Medicine Calendar 2021/2022*

FALL SEMESTER 2021

Classes/clinicals begin for 3rd- and 4th-year M.D. students / Tuesday 6 July

Classes continue for 2nd-year M.D. students / Thursday 1 July

Orientation for 1st-year M.D. students / Wednesday 14 July–Friday 16 July

Classes begin for 1st-year M.D. students / Monday 19 July

Fall semester begins for M.G.C. and M.S.C.I. programs / Monday 16 August

Fall semester begins for all other master's and doctoral programs (other than M.D.) / Wednesday 25 August

Labor Day—No classes or clinical activities for M.D. FMK and FCC phase students only. All other M.D. students and other master's and doctoral degree programs have usual classes and clinical activities / Monday 6 September

Fall break for most master's and doctoral programs (other than M.D.) / Thursday 14 October–Sunday 17 October

Wellness Days for 1st-year M.D. students / Saturday 16 October–Tuesday 19 October

Thanksgiving holiday for master's and doctoral programs (other than M.D.) / Saturday 20 November–Sunday 28 November

Thanksgiving holiday for all M.D. students / Thursday 25 November–Sunday 28 November

Fall classes end for most master's and doctoral programs (other than M.D.) / Friday 10 December

Final exams end for most master's and doctoral programs (other than M.D.) / Friday 17 December

Classes/clinicals end for all M.D. students / Friday 17 December

VUSM Administrative offices closed / Friday 24 December 2021–Monday 3 January 2022

SPRING SEMESTER 2022

School of Medicine

Classes begin for all M.D. students / Monday 3 January

Spring semester begins for most master's and doctoral programs (other than M.D.) / Monday 10 January

Martin Luther King Jr. Day—No class or clinical activities / Monday 17 January

Spring break for master's and doctoral programs (other than M.D.) / TBA

Spring break for 1st- and 2nd-year M.D. students / Saturday 23 April–Sunday 1 May

Spring classes end for master's and doctoral programs (other than M.D.) / Monday 25 April

Class/clinical ends for 4th-year M.D. students / Friday 29 April

Final exams end for most master's and doctoral programs (other than M.D.) / Thursday 5 May

Commencement / Friday 13 May

SUMMER SESSION 2022

May session begins for master's and doctoral programs (other than M.D.) / Monday 9 May

Memorial Day—No class or clinical activities / Monday 30 May

May session ends for master's and doctoral programs (other than M.D.) / Friday 3 June

Full summer session begins for master's and doctoral programs (other than M.D.) / Tuesday 7 June

Summer break for 1st-year M.D. students (Tentative) / Saturday 23 July–Sunday 21 August

Full summer session ends for master's and doctoral programs (other than M.D.) / Friday 12 August

*All dates are subject to change

VUSM Tuition, Fees, and Financial Assistance

School of Medicine

University and School of Medicine Policies

Tuition and fees are set annually by the Vanderbilt University Board of Trust and are subject to review and change without notice.

Tuition and Fees

Tuition and fee amounts for each program are listed in the corresponding program section of this catalog. Tuition, fees, and all other university charges incurred prior to or at registration are due and payment must be received by August 31 for the fall semester and December 31 for the spring semester (January 31 for the M.D. program). If courses are added *after* the initial billing period, it is the student's responsibility to contact the VU Office of Student Accounts for due dates and amounts related to tuition in order to avoid any holds and/or late payment penalties. All other charges incurred after classes begin are due and payment must be received in full by the last business day of the month in which they are billed to the student. Additional information can be found at vanderbilt.edu/stuaccts.

Refund of Tuition

Students who withdraw officially or who are dismissed from the University for any reason, after the beginning of a term, may be entitled to a partial refund in accordance with University policy, published on the Office of Student Accounts website at vanderbilt.edu/stuaccts/graduate/withdrawal-schedule.php. No refund is made after the date indicated in the University withdrawal schedule published on the VU Office of Student Accounts website. Because MD students have a full-year enrollment term but are assessed tuition in two equal parts (July and January), the published schedule applies to attendance after the July 1 and January 1 assessments.

Late Payment of Tuition and Fees

All charges not paid by the specified due dates may be assessed a late payment fee of \$1.50 on each \$100 owed (minimum late fee of \$5). No transcript (official or unofficial) will be issued for a student who has an outstanding balance. Diplomas of graduating students will not be released until all indebtedness to the university is cleared.

Financial Clearance

Students may not be allowed to register for any term if they have outstanding unpaid balances for any previous term. No transcript, official or unofficial, is issued for a student who has an outstanding balance until the account has been paid. Diplomas of graduating students may be withheld until all bills are paid.

International students must provide documentation of having funds sufficient to meet all tuition, mandatory fees, and living expenses for the anticipated period of enrollment before a visa is issued. More information is available through the VU Office of International Student and Scholar Services.

Tuition Billing for Dual Degree Students

Students pursuing two degree programs are typically classified as being enrolled in only one degree program each semester. Tuition and fees are charged each term based on the degree program in which they are enrolled that semester.

Costs and Fees

Costs and Fees

2021/2022

The following costs are included with tuition: Professional liability insurance, student long-term disability insurance (M.D. students only), VUSM student health costs, and verifications.

The following university fees are assessed individually and separate from tuition:

School of Medicine

Student Services fee (M.D. -- Annual Fee)	\$658
Student Services fee (Other VUSM programs -- Fall/Spring semesters combined)	\$562
Student services fee (Other VUSM programs -- Summer)	\$96
Student health fee (M.D. -- Annual Fee)	\$798
Student health fee (Other VUSM programs - Fall/Spring semesters combined)	\$696
Student health fee (Other VUSM programs - Summer)	\$102
Student health insurance (All programs)	\$3,515
Transcript fee (One time only; all programs)	\$100

Student Services Fee

The university-required student services fee entitles students to use the facilities of Sarratt Student Center and the David Williams II Student Recreation and Wellness Center. The fee also covers admission to certain social and cultural events and subscriptions to certain campus publications. Specific information on this fee is published annually in [Vanderbilt University Student Handbook](#). By payment of an additional fee, students and their spouses may use their identification cards for admission to athletic events.

Professional Liability Insurance

School of Medicine students enrolled in programs that require clinical/patient care responsibilities are automatically covered with professional liability insurance, required of all enrolled students, at the time of registration. Details of the policy are available through the university student insurance office, and students are encouraged to familiarize themselves with these details and with their responsibilities in this regard.

Students are covered when they are completing required and elective learning activities related to their courses of study at the Vanderbilt-affiliated hospitals (e.g., Vanderbilt University Medical Center or Nashville Veterans Administration Hospital) or elsewhere as a “visiting student,” providing that (1) the clerkship or other educational experience has prior approval from the School of Medicine as course work for credit, (2) the activities within this experience are consonant with the student’s level of training and experience and are performed under the supervision of appropriate faculty and/or staff, and (3) an academic/clinical affiliation agreement has been executed by both Vanderbilt University and the host institution.

Long-Term Disability Insurance

M.D. students are automatically covered with long-term disability insurance, required of all enrolled medical students, at the time of registration. Details of the policy can be found at medschool.vanderbilt.edu/md-gateway/insurance/.

Student Health Insurance

All degree-seeking students registered at Vanderbilt for four (4) or more hours, or who are actively enrolled in research courses (including, but not limited to dissertation or thesis courses), are required to have adequate health insurance coverage. The University offers a sickness and accident insurance plan through Academic Health Plans that is designed to provide hospital, surgical, and major medical benefits. Students are automatically enrolled in and billed for the University-endorsed policy unless they complete an online waiver by the applicable deadline. Additional information is available at <https://vanderbilt.myahpcare.com/>.

Student Health Fee

This university-required fee provides enhanced support for VU areas serving the health needs of VU students, including the University Counseling Center, the Office of Student Health and the Office of Student Care Coordination.

Transcript Fee

All students entering Vanderbilt for the first time are charged a one-time transcript fee for official university transcripts, usually in the first semester of enrollment.

School of Medicine

Verification Costs

Verification costs cover all required verification processes including criminal background checks and drug screens.

VUSM Student Health Costs

VUSM student health costs are included in tuition and cover required immunizations and health screening tests.

Financial Assistance

Approved educational expenses may be met with funds from a combination of sources, including scholarships (from VU and non-VU sources) and student loans. Federal Direct Unsubsidized Loans and Federal Direct Graduate PLUS loans are two federal government loan programs that furnish a significant amount of support to VUSM students.

Private loans are also available to international students. Additional information and applications for financial aid are online at medschool.vanderbilt.edu/financial-aid/. Applicants desiring more specific information about financial aid resources should contact the School of Medicine Office of Student Financial Aid. (medschool.vanderbilt.edu/financial-aid/)

Federal Financial Aid Satisfactory Academic Progress

Federal Satisfactory Academic Progress standards (SAP) used to determine eligibility for federal student aid are separate from academic policies that the School of Medicine may require for degree completion. Students must be meeting SAP standards, as defined by the Office of Student Financial Aid and Scholarships, to remain eligible for federal Title IV student aid. The SAP policies for the School of Medicine are available at medschool.vanderbilt.edu/financial-aid/.

Financial Assistance for Dual Degree Students

Students pursuing two degree programs are typically classified as being enrolled in only one degree program each semester. Any scholarship funds awarded would be on the basis of the degree program in which the student was enrolled in a given term. Students do not receive scholarship funds for one degree program while enrolled in another VU degree program.

Degree Programs

Doctor of Medicine

[Program Overview](#)

[Accreditation](#)

[Contact Information](#)

[Committees](#)

[Facilities](#)

[Admission](#)

[Doctor of Medicine Requirements for Entrance](#)

[Technical Standards for the Doctor of Medicine](#)

[Application Policy and Procedure for Admission to the Doctor of Medicine Program](#)

[Visiting Student Policy](#)

[Tuition, Fees, and Financial Aid](#)

[Special Programs](#)

[Medical Scientist Training Program](#)

School of Medicine

[Medical Innovators Development Program](#)

[Oral and Maxillofacial Surgery](#)

[Program Policies and Procedures](#)

[Assessment System](#)

[Assignments of Students to Clinical Sites](#)

[Attendance and Leave Policies](#)

[Program Attendance Policy](#)

[Clinical Time Requirements](#)

[Student Work Policy](#)

[Leave of Absence](#)

[Clinical Supervision of Students](#)

[Competencies for Learners Across the Continuum](#)

[Curriculum Requirements](#)

[Degree Requirements](#)

[Faculty Support and Advising Roles](#)

[Program Evaluation](#)

[Progress and Promotion](#)

[Portfolio Reviews](#)

[Promotion Committee Process](#)

[Medical Student Performance Evaluation](#)

[Residents as Teachers](#)

[Student Support and Advising](#)

[Transportation](#)

[Graduate Certificate Programs](#)

[Dual Degrees](#)

[Honors and Awards](#)

Hearing and Speech Sciences Education

[Doctor of Audiology](#)

[Master of Education of the Deaf](#)

[Master of Science \(Speech-Language Pathology\)](#)

Medical Physics Education

[Professional Doctorate in Medical Physics](#)

[Master of Science in Medical Physics](#)

Master of Genetic Counseling

[Program Overview](#)

[Contact Information](#)

[Accreditation](#)

[Admission](#)

[Tuition, Fees, and Cost of Attendance](#)

[Academic Policy](#)

[Other Program Policy and Procedure](#)

Master of Public Health

[Program Overview](#)

[Contact Information](#)

[Accreditation](#)

[Admission](#)

[Tuition, Fees, and Cost of Attendance](#)

[Academic Policy](#)

[Other Program Policy and Procedure](#)

[Dual Degrees](#)

Master of Science (Applied Clinical Informatics)

[Program Overview](#)

[Contact Information](#)

[Admission](#)

[Tuition, Fees, and Cost of Attendance](#)

[Academic Policy](#)

[Other Program Policy and Procedure](#)

Master of Science in Clinical Investigation

[Program Overview](#)

[Contact Information](#)

[Admission](#)

[Tuition, Fees, and Cost of Attendance](#)

[Academic Policy](#)

[Other Program Policy and Procedure](#)

Vanderbilt University School of Medicine Policy

Admission to the School of Medicine

[VUSM Technical Standards](#)

[VUSM Requirement for Baccalaureate Degree](#)

[VUSM Requirement for Background Investigation](#)

[VUSM School Policy on Language Proficiency](#)

[VUSM School Policy on International Students](#)

[VUSM School Policy on Transfer Students](#)

[VUSM School Policy on Visiting Students](#)

The Admission to School of Medicine Programs policies were reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Academic Policies for All School of Medicine Programs

[VUSM Degree Requirements](#)

[VUSM Enrollment, Course Registration, and Student Status](#)

[VUSM Attendance](#)

[VUSM Student Work/Extracurricular Activities](#)

[VUSM Transportation](#)

[VUSM Student Assessment and Grading](#)

[VUSM Student Progress and Promotion](#)

[VUSM Program Evaluation](#)

[VUSM Student Compliance Requirements](#)

[VUSM Disclosure of Offenses Post-Background Check Completion](#)

[VUSM Student Contact Information](#)

[VUSM Commencement](#)

The Academic Policies for All School of Medicine Programs were reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Courses by Program

This listing describes coursework offered by The School of Medicine toward the following degree programs: Doctor of Medicine, Doctor of Audiology, Doctor of Medical Physics, Master of Education of the Deaf, Master of Genetic Counseling, Master of Science (Speech-Language Pathology), Master of Science in Medical Physics, Master of Science in Clinical Investigation, Master of Public Health, and Master of Science (Applied Clinical Informatics). Courses in the School of Medicine are offered in semester, modular, and year-long formats. Courses leading to the M.D. do not carry credit hours; other programs use the traditional credit hour designation. The university reserves the right to change the arrangement or content of courses, to change texts and other materials used, or to cancel any course on the basis of insufficient enrollment or for any other reason.

School of Medicine

DOCTOR OF MEDICINE

[Anesthesiology](#)

[Dermatology](#)

[Emergency Medicine](#)

[Family Medicine](#)

[Global Health](#)

[Interdisciplinary Studies](#)

[Medical Education and Administration](#)

[Medicine](#)

[Neurology](#)

[Obstetrics and Gynecology](#)

[Ophthalmology and Visual Sciences](#)

[Oral & Maxillofacial Surgery](#)

[Orthopaedic Surgery and Rehabilitation](#)

[Otolaryngology](#)

[Pathology](#)

[Pediatrics](#)

[Physical Medicine and Rehabilitation](#)

[Psychiatry](#)

[Radiation Oncology](#)

[Radiology](#)

[Surgery](#)

[Urologic Surgery](#)

DOCTOR OF AUDIOLOGY

[Audiology](#)

MASTER OF EDUCATION OF THE DEAF

[Education of the Deaf](#)

MASTER OF SCIENCE (Speech-Language Pathology)

[Speech Language Pathology](#)

DOCTOR OF MEDICAL PHYSICS & MASTER OF SCIENCE IN MEDICAL PHYSICS

[Diagnostic Radiology](#)

[Therapeutic Radiology](#)

MASTER OF GENETIC COUNSELING

[Genetic Counseling](#)

MASTER OF PUBLIC HEALTH

[Public Health](#)

MASTER OF SCIENCE (Applied Clinical Informatics)

[Applied Clinical Informatics](#)

MASTER OF SCIENCE IN CLINICAL INVESTIGATION

[Clinical Investigation](#)

Campus Resources

Catalog Search

About the School

The Vanderbilt University School of Medicine administers degree and graduate certificate programs that provide students with the knowledge, skills, and attitudes they need to practice safe, effective, ethical, evidence-based, and patient-centered health care in the twenty-first century, and to contribute to the knowledge base supporting it.

Mission of the School of Medicine

The school's mission includes the education of physicians at all levels of their professional experience: medical school; postgraduate education, including basic science and clinical training; and continuing education and professional development for the practicing physician. In addition several master's level and two additional doctoral degrees in health care professions are offered.

Faculty members teach the practice of exemplary patient care at all levels; model programs of health care delivery, at primary, secondary, and tertiary levels; and fulfill the school's responsibility for community service.

In addition to teaching, members of the medical school faculty have a complementary responsibility to generate new knowledge through research. At Vanderbilt, research encompasses basic scientific questions, issues in clinical care, questions related to the health care system, and scholarship in the medical education process itself. Vanderbilt is recognized as one of the leaders in research among medical schools in the United States.

Vision of the School of Medicine

The vision of Vanderbilt University School of Medicine is to shape a future in which all persons reach their full health potential.

The core values of Vanderbilt University School of Medicine are integrity, inclusion, humility, equity, mutual respect, and excellence.

The mission of Vanderbilt University School of Medicine is to catalyze the advancement of impactful discovery, servant leadership, and lifelong learning.

In order to carry out this mission, we make these strategic commitments:

- To nurture the growth of clinicians, scientists, and educators who will serve and lead their local, national and global communities.
- To create, implement, and disseminate new knowledge that expands understanding of health, disease, and health care systems.
- To teach, learn, and provide compassionate, personalized caring of the highest quality for every patient who seeks our service and to strive to achieve health equity in the populations we serve.
- To embrace a culture of lifelong learning, critical thinking, and innovation so that we continuously improve in all we do.
- To build a diverse community of faculty, staff, and students that expands the richness of our learning environment and enhances excellence in all of our endeavors.
- To cultivate a caring atmosphere and workforce that seeks to eliminate structural racism, promote justice, and establish equity in all endeavors.

The Vanderbilt University School of Medicine Vision and Mission of the School statement was reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 16, 2021.

History of the School

School of Medicine

The first diplomas issued by Vanderbilt University were to sixty-one doctors of medicine in February of 1875, thanks to an arrangement that recognized the University of Nashville's medical school as serving both institutions. Thus, Vanderbilt embraced a fully-organized and functioning medical school even before its own campus was ready for classes in October of that year.

The arrangement continued for twenty more years, until the school was reorganized under control of the Board of Trust. In the early days, the School of Medicine was owned and operated as a private property of the practicing physicians who composed the faculty and received the fees paid by students—a system typical of medical education in the United States at the time. Vanderbilt made no financial contribution to the school's support and exercised no control over admission requirements, the curriculum, or standards for graduation. After reorganization under the Vanderbilt Board in 1895, admission requirements were raised, the course was lengthened, and the system of instruction was changed to include laboratory work in the basic sciences.

The famous report of Abraham Flexner, published by the Carnegie Foundation in 1910 and afterward credited with revolutionizing medical education in America, singled out Vanderbilt as "the institution to which the responsibility for medical education in Tennessee should just now be left." Large grants from Andrew Carnegie and his foundation, and from the Rockefeller-financed General Education Board, enabled Vanderbilt to carry out the recommendations of the Flexner Report. (These two philanthropies, with the addition of the Ford Foundation in recent years, have contributed altogether more than \$20,000,000 to the School of Medicine since 1911.) The reorganized school drew upon the best-trained scientists and teachers in the nation for its faculty. The full benefits of reorganization were realized in 1925 when the school moved from the old South Campus across town to the main campus, thus integrating instruction in the medical sciences with the rest of the university. The school's new quarters were called "the best arranged combination school and hospital to be found in the United States."

In 1977, the School of Medicine moved to the newly completed Rudolph A. Light Hall, which served as the home for School of Medicine educational and administrative activities for 41 years. The seven-story structure, with its 209,000 square feet of space, offered the latest in laboratory equipment, audio-visual, and multi-purpose classroom space. Thousands of VUSM students, faculty and staff have considered Light Hall the home of the School of Medicine, given that it has served as such for the longest single period of the school's history.

Beginning in 1996, several new degree programs became a part of the School of Medicine. These programs span a wide array of health-related fields, including public health (1996), clinical investigation (2000), audiology (2002), medical physics (2002), laboratory investigation (2004-2020), education of the deaf (2006), speech-language pathology (2007), health professions education (2010-2016), applied clinical informatics (2015), and genetic counseling (2017).

Until April 2016, Vanderbilt University owned and operated several hospitals and clinics collectively known as Vanderbilt University Medical Center, including Vanderbilt University Hospital, Vanderbilt Psychiatric Hospital, and Monroe Carell Jr. Children's Hospital at Vanderbilt, and their associated clinics. Effective April 30, 2016, Vanderbilt University conveyed the clinical assets used in the operation of Vanderbilt University Medical Center to a newly formed, not-for-profit, tax-exempt corporation, which is similarly named Vanderbilt University Medical Center.

Vanderbilt University Medical Center now operates independently of Vanderbilt University. It is clinically and academically affiliated with Vanderbilt University.

In summer 2018, the primary location for Vanderbilt University School of Medicine administrative offices—as well as the classrooms, student lounge, and first-year student lockers for the M.D. program—moved from Light Hall to the Annette and Irwin Eskind Family Biomedical Library and Learning Center (EBL). This new home for the School of Medicine, occupying the second, third, and fourth floors of the EBL, provides a state-of-the-art learning environment, with versatile physical spaces and innovative technology; comfortable, modern gathering spaces for both formal and informal activities for students in the M.D. program; and a bright, airy working environment for School of Medicine faculty and staff. At the same time, Light Hall remains an important venue for learning and

School of Medicine

co- curricular activities for multiple VUSM degree and certificate programs.

Doctor of Audiology: Academic Policy: Degree Requirements

Requirements to Earn Degree

All candidates for the Doctor of Audiology must have satisfactorily completed all residency, academic course, and clinical practica requirements of the program.

A minimum of 91 credit hours (including 58 didactic/course work credit hours and 33 clinical practicum/externship credit hours) is required for the Au.D.

Length and Delivery of Program

The candidate for the Au.D. degree generally spends eleven academic semesters completing the program and is expected to be enrolled in the School of Medicine during each fall, spring, and summer semester until completion of the degree.

The normal time frame for completion of required course work for the doctor of audiology degree is four years. If an individual requires additional time due to unusual circumstances (e.g., remediation, personal leave of absence), the degree program may extend the maximum amount of time to complete the degree to five years.

Curriculum and Tracks

The Vanderbilt DHSS offers a specialty track training for Au.D. students in early identification and management of infants and children with hearing loss. Students enrolled in the specialty track will have additional course work and practicum experience that will prepare them to work with infants and children who are deaf or hard of hearing. This interdisciplinary approach to training—by combining some core courses with speech-language pathology, audiology, and deaf education students while continuing separate courses that are specific to their disciplines—is unique to our Vanderbilt program.

There is also specialty track training in the area of vestibular sciences. Students who decide to follow this specialty track will, at graduation, possess specialized skills in the assessment of the peripheral and central vestibular system (i.e., vestibulo-ocular, vestibulo-spinal, and vestibulo-colic reflexes). Additionally, graduates will understand what rehabilitative options are available to patients with either unilateral or bilateral vestibular system impairments. Course work will include three (3) formal courses in vestibular sciences. Specialty track students will have practicum experiences in the Balance Disorders Clinic which assesses approximately 1,400 patients each year. It is our intention for specialty track students to be offered the opportunity to have a concentrated clinical Maymester experience at a clinical site separate from Vanderbilt University. Finally, it will be expected that the capstone project conducted by the specialty track student will be in a vestibular system/balance topic area.

Externship

Au.D. students must complete a fourth-year clinical externship which begins during the summer of the third year and must continue for a minimum of ten months.

Dissertation/Capstone

All Au.D. students must complete a capstone project. The doctoral capstone project comprises 6 credit hours taken in years 2 and 3.

Course List

A full list of program courses is provided in this catalog under [Courses by Program](#).

Doctor of Medicine Admission: Policy on Application for Admission to the Doctor of Medicine Program

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on April 27, 2021 and was published on July 19, 2021.

This policy applies to Vanderbilt University School of Medicine Doctor of Medicine Program

School of Medicine

Application to the Doctor of Medicine Policy

Vanderbilt University School of Medicine participates in the American Medical College Application Service (AMCAS). Applications are received online by AMCAS any time after 1 June and before 1 November preceding the anticipated enrollment date the next year.

The Interview Review Subcommittee evaluates AMCAS, secondary application, and letters of evaluation to decide which applicants are invited for an interview. Interviews are typically conducted at Vanderbilt between September and February. The Admission Committee evaluates the application materials and interview reports to decide which applicants are invited to join the entering class. The Admission Committee makes the final decision on acceptances. Invitations to join the class are typically made in December and February.

Vanderbilt does not participate in the Early Decision Program AMCAS and does not have an Early Assurance Program.

A criminal background check is required after admission to the Doctor of Medicine program and must be received by the school before matriculation.

Application to Dual Degree Programs Policy

Vanderbilt University School of Medicine offers various dual degree programs. Application is made to each program separately, and admission to both programs is required to enter a dual degree program.

Transfer Students Policy

Transfer students are not accepted into the Doctor of Medicine Program at the Vanderbilt University School of Medicine.

Non-degree-seeking Students Policy

Non-degree-seeking students are not allowed to enroll in Doctor of Medicine course work offered by the School of Medicine.

Disclosure of Offenses Post-Criminal Background Check Completion Policy

- A. Current full-time students are required to immediately report to the Associate Dean for Medical Student Affairs (ADMSA) or the Associate Dean for Undergraduate Medical Education (ADUME) any arrest, criminal charge, or conviction occurring after their background checks have been completed.
- B. The report must be within seven calendar days of the occurrence.
- C. Required disclosure also includes, but is not limited to, allegations, investigations, and/or disciplinary action from any licensing board.
- D. Students are also required to report to the ADMSA within seven calendar days of the occurrence any adverse information resulting from subsequent criminal background checks obtained by any organization, even one unaffiliated with Vanderbilt University.

PROCEDURES

Application Procedure for Admission to Medical Innovators Development Program

- A. The Medical Innovators Development Program (MIDP) Leadership Team has the responsibility of reviewing and ranking MIDP applications for presentation to the Admission Committee. The Admission Committee makes the final decision on acceptances to the M.D. Program.
- B. The MIDP admission process is the same as that for the M.D. program except as outlined below:
 - a. *Letters of evaluation*: One letter of evaluation should be from a research mentor or work supervisor who can describe the applicant's potential for and commitment to success as an applied physician-scientist.
 - b. *Essay*: In addition to the three essays submitted through the AMCAS application, MIDP applicants must submit an MIDP-focused essay explaining the reason(s) the applicant is interested in joining

School of Medicine

the Medical Innovators Development Program and how the MIDP program helps the applicant achieve his or her career goals.

- c. *Interview process:* Further screening of secondary applications is done via a virtual interview using live video technology platforms. Successfully screened candidates are then invited to an interview/Design Challenge.

Application Procedure for Admission to Medical Scientist Training Program (M.D./Ph.D.)

- A. Application to the M.D./Ph.D. program is indicated by selecting M.D./Ph.D. degree on the AMCAS application to Vanderbilt University School of Medicine followed by completion of the Medical Scientist Training Program (MSTP) secondary application.
- B. The application is reviewed by the MSTP Admission Subcommittee. Competitive applicants are invited to interview. The Admission Committee makes the final decision on acceptance to the M.D. Program.
- C. Students in the first year of Ph.D. training may also be considered for admission.

Application Procedure for Admission to Oral and Maxillofacial Surgery—Doctor of Medicine Program

- A. Applications are accepted through the American Dental Education Association Postdoctoral Application Support Service (ADEA PASS) (www.adea.org/pass/). Applications are accepted from among only US citizens and US permanent residents.
- B. Applications are due by September 1 each year.
- C. Interview invitations are sent directly to selected candidates for September and October interviews. After interviewing, residents are matched via the Postdoctoral Dental Matching Program (natmatch.com/dentres/). Please see the OMFS admission website for more information on applying, at <https://www.vumc.org/deptoralmaxilsurgery/28484>.
- D. One OMS-MD trainee is admitted annually through the OMS residency selection process. The OMS department recommends the selected candidate to the Admission Committee. The Admission Committee makes the final decision on acceptance to the M.D. Program.

Doctor of Medicine Admission: Requirements for Entrance

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on April 27, 2021 and was published on July 19, 2021.

This policy applies to Vanderbilt University School of Medicine Doctor of Medicine Program

OVERVIEW

The Vanderbilt University School of Medicine Doctor of Medicine program seeks students with a strong background in both science and liberal arts who have their baccalaureate degree from an accredited institution before matriculation. Prospective applicants are encouraged to major in a topic of interest; a major in a non-science course does not affect selection.

POLICY FOR PROSPECTIVE STUDENTS Competency Recommendations

- A. Vanderbilt University School of Medicine (VUSM) recognizes that the undergraduate academic experience of applicants varies greatly. Therefore, we made the decision to move away from specific course requirements to competency recommendations. The expansive and ever-changing landscape of medicine and its practice necessitates that an applicant demonstrate competencies in the natural and life sciences, social sciences, and mathematics. This is based on the American Association of Medical Colleges (AAMC)-Howard Hughes Medical Institute's Scientific Foundations for Future Physicians and the AAMC-Behavioral and Social Science Foundations for Future Physicians.
- B. Competencies can be met through traditional and/or newly established interdisciplinary courses of study in an accredited institution of higher learning. The use of Advanced Placement or other credit is acceptable, but it is strongly encouraged to build stronger competencies through courses taken in college. Although there is no timeframe in which students must meet the competencies, it is recommended that students have recent exposures to most or all of these areas. Mastery of competencies is assessed through use of the AAMC holistic review of application materials including, but not limited to, academic and MCAT performance and letters of evaluation.
- C. Competitive applicants should demonstrate in-depth competency in each of the following areas of study, based on the American Association of Medical Colleges-Howard Hughes Medical Institute's Scientific Foundations for Future Physicians and AAMC-Behavioral and Social Science Foundations for Future Physicians:
 - a. *Biology:* Applicants should demonstrate competence in the understanding of molecular and cellular

School of Medicine

biology, genetics, and how they regulate organ and organismic structure and function.

- b. *Chemistry/Biochemistry*: Applicants should demonstrate competence in the basic principles of chemistry as it pertains to living systems.
 - c. *Mathematics/Statistics and Physics*: Applicants should demonstrate competence in the basic principles of physics and mathematics underlying living systems. Applicants should demonstrate basic competence in statistics or biostatistics.
 - d. *Social Sciences and Communication*: It is imperative that the applicant demonstrate competence in the humanistic understanding of patients. It is required that the applicant speaks, writes, and reads English fluently.
- D. The faculty of the Vanderbilt University School of Medicine recognizes its responsibility to present candidates for the M.D. degree who have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care.

Medical College Admission Test

- A. The Medical College Admission Test (MCAT) is required of all applicants.
- B. The MCAT must be taken within three calendar years before submitting the AMCAS application.
- C. A complete, verified application including an MCAT score is required prior to rendering a decision on offering an interview.

Letters of Evaluation

- A. Vanderbilt University School of Medicine supports the movement for letters to cover the AAMC Core Competencies for Entering Medical Students and encourages applicants to solicit letters from evaluators who can address these competencies.

POLICY FOR ADMITTED STUDENTS

Admitted students must:

- A. Undergo a criminal background check
 - a. The AAMC recommends that all U.S. medical schools obtain a national and/or international background check on applicants upon their initial, conditional acceptance to medical school. In recognition of this recommendation, the AAMC has initiated an AMCAS-facilitated national background check service for individuals applying for entry to M.D. programs. For VUSM, the process is handled by the Director of Admissions in concert with the Criminal Background Check committee. Admitted students are required to notify the Director of Admissions of any arrests and the disposition of any outstanding charges within seven calendar days of the occurrence.
- B. Use the AAMC Choose Your Medical School (CYMS) Tool
 - a. Admitted students are required to indicate their Commit to Enroll in the AAMC CYMS Tool by the date specified by the Director of Admissions. Failure to comply may result in a rescinded offer of acceptance.
- C. Abide by the AAMC Applicant Protocols
- D. Agree to abide by the VUSM Honor Code
- E. Review the Technical Standards
 - a. All admitted students must review the Vanderbilt University School of Medicine Technical Standards and communicate any concerns about the content for application of these Technical Standards to the Director of Admissions or the Associate Dean for Medical Student Affairs prior to acceptance of a spot in class.
- F. Request a deferral prior to April 30th
 - a. Prior to April 30th, admitted students may seek a deferral.
 - b. After April 30th, admitted students may submit a request for the consideration of a deferral. These are typically only granted for unforeseen circumstances.

Doctor of Medicine Selection Factors

Vanderbilt University School of Medicine seeks to matriculate a diverse group of academically exceptional students whose attributes and accomplishments suggest that they will be future leaders and/or scholars in medicine. To accomplish this goal, VUSM provides a review of each candidate by multiple members of the faculty who are broadly representative of the faculty body. The committee uses a holistic approach to evaluate an array of applicant attributes, including academic excellence, personal characteristics, accomplishments in research, leadership, service to others, contribution to diversity (gender, race, ethnicity, sexual orientation, socio-economic background, geographic origin), demonstrated interest in medicine, and participation in extracurricular activities.

Medical Innovators Development Program (MIDP) Admission

- A. All recommendations applicable to the Doctor of Medicine program apply to MIDP applicants as well.

School of Medicine

Please refer to the requirements outlined for the Doctor of Medicine program.

- B. In addition, MIDP applicants must have a doctoral degree in engineering or applied sciences, with evidence of academic excellence. The doctoral program must be completed prior to matriculation. If a final transcript will not be available until after matriculation, a letter from the registrar or dean of the institution awarding the degree stating that all degree requirements have been met (including approval of dissertation) is required before matriculation.
- C. One of the Letters of Evaluation should be from someone who can speak to the applicant's qualifications for the MIDP.

Medical Scientist Training Program (MSTP-MD/PhD) Admission

- A. All recommendations applicable to the Doctor of Medicine program apply to MSTP applicants as well. Please refer to the requirements outlined for the Doctor of Medicine program.
- B. Additional requirements include:
 - a. Strong motivation to pursue a career as a physician-scientist
 - b. Significant and substantial prior research experience outside of required laboratory courses
 - c. Letters of Evaluation should address the applicant's qualifications for the Medical Scientist Training Program

Oral and Maxillofacial Surgery—Doctor of Medicine Program (OMS-MD) Admission

- A. All course recommendations applicable to the Doctor of Medicine program apply to OMS-MD applicants as well. Please refer to the requirements outlined for the Doctor of Medicine program.
- B. Additional requirements include:
 - a. Applicants must have passed Part 1 and Part 2 of the National Dental Board Examination
 - b. Applicants must have earned a D.M.D./D.D.S. degree or equivalent
 - c. Applicants must be a U.S. citizen or a permanent resident
 - d. Applicants must have demonstrated commitment to postgraduate training in oral and maxillofacial surgery.
- C. In addition, all applicants to the OMS-MD program are required to take the CBSE (Comprehensive Basic Science Examination) administered by the NBME. This examination is taken during or just prior to their final year of dental school.

Doctor of Medicine Admission: Technical Standards for the Doctor of Medicine

The Vanderbilt University School of Medicine Admission Committee affirms that all candidates for the M.D. must possess the intellectual, physical, and emotional capabilities necessary to undertake the required curriculum in a reasonably independent manner, without having to rely on intermediaries, and that all students must be able to achieve the levels of competence required by the faculty to complete medical school and enter residency and clinical practice. Candidates for the M.D. must have abilities and skills in the following areas: observational skills; communication skills; motor skills; intellectual, conceptual, integrative, and quantitative skills; and behavioral and social skills. Technological compensation can be made for some limitations in certain of these areas, but candidates must be able to perform in a reasonably independent manner. The use of a trained intermediary is not allowable as this shifts the reliance of candidates' judgment from their own observation and prioritization to that of another.

Candidates must have sufficient sensory and motor function to independently gather information from patients by physical examination and observation. All candidates should be expected to perform basic laboratory tests (blood and urine analysis, etc.), execute diagnostic procedures (lumbar puncture, venipuncture, etc.), and interpret ancillary diagnostic data (EKGs and X-rays). Candidates should be able to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of physicians are cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers. Such tasks and actions require equilibrium, the coordination of gross and fine muscular movements, and functional use of the senses.

These guidelines were formally adopted by the Vanderbilt University School of Medicine Undergraduate Medical Education Committee and are reviewed annually.

Implementation of Technical Standards in the Admissions Process

School of Medicine

All applicants for admission to the Vanderbilt University School of Medicine will be evaluated according to the same standards and criteria outlined in the Technical Standards. Although these standards serve to delineate the necessary physical and mental abilities of all candidates, they are not intended to deter any candidate for whom reasonable accommodation will allow the fulfillment of the complete curriculum.

Implementation of Technical Standards during Degree Candidacy

Should a candidate have or develop a condition that would place patients, the candidate, or others at risk or that may affect his/her need for accommodation, an evaluation with an appropriate medical provider followed by assessment through the Vanderbilt University Student Access Services office would be needed to provide recommended accommodations to the School of Medicine. The associate dean for undergraduate medical education (ADUME) and the assistant dean for medical student assessment (and, if needed, the senior associate dean for health sciences education) would review the student assessment and requested accommodations carefully. A complete and careful reconsideration of all the skills, attitudes, and attributes of each candidate will be performed. This includes an assessment of his/her willingness, desire, and ability to complete the medical curriculum and fulfill all requirements for medical licensure, and will be informed by the knowledge that students with varied types of disabilities have the ability to become successful medical professionals.

Technical Standards

Observational Skills

Candidates must assimilate essential information as presented through demonstrations and experiences in the basic sciences. In addition, candidates must be able to:

- Observe a patient accurately and acquire relevant health and medical information, including written documents, images from the medical literature, slides and/or video.
- Interpret X-ray and other graphic images, and digital or analog representations of physiologic data (e.g., EKGs).

The required observation and information acquisition and analysis necessitate the functional use of visual, auditory, and somatic sensation. In any case where a candidate's ability to observe or acquire information through these sensory modalities is compromised, the candidate must demonstrate alternative means and/or abilities to acquire essential observational information.

Communication Skills

Candidates must be able to demonstrate proficiency in the English language such that they can communicate effectively in oral and written form with all members of the health care team. Candidates must be able to communicate with patients in order to elicit information. They must have the capacity for comfortable verbal and non-verbal communication and interpersonal skills, to enable effective caregiving of patients and collaboration within a multidisciplinary team. In any case where a candidate's ability to communicate is compromised, the candidate must demonstrate alternative means and/or abilities to communicate with patients and teams.

Motor Skills

It is required that candidates possess the motor skills necessary to complete and interpret the physical findings of patients. Such actions may require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch. In any case where a candidate's ability to complete and interpret physical findings because of motor skills is compromised, the candidate must demonstrate alternative means and/or abilities to retrieve these physical findings.

Intellectual-Conceptual Skills

Candidates must exhibit the requisite intellectual and conceptual skills to effectively interpret, assimilate, and understand the complex information required to function within our medical school curriculum. Effective participation in learning modalities, such as individual, small group, and lecture formats, in both the classroom and the clinical setting, will be required. Candidates must be able to effectively learn, participate, collaborate, and contribute as a part of a team. They will need to synthesize information effectively both in person and via remote technology. Candidates must be able to interpret causal connections and make accurate, fact-based conclusions based on available data and information. They must be able to formulate a hypothesis, investigate the potential answers and outcomes, and formulate appropriate and accurate conclusions.

Cognitive Skills

Candidates must be able to measure, calculate, reason, analyze, integrate, and synthesize. In addition, the candidate must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Problem solving, a critical skill demanded of physicians, requires all of these intellectual abilities. Candidates must be able to perform these problem-solving skills in a timely fashion.

School of Medicine

Behavioral Attributes, Social Skills, and Professional Expectations

Candidates must be able to fully utilize their intellectual abilities, to exercise good judgment, to promptly complete all responsibilities attendant to the diagnosis and care of patients, and to develop mature, sensitive, and effective relationships with patients. Candidates must be able to effectively handle and manage heavy workloads and to function effectively under stress. They must be able to adapt to changing environments and to learn to function in the face of uncertainties inherent in the clinical problems of patients. Candidates must care for all individuals in a respectful and effective manner regardless of gender, age, race, sexual orientation, religion, or any other protected status identified in the university's Non-Discrimination Policy. Professionalism, compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all qualities that are expected throughout the educational processes.

Any concerns about the content or application of these technical standards should be referred to the School of Medicine director of admissions, or the School of Medicine associate dean for medical student affairs.

Content current as of May 11, 2019.

Doctor of Medicine Admission: Visiting Student Policy

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on April 27, 2021 and was published on July 19, 2021.

This policy applies to Vanderbilt University School of Medicine Doctor of Medicine Program

POLICY

Historically, Vanderbilt University School of Medicine has accepted fourth year visiting medical students from accredited medical schools. However, for the 2021-2022 academic year, VUSM is closely adhering to the [Final Report and Recommendations for Medical Education Institutions of LCME-Accredited, U.S. Osteopathic, and Non-U.S. Medical School Applicants](#) submitted by the Coalition for Physician Accountability's Work Group on Medical Students in the Class of 2022. These recommendations state that "away rotations can resume during the first block concluding in July 2021." In addition, the recommendations state that "medical schools are encouraged to limit approved away rotations in any specialty to one per learner per specialty (as previously recommended) except in cases where additional rotations are needed to complete graduation or accreditation requirements." Inquiries should be addressed to visitingmed@vanderbilt.edu with a statement of interest.

Additionally, the visitor must be an enrolled post-clerkship medical student in good academic standing at a U.S. allopathic or osteopathic medical school. (Not all specialties at Vanderbilt University School of Medicine accept osteopathic students.) Each approved student must be taking the elective for credit from his/her own school with his/her dean's approval and must have adequate professional liability and health insurance coverage. In addition, the visitor must submit immunization records which are reviewed by Vanderbilt University Student Health services. The visitor must be deemed compliant by Student Health before being cleared to rotate in a clinical setting. In addition, the visitor must show proof of an acceptable criminal background check conducted within 12 months of the rotation. Visitors must also have taken and passed the NBME Step 1 exam.

Visiting students may take ACE electives in the School of Medicine, space permitting, with approval of the course director. Visiting students should not contact the course directors directly. All inquiries must be made through the Office of Enrollment Services. Failure to apply through this office may result in the student's not being able to take the course.

Students wishing to visit at Vanderbilt School of Medicine should submit a Visiting Student Application through the AAMC Visiting Student Learning Opportunities (VSLO) Program. Applications are processed up to twelve weeks in advance of the requested rotation. For more information on VSLO visit aamc.org/vsas or <mailto:vsas@aamc.org>. Applications are typically accepted beginning on March 15. A complete application includes a picture, CV, USMLE Step 1 Score, transcript, AAMC Immunization form and Vanderbilt Required Additional Immunization Addendum, and criminal background check report. All accepted students must confirm their participation by submitting a non-refundable \$160 processing fee payable to Vanderbilt University School of Medicine. Visitors are also required to participate in an orientation with the Office of Enrollment Services on, or prior to, the first day of the elective which includes training sessions in Bloodborne Pathogens, Standards of

School of Medicine

Conduct and HIPAA. Visiting students may not enroll for more than eight weeks of elective work without special approval. Complete information about the Visiting Student Program is online at medschool.vanderbilt.edu/visiting-medical-students/.

An affiliation agreement must be signed and in place before any visiting student may enroll at Vanderbilt. Vanderbilt University School of Medicine has signed on to the AAMC Uniform Clinical Training Agreement (UCTA) that was endorsed by the Liaison Committee on Medical Education. As a participant in this medical school registry, Vanderbilt requires only an implementation letter for any school that has signed on to the UCTA.

Meharry Medical Students

The Vanderbilt School of Medicine has an alliance with Meharry Medical College which allows Meharry medical students to take electives at Vanderbilt, space permitting, at no cost. Applications must be submitted through the VSLO application program in the same manner as for other medical students (outlined above).

International Visiting Students

VUSM is not accepting international visiting students for the 2021-2022 academic year.

Doctor of Medicine: Dual Degree Programs

For all M.D. dual degrees, except the M.D./Ph.D., the first three years are normally spent in the M.D. degree program. M.D. students may elect to apply for admission to a recognized dual degree program at any time during their first three years in the medical school. Students who apply for admission to the M.D. program during their first year in another recognized dual degree may also be considered for dual degree status.

The dual degree programs offered at Vanderbilt University allow students to reduce the period of time required to complete each degree separately, usually eliminating one full year of study.

Due to the blended nature of dual degree experiences, participating students are expected to abide by the School of Medicine Honor Code and to maintain the professional standards of the M.D. degree while participating in the alternate degree program, in addition to complying with any standards established by that alternate program. If a student is concerned that expectations between programs may be in conflict, s/he should confer with the associate dean for medical student affairs.

The following refer specifically to programs offered at Vanderbilt University.

M.D./Ph.D. (MSTP)

The Medical Scientist Training Program is a dual endeavor between the School of Medicine and the Graduate School. A single application is made to the M.D./Ph.D. program by indicating M.D./Ph.D. degree on the AMCAS application to School of Medicine and completing the MSTP secondary application.

The MSTP allows both dual and alternating enrollment in the School of Medicine and the Graduate School. Trainees are required to fulfill all of the requirements for both the M.D. and the Ph.D.; however, since some competencies for the M.D. are met by the graduate school experience, it is possible for MSTP students to complete the M.D. program in a total of three years. Requirements for successful completion of the Ph.D. are the same for all students at Vanderbilt, and the Ph.D. thesis must be successfully defended prior to reentry into medical school for the final year of training. Most MSTP students will begin their final year of medical school in early July or earlier to complete the Immersion Phase of their M.D. training.

M.D./J.D.

Students must apply separately to both the School of Medicine and the Law School and be accepted by both programs to pursue the dual M.D./J.D.

It is possible that students in the dual M.D./J.D. program may complete both degrees in six years.

M.D./M.S. in Biomedical Informatics

School of Medicine

Students must apply separately to both the School of Medicine and the Department of Biomedical Informatics and must be accepted by both programs to pursue the dual M.D./M.S. in biomedical informatics.

It is possible that students in the dual M.D./M.S. in biomedical informatics program may complete both degrees in six years.

M.D./M.Div. and M.D./M.T.S.

Students must apply separately to the School of Medicine and the Divinity School and be accepted by both to pursue the M.D./M.Div. (M.D./Master of Divinity) or the M.D./M.T.S. (M.D./Master of Theological Studies).

It is possible that students in the dual M.D./M.Div. program may complete both degrees in six years and students in the dual M.D./M.T.S. program may complete both degrees in five years.

M.D./M.Ed.

Students must apply separately to both the School of Medicine and Peabody College of Education and Human Development and be accepted by both programs to pursue the dual M.D./M.Ed.

It is possible that students in the dual M.D./M.Ed. program may complete both degrees in five years.

M.D./M.P.H.

Students must apply separately to the School of Medicine M.D. and M.P.H. programs and be accepted by both programs to pursue the dual M.D./M.P.H. Typically, M.D. students apply to the M.P.H. program in the fall of their second or third year of medical studies.

It is possible that students in the dual M.D./M.P.H. program may complete both degrees in five years. Additional information may be found at medschool.vanderbilt.edu/mpH/md-mpH.

M.D./MBA

Students must apply separately to both the School of Medicine and Owen Graduate School of Management and be accepted by both programs to pursue the dual M.D./MBA degree.

It is possible that students in the dual M.D./MBA program may complete both degrees in five years.

M.D./M.A. in Medicine, Health, and Society

Students must apply separately to both the School of Medicine and the Graduate School and be accepted by both programs to pursue the dual M.D./M.A. in medicine, health, and society.

It is possible that students in the dual M.D./M.A. in medicine, health, and society program may complete both degrees in five years.

M.D./M.S.C.I.

Students must apply separately to the School of Medicine M.D. and the M.S.C.I. programs and be accepted by both.

It is possible that students in the dual M.D./M.S.C.I. program may complete both degrees in five years.

Last reviewed on May 14, 2021.

School of Medicine

Doctor of Medicine: Graduate Certificate Programs

The School of Medicine offers graduate certificate programs to its students who wish to gain focused expertise in a specific area. Each program has its own admission and completion requirements. Students must submit an "Intent to Enroll" form to document their intention to pursue a certificate, as well as other documentation as needed.

Permission of the degree program director and the certificate program director are required to pursue a certificate.

Doctor of Medicine: Graduate Certificate Programs: Biomedical Ethics

This certificate is designed to enable doctor of medicine students to graduate with a high level of competence in analyzing and resolving ethical issues that they will face in practice and equip them to provide leadership to their colleagues, to the profession, and to the public in biomedical ethics.

Curriculum

This certificate is offered to students in the School of Medicine. Its curriculum consists of three elements:

1. An interdisciplinary graduate seminar, Healthcare Ethics—Theory and Practice (IDIS 7222).
2. A tailored Research Immersion to focus on the student's special research interests within ethics, including options such as selecting a topic within a clinical specialty (for example, pediatrics, internal medicine, surgery, or psychiatry). Projects may combine empirical and conceptual work with mentorship provided by designated mentors within the ethics, education, policy, and society area of the M.D. program Immersion Phase Inquiry Program. The graduate seminar described above is part of the M.D. Immersion Phase Inquiry Program.
3. An apprenticeship with the Clinical Ethics Consult Service, which is offered as an M.D. degree Immersion course. The Ethics Consult Service of the Center for Biomedical Ethics and Society provides formal consultation to VUMC hospitals and conducts a wide range of educational programs in ethics for faculty, staff, fellows, residents, students, and others.

The graduate seminar, the Immersion phase research project, and the Immersion phase consult apprenticeship may be taken separately, but completion of the Certificate in Biomedical Ethics requires successful completion of all three components. More information can be found at medschool.vanderbilt.edu/certificate-programs/biomedical-ethics/.

Doctor of Medicine: Graduate Certificate Programs: Global Health

The certificate promotes training opportunities, research, and learning focused in global health. The need for individuals who are able to work with diverse international populations continues to rise. Through certificate course work, students gain necessary skills and knowledge for working with international populations, particularly when operating in low-resourced settings. Students in Vanderbilt graduate or professional degree programs who fulfill all requirements are granted a Graduate Certificate in Global Health upon receipt of their degrees. Students in the M.P.H. program's Global Health track are not eligible to receive this certificate.

Certificate Requirements (12 credit hours total)

1. Core Course (choose one—additional courses may be taken for 3 elective credits each)
 - Foundations of Global Health (fall semester course)
 - Fundamentals of Global Health (offered online in varying semesters)
 - Essential Skills in Global Health (spring semester course)
2. Elective Courses—at least 9 credit hours in additional global health course work
 - These courses may be a combination of global health courses or other approved courses that have relevance to global health, including the following offered through VUSM
 - ISC: Global Health (3 credits)
 - AE in Global Health (3 credits)
 - Special Studies (3 credits)
 - Research immersion in Global Health area (6 credits)
 - Quality improvement project (3-6 hours)
 - ACE: Shade Tree Elective (3 credits)
 - ACE: Spanish Language Peds Clinic (3 credits)
 - Pandemic Medicine ISC (global health track) (3 credits)

School of Medicine

- Case Studies in Tropical Diseases course (1 credit, online during the summer)
 - Case Studies in COVID-19 course (1 credit, online during the summer)
 - All courses for this certificate must be taken for graduate credit and involve global health
 - Students may individually tailor and/or design electives in consultation with faculty Practicum, thesis, research immersion, and individual learning courses that have relevance to global health may be approved for certificate credit.
1. To initiate this certificate, submit the "Intent to Enroll" form (http://is.gd/GCGH_intent_to_enroll). Note: Your academic adviser or program director must sign this.
 2. To complete and receive this certificate, submit the Certificate Application (http://is.gd/GCGH_certificate_approval). This application should be submitted at least two months prior to graduation.

More information can be found at medschool.vanderbilt.edu/certificate-programs/global-health/.

Doctor of Medicine: Graduate Certificate Programs: Health Equity

The CDC states that "Health equity is achieved when every person has the opportunity to attain his or her full health potential and no one is disadvantaged from achieving this potential because of social position or other socially determined circumstances." ([cdc.gov/chronicdisease/healthequity/index.htm](https://www.cdc.gov/chronicdisease/healthequity/index.htm)) A growing, critical, and specific body of knowledge elucidates the complex underpinnings of health equity, which include both upstream and downstream factors. Socioeconomic (upstream) factors are shaped by the structures, systems, environments, politics, policies, and distribution of money, power, and resources at global, national, and local levels. Individual (downstream) factors include behavior, lifestyle, gender, identity, genetics, family history, and use of/access to health care.

If society is to make progress toward achieving health equity, a cadre of physician leaders must be cultivated that understands these factors and forces, and possesses skills to intervene at the individual, system, and/or community level to impact meaningful change. The VUSM Certificate in Health Equity is offered to doctor of medicine students who wish to deepen their knowledge and expertise in order to embark on leadership careers in this area.

Curriculum

The Certificate in Health Equity requires the following course work (all required courses are offered through the School of Medicine):

1. Foundations in Health Equity (FHE) I & II
 - FHE I: Two-week course* covering foundational concepts and skills offered twice each year during the second year of medical *This course is currently being offered in a virtual format and meets once a week over 12 weeks.
 - FHE II: Monthly evening sessions during Immersion Phase during which students work with faculty facilitators to apply foundational concepts in discussing patients they encounter in health care
2. Complete at least two additional courses in health equity and related The following courses count toward this requirement:
 - ACE Shade Tree Clinical Services Learning
 - ACE: Spanish Language Peds Clinic
 - ACE: Primary Care if taken at community-based locations, such as Siloam and Matthew
 - ISC: Community Healthcare—Patients, Populations, and Systems of Care
 - ISC: Global Health
 - ISC: The National Opioid Crisis – Pain, Policy and Addiction
 - AE: Contagion of Disease—How Social Determinants, Illness Experience, and Resiliency Affect MentalHealth
 - AE: Global Health
1. Immersion Experience in Health Equity (minimum two months in length):
 - Mentored experience with individualized learning goals
 - May be related to clinical care, research, public health, or community health
 - Students may use required research immersion blocks to satisfy this requirement
 - Projects can be used to satisfy Foundations of Healthcare Delivery (FHD) Quality Improvement requirement(requires FHD course director approval)

School of Medicine

Doctor of Medicine students interested in pursuing the Certificate in Health Equity may learn more at medschool.vanderbilt.edu/certificate-programs/health-equity.

Doctor of Medicine: Graduate Certificate Programs: Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Health

LGBTQ patients experience disparities in access to and quality of care, leading to preventable, adverse health outcomes including elevated risk for specific chronic diseases and increased rates of suicide and depression. The Certificate in LGBTQ Health is designed to teach Vanderbilt doctor of medicine students how to address these disparities, improve the health of LGBTQ patients, support education around LGBTQ health, and foster research on the optimal ways to care for LGBTQ patients and families.

The Certificate in LGBTQ Health comprises three elements:

1. **Research Immersion in LGBTQ Health.** Students select a research topic within the realm of LGBTQ health. This may include selecting a topic within a clinical specialty, for example, adolescent medicine, infectious disease, psychiatry, or surgery. Projects may combine empirical and conceptual work with mentorship provided by designated mentors.
2. **LGBTQ Health in Inter-professional Practice or Sex, Sexuality, and Sexual Health Elective.** Students choose from one of these two interdisciplinary courses focusing on sexual health in the general population and the specific health care needs of sexual and gender minorities. In addition to the basic sciences underlying the pathophysiology of health in these populations (e.g., HPV infection, HPA dysregulation with chronic stress), clinical specialties highlighted in the course include pediatrics and adolescent medicine, OB/GYN, psychiatry, and internal medicine with content threads from ethics, medico-legal health care, human development, and chronic care.
3. **Capstone Project.** Each student completes a capstone project related to LGBTQ health. This may include development of patient education materials, providing a community or staff training, or implementation of a quality improvement project. The capstone is expected to enable students to demonstrate proficiency and acquired knowledge in the area of LGBTQ health.

Each element may be taken separately, but completion of the Certificate in LGBTQ Health requires successful completion of all three elements. More information can be found at medschool.vanderbilt.edu/certificate-programs/lgbtq-health/.

Doctor of Medicine: Graduate Certificate Programs: Neurodevelopmental Disabilities

The Neurodevelopmental Disabilities (NDD) certificate program provides an opportunity for Vanderbilt medical students to receive substantial education and training in the field of neurodevelopmental disabilities. As participants in the Vanderbilt Consortium LEND* program (VCL), medical students work with other graduate students, residents, fellows, and faculty from up to fourteen professions alongside caregivers and self-advocate representatives to receive training to provide culturally-sensitive, patient- and family-centered, interprofessional care to children and youth with special health care needs, including autism, intellectual disability, cerebral palsy, learning disabilities, behavior problems, and genetic syndromes that are associated with NDD.

The program provides an intensive (more than 300 hours), two-semester interprofessional training experience which includes:

- Rigorous weekly core curriculum in NDD,
- Monthly leadership seminar series,
- a Care Navigation Practicum in which trainees assist patients and families in care navigation while learning about socio-ecologic determinants of health and community-based services.
- Opportunity for interdisciplinary clinical experiences and case discussion
- Interprofessional group projects.
- Policy and advocacy activities
- Individualized activities tailored to meet the trainee's professional goals and aspirations

At the completion of this experience, the students will have the requisite knowledge, skills, and attitudes to assume leadership roles in the field of NDD and to provide interprofessional, patient- and family-centered, community-coordinated, culturally competent, and empirically-based services to individuals with NDD and their

School of Medicine

families.

Participants receive tuition assistance. Successful completion of the VCL program also meets the VUMC Foundations for Healthcare Delivery requirement for an interprofessional experience during the Immersion Phase and LC7-LC8 of the VUMC Learning Communities requirements during the Immersion Phase.

Doctor of medicine students interested in pursuing the certificate in neurodevelopmental disabilities may learn more at the VUSM NDD Certificate webpage: medschool.vanderbilt.edu/certificate-programs/neurodevelopmental-disabilities/

*AUCD LEND program website: <https://www.aucd.org/template/page.cfm?id=473>

Vanderbilt Consortium LEND program website: vkc.vumc.org/vkc/lend

Doctor of Medicine: Honors and Awards

Alpha Omega Alpha

A chapter of this medical honor society was established by charter in the School of Medicine in 1923. Not more than one-fourth of the students of the fourth-year class are eligible for membership, and no more than 16 percent (one-sixth of the graduating class) can be nominated per class.

The society has for its purpose the development of high standards of personal conduct and scholarship and the encouragement of medical research. Students are elected into membership on the basis of scholarship, character, and originality.

Gold Humanism Honor Society

A chapter of this honor society was founded in 2015 in an effort to recognize, support, and promote the values of humanism and professionalism in medicine. The number of members eligible to be nominated and selected is up to 15 percent of the medical school class. Students are elected into membership by showing that they are exemplars of integrity, excellence, compassion, altruism, respect, empathy, and service.

Founder's Medal

The Founder's Medal, signifying first honors, was endowed by Commodore Cornelius Vanderbilt as one of his gifts to the university. This medal is awarded to the student in the graduating class of the Doctor of Medicine program who, in the judgment of the faculty, has achieved the strongest record in the several areas of personal, professional, and academic performance in meeting the requirements for the doctor of medicine degree during four years of study at Vanderbilt.

Graduation Awards

AMERICAN ACADEMY OF NEUROLOGY MEDICAL STUDENT PRIZE FOR EXCELLENCE IN NEUROLOGY. This award is to recognize medical students for excellence in clinical neurology.

BEAUCHAMP SCHOLARSHIP. Endowed and awarded to the student showing the greatest progress in the field of psychiatry.

LONNIE S. BURNETT AWARD IN OBSTETRICS AND GYNECOLOGY. This award is given to the student demonstrating superior performance and who exemplifies the qualities of dedication, leadership, compassion, and integrity in the field of obstetrics and gynecology.

DIXON N. BURNS AWARD IN MEDICAL ETHICS. This is an award given by the Center for Biomedical Ethics and Society to the graduating medical student who has gained distinction in biomedical ethics through notable scholarship, excellence in clinical ethics consultation, and collegial engagement in the life of the center as a medical student.

School of Medicine

THE GEORGE AND BARBARA BURRUS MEDICAL MISSIONS AWARD. This award is presented to a student who has demonstrated exceptional interest and participation in providing medical care to the poor during medical school, either locally or abroad.

CHAPMAN SOCIETY AWARD. With nominations generated from the fourth-year class, this award is presented to a member of the graduating class who possesses those intangible qualities of common sense, knowledge, thoughtfulness, personal warmth, gentleness, and confidence which combine to make the “Ideal Doctor”—the person fellow classmates would most like to have as their personal physician.

THE GEOFFREY DAVID CHAZEN AWARD. This award for innovation in medical education was established to recognize a student, resident, fellow, or faculty member who has made special contributions to the educational programs of the Vanderbilt University School of Medicine through the development and implementation of effective innovation in educational approach.

AMOS CHRISTIE AWARD. This award recognizes the student in the graduating class who has demonstrated the outstanding qualities of scholarship and humanity embodied in the ideal pediatrician.

JOHN G. CONIGLIO PRIZE IN BIOCHEMISTRY. This award presented to a medical student who has distinguished him/herself in biochemistry. Both accomplishments in biomedical research and performance in biochemistry courses are considered in evaluating candidates for this award. This award was established by friends of Professor Coniglio on the occasion of his retirement to honor his many contributions to medical education at Vanderbilt.

OSCAR B. CROFFORD AWARD FOR DIABETES/ ENDOCRINE RESEARCH. This award is presented by the Division of Diabetes, Endocrinology, and Metabolism and the Vanderbilt Diabetes Center to the graduating medical student who has performed outstanding research in the area of diabetes and endocrinology. This award was established to honor Dr. Oscar B. Crofford for his contributions to the diabetes research at Vanderbilt and throughout the world.

DEAN’S AWARD. Presented to medical students distinguished by outstanding service to the School of Medicine and the community.

THE DEAN’S AWARD FOR RESEARCH. This award is presented to the graduating medical student who best exemplifies the attributes that lead to success in basic science or clinical research, namely creativity, dedication, productivity/multiple publications, and careful diligence.

EXCELLENCE IN EMERGENCY MEDICINE. The award for excellence in emergency medicine is given on behalf of the Society for Academic Emergency Medicine. This award recognizes a medical student who demonstrated outstanding ability in and commitment to the specialty of emergency medicine at Vanderbilt University Medical Center.

EXCELLENCE IN INFECTIOUS DISEASES. This award is presented by the Divisions of Infectious Diseases in the Departments of Medicine and Pediatrics to the student who has demonstrated outstanding aptitude and performance in clinical and investigative efforts in infectious diseases or microbiology.

EXCELLENCE IN PUBLIC HEALTH AWARD. This award is distributed by the Physicians Professional Advisory Committee (PPAC) of the United States Public Health Service (USPHS). The purpose is to recognize medical

School of Medicine

students who conduct public health work in their community and exemplify the USPHS and its mission to protect, promote, and advance the health and safety of our nation.

GERALD FENICHEL AWARD IN NEUROLOGY. Dr. Gerald Fenichel, professor of neurology and pediatrics, founded the Department of Neurology at Vanderbilt University Medical Center and served as chairman from 1969 to 2001. As one of the founders of the Child Neurology Society, his contributions to the fields of neurology and child neurology are immeasurable. This award is presented to a graduating medical student entering neurology or child neurology who has demonstrated outstanding aptitude for clinical neurology and a devotion to patient care.

DONALD M. GASS AWARD IN OPHTHALMOLOGY. This award is established in honor of Dr. J. Donald M. Gass, a graduate of Vanderbilt University School of Medicine, Class of 1957, and a renowned medical retina specialist. This award is given to a student who demonstrates excellence in ophthalmic education and research

GLASGOW-RUBIN CERTIFICATE OF COMMENDATION. This certificate is presented in recognition of women medical students who graduate as honor graduates, with special recognition to any female who is the top graduate. It serves to reaffirm the American Medical Women's Association's commitment to encouraging their continuing achievement.

JAMES T. GWATHMEY PRIZE IN ANESTHESIOLOGY. This award is presented to the graduating medical student who most clearly demonstrates the potential for excellence in academic anesthesiology. It is named after Dr. James Tayloe Gwathmey, a former Vanderbilt medical student who graduated in 1899 and went on to lead the creation of a new medical specialty called anesthesiology.

PAULA C. HOOS AWARD. The first-year class presents this award in recognition of excellence in student teaching in the basic sciences and to express appreciation for the assistance of members of the graduating class.

HOSPITAL AWARD OF EXCELLENCE. This award recognizes the fourth- year medical student, by the chief residents of the services, as having contributed most toward excellent patient care by demonstrating sensitivity, compassion, and concern in clinical responsibilities to patients of Vanderbilt University Medical Center.

RICHARD B. JOHNSTON JR. AWARD. This award is presented to a graduating student entering pediatrics who has demonstrated excellence in academic scholarship and an extraordinary commitment to clinical medicine exemplifying the highest professional standards of the physician- scientist.

RUDOLPH H. KAMPMEIER PRIZE IN MEDICINE. The Kampmeier Prize is presented by the Department of Medicine to the graduate who, in the judgment of the faculty, best combines high academic achievement with clinical excellence, original scholarship, or research, and demonstrated potential for an academic career.

THE KAUFMAN PRIZE IN MEDICINE. This award honoring J. Kenneth Kaufman, M.D. '39, is presented to a graduating medical student who has demonstrated qualities of humaneness, dedication, and unselfish service in the study of medicine and will apply these qualities in medical practice.

THE TOM NESBITT AWARD. This award is presented by the Nashville Academy of Medicine to honor the outstanding service of Tom Nesbitt, M.D., a member of the academy and the 133rd president of the American Medical Association. This award is presented to the graduating medical student who demonstrates exemplary character and leadership and has an understanding of and appreciation for organized medicine.

School of Medicine

DAVID N. ORTH AWARD IN ENDOCRINOLOGY. This award is presented by the Division of Diabetes, Endocrinology, and Metabolism and the Endocrine Society, the largest professional association devoted to all aspects of endocrinology, to a graduating medical student who has demonstrated outstanding performance in clinical or research endocrinology. The award honors Dr. David N. Orth for his contributions to and leadership in endocrinology. He served as director of Vanderbilt's Endocrinology Division and as president of the Endocrine Society.

THE ORTHOPAEDIC SURGERY CLERKSHIP AWARD. This award is presented by the Department of Orthopaedic Surgery to the student who has excelled in both the third and fourth year orthopaedic clerkships, and who has demonstrated outstanding potential in the field of orthopaedic surgery.

ROENTGEN AWARD. This award is given to a graduating medical student who has made important contributions in one of the radiological sciences during four years of study. Named for Wilhelm Conrad Roentgen, a pioneer in diagnostic radiology, the award recognizes discoveries in either clinical or research areas.

THE SCHOOL OF MEDICINE AWARD OF DISTINCTION. This award is presented to the student who has demonstrated outstanding leadership abilities in service to the School of Medicine.

THE H. WILLIAM SCOTT JR. PRIZE IN SURGERY. This award is presented to the graduating medical student who exemplifies the qualities of leadership, performance, and character reflecting the ideal surgeon.

JOHN L. SHAPIRO AWARD FOR EXCELLENCE IN PATHOLOGY. This award, given upon action of the Department of Pathology, recognizes outstanding student performance in pathology. It is given annually or otherwise depending upon action by the department and honors the memory of Dr. John L. Shapiro, who was a professor and chair of the Department of Pathology from 1956 to 1971. Dr. Shapiro remained an active participant in a variety of university and community activities, until his death on July 15, 1983.

MILDRED T. STAHLMAN AWARD. This award, honoring the pioneering spirit and achievements of Vanderbilt pediatrician Mildred Stahlman, is presented to the graduating student entering pediatrics whose performance exemplifies the highest standards of leadership, professionalism, and commitment to improving the lives of children.

TENNESSEE ACADEMY OF FAMILY PHYSICIANS AWARD. This award is presented in recognition of an outstanding student in family medicine.

THE LEONARD TOW HUMANISM IN MEDICINE AWARD. PRESENTED BY THE ARNOLD P. GOLD FOUNDATION. This award is given to a graduating student and a faculty member who demonstrate compassion and empathy in the delivery of health care, and who engender trust and confidence in both their patients and colleagues while adhering to professional ethical standards.

STEN H. VERMUND AWARD IN GLOBAL HEALTH. This award recognizes the graduating medical student who has most demonstrated a strong commitment to improving the health of the people of or from a low- or middle-income country through distinguished scholarship, education, and/or contributions to the improvement of clinical care. The award was established in 2017 to honor Dr. Sten H. Vermund, who was the founding director of the Vanderbilt Institute for Global Health.

THE ALBERT WEINSTEIN PRIZE IN MEDICINE. The Weinstein Prize in Medicine is awarded to a student who has demonstrated high academic achievement, superior clinical competence, and the qualities of dedication and professionalism that characterize a good physician.

School of Medicine

DAVID L. ZEALEAR PH.D. OTOLARYNGOLOGY SCHOLAR-INITIATIVE AWARD. This award is presented to a medical student who excels beyond clinical competence and who has become distinguished for outstanding effort towards the academic mission of otolaryngology—research, teaching, and/or outreach.

Last reviewed on May 14, 2021.

Doctor of Medicine Program Overview: Accreditation

Program Accreditation

Liaison Committee on Medical Education

LCME Secretariat

(AMA) American Medical Association

330 North Wabash Avenue Suite 39300

Chicago, IL 60611-5885

Phone: 312-464-4933

LCME.org

LCME Secretariat

(AAMC) Association of American Medical Colleges

655 K Street NW Suite 100

Washington, DC 20001-2399

Phone: 202-828-0596

LCME.org

Last reviewed on May 14, 2021.

Doctor of Medicine Program Overview: Contact Information

Doctor of Medicine Medical Student Affairs

Amy E. Fleming, M.D., M.H.P.E.

Associate Dean for Medical Student Affairs

428 Eskind Family Biomedical Library and Learning Center*

Nashville, Tennessee 37240-0002

(615) 322-5007

Undergraduate Medical Education

William B. Cutrer, M.D., M.Ed.

Associate Dean for Undergraduate Medical Education

429 Eskind Family Biomedical Library and Learning Center*

Nashville, Tennessee 37240-0002

School of Medicine

(615) 875-7700

Medical Innovators Development Program

Reed Omary, M.D., M.S.

Program Director

Fourth Floor, Eskind Family Biomedical Library and Learning Center*

Nashville, Tennessee 37240-0002

(615) 875-9219

Medical Scientist Training Program

Christopher S. Williams, M.D., Ph.D.

Associate Dean for Physician-Scientist Education and Training

222 Eskind Family Biomedical Library and Learning Center*

Nashville, Tennessee 37240-0002

(615) 875-1340

*The **U.S. Postal Service** street address for the Eskind Family Biomedical Library and Learning Center is 2209 Garland Avenue, Nashville, Tennessee 37240-0002. The **UPS/FEDEX** address is Eskind Family Biomedical Library and Learning Center 2209 Garland Avenue, Nashville, Tennessee 37212. The Campus Mail address is PMB 407712.

Additional information about the Vanderbilt University School of Medicine faculty, staff, and programs may be found on the web at medschool.vanderbilt.edu.

Doctor of Medicine Program Overview: Major Learning Facilities

The primary location for M.D. program classrooms, the student lounge, and first-year student lockers, as well as Vanderbilt University School of Medicine administrative offices, is the Annette and Irwin Eskind Family Biomedical Library and Learning Center (EBL).

This home for the School of Medicine occupies the second, third, and fourth floors of EBL. It provides a state-of-the-art learning environment, with versatile physical spaces and innovative technology; comfortable, modern gathering spaces for both formal and informal student activities; and a bright, airy working environment for M.D. students and School of Medicine faculty and staff. EBL is located on the same campus as Vanderbilt University Medical Center.

VUMC houses educational sites for the M.D. program as well. Rudolph A. Light Hall provides a venue for select learning and co-curricular activities for the M.D. program. Clinical learning experiences take place throughout VUMC and the Veterans Administration Hospital.

Major VUMC buildings are located within close walking distance to EBL, while away-from-campus locations are in other parts of Nashville and Davidson County.

School of Medicine

See [Principal Clinical Education Affiliates](#) and [Credit for Course Work Completed Away](#).

Last reviewed on May 14, 2021.

Doctor of Medicine Program Overview: Standing Program Committees

Doctor of Medicine Admission Committees

The M.D. Program admission committees have the responsibility of reviewing medical school applications for admission and admitting those applicants considered most qualified for admission.

For additional information about these committees, please see the [Doctor of Medicine Program Admission Bylaws](#).

Undergraduate Medical Education Accreditation Standards Committee

The UME Accreditation Standards Committee (UASC) is established to monitor ongoing compliance of the Vanderbilt University School of Medicine M.D. program with Liaison Committee on Medical Education (LCME) standards and elements.

For LCME accreditation and continuous quality improvement requirements, UASC has the following responsibilities:

1. Continuously monitor compliance with all 12 standards and corresponding
2. Identify standards and elements for which improvements are required to assure
3. With assistance from other faculty and staff members, develop formal quality improvement processes for these standards that include measurable
4. UASC shall have the authority to assure that Quality Improvement processes are iteratively implemented, and outcomes are monitored, in order to achieve necessary

UASC shall report to the Executive Faculty of VUSM, which is chaired by the dean of the School of Medicine. It provides annual reports to the Executive Faculty, with additional updates as needed. In addition, it provides intermittent reports to the senior leadership team of Vanderbilt University Medical Center, which reports to the dean of VUSM in his joint role as CEO of VUMC.

Membership: Chair: Donald W. Brady, Joey Barnett, William B. Cutrer, Amy E. Fleming, Alyssa H. Hasty, John S. Penn, Cathleen C. Pettepher, W. Anderson Spickard III, Kyla P. Terhune, Kimberly N. Vinson, Christopher S. Williams. Advisor: Bonnie M. Miller.

Doctor of Medicine Student Promotion Committees

The dean or the dean's designee (usually the senior associate dean for health sciences education [SADHSE]), appoints a Promotion Committee to each of three phases of training (FMK, FCC, Immersion Phase). Promotion Committees meet regularly to review the progress of individual students and the aggregate progress of the cohort of students in its assigned phase. Each promotion committee has the responsibility for making recommendations to the dean and the executive faculty concerning promotion, remedial action, or dismissal as appropriate for each student in the class/phase for which it is responsible.

Each committee consists of at least seven faculty members who represent a variety of clinical and basic science departments, as well as the broad diversity of the School of Medicine community. Each member serves a four-year term, with staggered terms.

The SADHSE appoints a faculty chair for each committee, and the associate dean for undergraduate medical education (ADUME) oversees the promotion committee process. The chair of each committee may determine whether members must be physically present or may participate remotely for any given meeting. A quorum of the Promotion Committee consists of at least four of the voting members of a committee; however, any proposed dismissal requires the participation of all voting members, unless an exception is granted by the SADHSE. The associate dean for medical student affairs (ADMSA), the ADUME, the assistant dean for medical student assessment (aDA), and the associate dean for diversity in medical education, are non-voting ex officio members

School of Medicine

of each committee.

Membership:

Foundations of Medical Knowledge Phase

Robert H. Carnahan, Chair., Ray D. Blind, Daisy A. Ceiner, Cecilia P. Chung, Adriana M. Hung, Kevin B. Johnson, Kurt A. Smith. Ex officio: William B. Cutrer, Amy E. Fleming, Cathleen C. Pettepher, Kimberly N. Vinson

Foundations of Clinical Care Phase

William O. Cooper, Chair. M. Louise Alexander, Gautam (Jay) B. Bhave, Kecia N. Carroll, Joyce E. Johnson, James S. Powers, Peter F. Rebeiro, Consuelo H. Wilkins. Ex officio: William B. Cutrer, Amy E. Fleming, Cathleen C. Pettepher, Kimberly N. Vinson.

Immersion Phase

Leslie S. Gewin, Chair. Rachel C. Forbes, Walter (Jay) G. Jerome, Ingrid M. Meszoely, Kevin D. Niswender, Mayur B. Patel, Lorraine B. Ware. Ex Officio: William B. Cutrer, Amy E. Fleming, Cathleen C. Pettepher, Kimberly N. Vinson.

Doctor of Medicine Undergraduate Medical Education Committee

The Undergraduate Medical Education Committee (UMEC) is charged by the Dean of the School of Medicine to provide oversight and governance of the program leading to the MD degree. UMEC reports to the dean through the associate dean for undergraduate medical education (ADUME) and the senior associate dean for health sciences education (SADHSE), and along with the dean holds final authority for the curriculum as a whole. This includes oversight of the design and delivery of the MD curriculum and the authority to establish and monitor policies governing all aspects of the program, including admissions, student affairs, curriculum, assessment, progress and promotions, and learning environment.

The goals of the UMEC are to assure that the MD program is aligned with the VUSM mission statement, that the execution of the program achieves its stated goals, and that all aspects of the program comply with standards and elements established by the Liaison Committee on Medical Education.

UMEC consists of an Executive Committee, a Curriculum Monitoring Subcommittee and a Policy Subcommittee. The work of UMEC is supported by the following teams: Phase Teams, Longitudinal Element Teams, Standing Assessment Team, and the Learning System Integration Team.

For more information about the UMEC please see the [Bylaws for the Undergraduate Medical Education Committee](#) VUSM Doctor of Medicine Program page in this catalog.

Medical Innovators Development Program (MIDP) Internal Advisory Council

The MIDP Internal Advisory Council provides strategic planning and program oversight for all aspects of the program. This committee meets once or twice each year. The council is composed of experts from across the Vanderbilt University Medical Center, the Vanderbilt University School of Medicine, the Vanderbilt University School of Engineering, and the Owen Graduate School of Management.

Medical Innovators Development Program (MIDP) Leadership Team

The MIDP Leadership Team is appointed annually by the dean to assist in the admission process and provide program oversight and strategic planning. Each applicant for the MIDP is initially screened, in a Zoom interview, by several members of this team. The on-site interview process includes a combination of one-on-one discussions with applicants and a unique team-based Design Challenge, which serves to identify highly qualified candidates to be approved by the Admission Committee.

Membership: Reed A. Omary, Director; S. Trent Rosenbloom and TBD, Associate Directors. André L. Churchwell, Ali C. Coffey, Travis W. Crook, Michael R. King, Lindsey M. Moloney, S. Caitlin Moon, Brent V. Savoie, C. Melanie Schuele, Betsy Sloan.

School of Medicine

Medical Scientist Training Program (MSTP) Admission Subcommittee

Medical Scientist Training Program (MSTP) subcommittee review process parallels that described for the regular M.D. program with additions that support the evaluation of applicants to this program that provides integrated training for both the M.D. and Ph.D. degrees. The subcommittee includes numerous institutional leaders and senior scientists with experience and responsibility for M.D. and Ph.D. training.

Membership: Christopher S. Williams, Director. Lourdes Estrada, Ambra A. Pozzi, Danny G. Winder, Sally J. York, Associate Directors. Megan A. Williams, Assistant Director. Ronald D. Alvarez, R. Daniel Beauchamp, Nancy Carrasco, Bruce D. Carter, James E. Cassat, Jin Chen, Stacie B. Dusetzina, Cynthia S. Gadd, Maria Hadjifrangiskou, Anna R. Hemnes, Patrick J. Hu, Paula J. Hurley, Houra Merrikh, W. David Merryman, Jeffrey L. Neul, Sachin Patel, Mary Philip, Jeffrey C. Rathmell, Peter F. Rebeiro, Cynthia A. Reinhart-King, Dan M. Roden, C. Henrique Serezani, Edward R. Sherwood, E. Michelle Southard-Smith, Digna Velez Edwards, Vivian L. Weiss, Roy Zent. Four student members serve each year. Ex officio: Joey Barnett, Donald W. Brady, Kathy Gould, Kimberly N. Vinson, William B. Cutrer, Amy E. Fleming, D. Catherine Fuchs.

Medical Scientist Training Program (MSTP) Senior Oversight Committee

The MSTP Senior Oversight Committee provides guidance to the MSTP Leadership Team on program evaluation, strategic planning, and alignment with institutional initiatives.

The committee has the following responsibilities: a) provide guidance to the MSTP Leadership Team in optimizing program outcomes, b) provide input regarding programmatic strategic directions, and c) advise the MSTP ensuring alignment with the Institution's overall mission.

Membership: MSTP Leadership Team, Donald W. Brady, William B. Cutrer, André L. Churchwell, Amy E. Fleming, Kathleen L. Gould, Lawrence J. Marnett.

Last reviewed on May 14, 2021.

Doctor of Medicine: Program Policies and Procedures: Assessment System

Assessment Philosophy

The underlying philosophy for the Doctor of Medicine program is that attainment of the knowledge, skills, and attitudes competencies needed for safe, effective, patient-centered care is a developmental process that occurs over many years of education, training, and practice. It is also based on a philosophy of continuous improvement. Therefore, the system is designed to:

- Guide learning with measures that benchmark performance against explicit expectations;
- Promote the skills needed for accurate and reflective self-assessment;
- Direct students to next learning steps and associated learning resources;
- Provide evidence for high-stakes decisions;
- Provide evidence of program effectiveness.

Since the abilities to accurately self-assess and subsequently create appropriate learning goals are also developmental processes, the system provides students with faculty coaches who assist them as they practice these skills. Importantly, the system encourages students to assume increasing levels of responsibility for their own learning.

Elements of Student Assessment

- VUSM Core Competency Domains: Medical Knowledge; Patient Care; Interpersonal and Communication Skills; Professionalism; Practice-based Learning and Improvement; and Systems-based practice.
- Competencies that describe the specific knowledge, skills, and attitudes within each core competency domain and the synthetic application of those competencies to perform "entrustable professional activities."
- Milestones for focus competencies within each domain that describe explicit and measurable behaviors that learners demonstrate as they progress from novice to expert.
- Course and clerkship grades.
- Centralized assessment events.

School of Medicine

- Full participation in the portfolio review process, as described below. All formative and summative assessments are gathered in an interactive, electronic learning portfolio and can be sorted by course or by competency domain to facilitate portfolio reviews.

Narrative Assessment Policy

Each student will receive narrative assessments during the curriculum that when aggregated provide feedback on their knowledge, skills, attitudes and behaviors in a manner consistent with the VUSM competencies for learners across the continuum (e.g. patient care, medical knowledge, professionalism, interpersonal and communication skills, systems-based learning and practice-based learning and improvement).

- During the pre-clerkship (FMK) phase, students will receive narrative assessment from their peers, small group facilitators, course directors, and portfolio coach, as well as narrative self-assessment.
- During the clerkship (FCC) Phase, students will receive narrative assessment from their Master Clinical Teachers (MCT), clerkship directors, supervising faculty and residents, and portfolio coach, as well as narrative self-assessment.
- During the post-clerkship (Immersion) phase, students will receive narrative assessment from their course directors, supervising faculty and residents, research area director and mentors, and portfolio coach, as well as narrative self-assessment.

Narrative assessments will be made available to the student, the student's portfolio coach, and the promotions committee via the student's electronic portfolio.

The Narrative Assessment Policy was reviewed and approved by the Undergraduate Medical Education Committee on April 28, 2020.

Policy for Direct Observation

All students will be directly observed on all required clerkships while performing patient evaluations, with special attention to those aspects of the evaluation that are most pertinent to that specialty, and to the patient problems or conditions (e.g., VC3 problems) designated as required experiences for that clerkship. This must be documented in the student's Portfolio, along with feedback on the performance.

The Policy for Direct Observation was reviewed and approved by the Undergraduate Medical Education Committee on April 28, 2020.

Midcourse Feedback Policy

Students will receive formal formative feedback on all required clerkships and all courses four (4) weeks of length or longer at a point in time that has allowed for meaningful observation and also allows for improvement before the end of the course; generally, this will occur at the mid-point of the clerkship or course. The feedback must align with final assessment criteria and must be provided by the course director or a designee with knowledge of the student's performance. The feedback will be documented in a timely manner that is easily viewable by the student.

The Midcourse Feedback Policy was reviewed and approved by the Undergraduate Medical Education Committee on April 28, 2020.

Workplace-Based Assessment Requirements

This policy applies to students in the Foundations of Clinical Care and Immersion Phases.

PURPOSE

The purpose of this policy is to describe the student requirements for requesting clinical workplace-based assessments in the Foundations of Clinical Care and Immersion Phases.

OVERVIEW

Vanderbilt University School of Medicine believes that the attainment of the needed knowledge, skills, attitudes, and competencies is a developmental process. Feedback from clinical experiences is an essential component to support this development. This clinical workplace-based assessment data is subsequently available in the student's portfolio for self-reflection and self-assessment as well as for review by coaches, course directors, and

School of Medicine

others who support student development. Thus, it is important that students request workplace-based assessments from their clinical experiences.

POLICY

1. Students in the Foundations of Clinical Care (FCC) and Immersion Phases are required to request a minimum number of clinical workplace-based assessments per week.
2. An individual course or clerkship may have additional requirements which will be detailed in the course syllabus.
3. Failure to request the minimum number of assessments will be reflected in the professionalism domain. This may impact course/clerkship grades as well as progress and promotion.

Foundations of Clinical Care Phase

1. FCC students must request a minimum of 2 assessments per week during the core clerkships and the two-week electives.

Immersion Phase

1. Immersion Phase students enrolled in Acting Internships (AIs) and Advanced Clinical Experiences (ACEs) must request a minimum of 1 assessment per week.
 - a. Immersion Phase students enrolled in a longitudinal ACE must request a minimum of 4 assessments over the duration of the course.
2. Immersion Phase students enrolled in Integrated Science Courses (ISCs) must consult the course syllabus for the required number of assessment requests.

The Doctor of Medicine Program Workplace-based Assessment Requirements Policy was reviewed and approved by the Undergraduate Medical Education Committee on June 22, 2021.

Clinician Assessments of Student Performance

Faculty and house staff providing primary evaluations of student clinical performance may be asked to report (1) behaviors consistently displayed by the student in the various competencies subject to assessment, (2) judgment of the level of supervision the student requires to complete core tasks, and (3) an overall assessment of the student's performance on service. In addition to scaled ratings of student performance, faculty are encouraged to provide meaningful narrative comments.

Additional information about phase-specific assessments of student clinical performance is provided in the section of this catalog outlining the [doctor of medicine curriculum](#).

Grading Policy

The Doctor of Medicine program has established a series of learning objectives for its medical educational program that are aligned with the competency domains described by the Accreditation Council for Graduate Medical Education (residency requirements): (1) medical knowledge, (2) patient care, (3) interpersonal and communication skills, (4) professionalism, (5) practice-based learning and improvement, and (6) systems-based practice. The ongoing growth of competency in these domains defines the successful development of the physician and occurs during medical school and throughout one's career.

Performance across these domains is assessed in every course and program. In addition to meeting course requirements, satisfactory performance must be maintained in each domain. Efforts are made by program faculty to bring any significant performance concern during a required course or clerkship to the attention of the student early enough to allow sufficient time to develop a remediation plan. A student for whom major concern persists despite coaching may be given a failing grade (F) for the course and/or may not be promoted despite satisfactory performance in other categories. Grades for all courses are due within six weeks of the last day of the course.

Grading Scales

Pass/Fail. Final grades of Pass (P) or Fail (F) are applied in the following courses:

- FMK: All courses
- FCC: All courses
- Immersion: Electives; Learning Communities; PLAN (Inquiry Program); Foundations of Healthcare Delivery

School of Medicine

(with the exception of QI courses listed below)

Honors/High Pass/Pass/Fail. Final grades of Honors (H), High Pass (HP), Pass (P), Fail (F) are applied in the following courses:

- Immersion: All ACEs, ISCs, AIs, Foundations of Healthcare Delivery: Quality Improvement (QI) and the Research Immersion project
- An H grade is given to students for superior or outstanding achievement in all aspects of course work and multiple competency
- An HP grade is given to students with superior achievement in several, but not all, aspects/domains.
- A P grade is given to students who demonstrate satisfactory achievement in all aspects/domains. If any aspect of performance is marginal, this is indicated by a designation of “threshold” in the domain(s) of concern.
- An F grade is given for unsatisfactory work resulting in failure. A student receiving a “below threshold” in any competency domain, or “threshold” in multiple domains, may receive an F for the course or

The Grade of W. The grade of W is entered onto the transcript when a student withdraws from any course (or from the degree program) after the close of the change period but before the end of the term.

Temporary Grades

P-star. A temporary grade of P* is given to students whose performance is marginal because of important deficiencies in some aspects of course work which preclude awarding academic credit for completion of that course. The P* grade should only be applied if a plan for remediation, such as repeating an exam, has been put in place. The P* grade may be applicable for academic credit only after that remediation has been completed to the satisfaction of the course director, in which case the P* is converted on the official transcript to a P. No grade higher than a P can be assigned after such remediation, and the domain(s) of concern are marked as threshold in the final grade. In the absence of satisfactory remediation, the P* grade is converted on the official transcript to an F. If a transcript is requested before final resolution, the P* is present to indicate the course work has not yet been completed at a satisfactory level.

Any remediation plan must be completed in a timely manner: for courses in the Immersion phase, within six weeks of receiving the P* grade; in FCC, within six weeks of completion of the student’s final clerkship block; in FMK, prior to entry into the FCC phase. P* should not be used to indicate performance that is marginal but does not require course-specific remediation. Such a concern should be indicated as a threshold performance in the relevant competency domain(s). This is then tracked across courses in the portfolio system. P* should not be used to indicate incomplete work.

Incomplete. A grade of Incomplete is to be used only to reflect that mandatory course work has not been completed (for example, if the student was ill and did not attempt the final exam). Incomplete should not be used when work has been completed but at an unsatisfactory level (i.e., work that requires remediation). Any incomplete course work must be completed in a timely manner: For longitudinal courses in the Immersion Phase, a mutually agreed upon written plan between the course director(s) and student to complete incomplete coursework must be in place within six weeks of the original course end date. For all other Immersion Phase courses, incomplete work must be completed within six weeks of the original course end date; in FCC, within six weeks of completion of the student’s final clerkship block; in FMK, prior to entry into the FCC phase. There is no ceiling on the final grading or competency ratings for a student who previously received an Incomplete.

Faculty Advisers’ Roles and Responsibilities for Grading

The School of Medicine supports an active advising program for students in every year of medical school. This program supports faculty members who are selected and trained to counsel students regarding academic progress, career direction, and personal well-being. In order to preserve the integrity of the assessment system and protect students from either real or perceived bias, faculty members who serve in formal advisory roles do not assign summative course or clerkship grades without the assistance of a faculty grading committee. Faculty members who serve as advisers to individual students may provide formative feedback to students as part of other teaching responsibilities. If this feedback is submitted to a course director or grading committee as part of a summative assessment process, the advising relationship is disclosed.

Student Grievance Concerning Grades, Course and Clerkship Data, and Non-Course/Clerkship-Based Assessments

Students should seek redress of a problem with a grade, course and clerkship data, or non-course/clerkship-based assessment as soon as possible after receiving the grade, course and clerkship data, or non-

School of Medicine

course/clerkship-based assessment and in no case later than four weeks after the grade, course and clerkship data, or non-course/clerkship-based assessment is released. Students should confer directly with the course/clerkship director regarding a problem with a grade or course/clerkship data. Students should confer directly with the faculty member in charge of the administration of non-course/clerkship-based assessments regarding a problem with non-course/clerkship-based assessments. Every effort should be made to resolve the problem fairly and promptly at this level. If the student cannot resolve the problem through discussion with the course director or faculty member, within two weeks of talking with the course director or the faculty member, the student should make a formal request of an appeal in writing to the course director and the associate dean for medical student affairs. The ADMSA informs the associate dean for undergraduate medical education, which prompts a review of the course's assessment practices by the Standing Assessment Team, as well as review of the individual student's situation by the ADMSA, the ADUME, and a neutral faculty reviewer as indicated. If resolution is still not achieved, the associate dean for medical student affairs refers the case to the senior associate dean for health sciences education, who makes the final decision.

The Student Grievance Concerning Grades, Course and Clerkship Data, and Non-Course/Clerkship-Based Assessments Policy was reviewed and approved by the Undergraduate Medical Education Committee on November 16, 2020.

The Grading Policy was reviewed and approved by the Undergraduate Medical Education Committee on April 28, 2020.

Expectations for Conduct During Examinations and Work Submitted for Academic Credit Faculty and Students' Responsibilities

1. In order to create and maintain an academic environment that promotes the highest professional standards, it is important to be transparent in the expectations of all students regarding conduct in examination settings and regarding all work submitted for academic credit as stated in the Vanderbilt School of Medicine Honor Code, "By demanding great responsibility, the Honor System fosters an environment of freedom and trust that benefits the entire Medical School." It is the responsibility of the faculty and staff to help protect the trusting environment created when the students agree to and sign the Honor Code pledge.
2. In order to facilitate transparency of expectations, students are apprised of appropriate conduct for a given course on the first day of class or during the first week that a course meets. Standards of behavior for each course are published in the course syllabus, and course directors explain the pertinent points (especially in regard to examinations) verbally as well.
3. Appropriate attribution is expected for all work submitted for credit and in all entries to the electronic health Students must use proper citation practices and are expected to be aware of appropriate mechanisms to avoid plagiarism. Faculty clarify if an assignment may be collaborative.
4. It is the student's responsibility to be aware of and to adhere to the published guidelines for each course.
5. Incidents going before the Honor Council may be separately incorporated into the competency domain assessment and promotion committee review process as appropriate.

Expectations for Conduct in NBME Examinations

- "Suspicious behavior" during an exam may be construed as a violation of the Honor Code. Examples include looking at the work of other students and excessive talking or other disruptions.
- The use of cell phones is prohibited during the examination period, except in explicitly predetermined cases. If a student has a legitimate need to be available to urgent outside communications during the assessment period, the student must make the appropriate arrangements with the Office of Undergraduate Medical Education (OUME) prior to the assessment period. An OUME staff member is designated to receive any urgent communications and notifies the student of outside communications if the need arises.
- Personal belongings may not be brought in the seating area of the testing room. All materials, except computers for online examinations, must be left outside the room or deposited in the area designated for personal belongings. Items listed below are not permitted in the seating area of the testing room:
 1. Personal digital devices, calculators, or cellular telephones
 2. Recording/filming devices
 3. Watches with alarms, computer, or memory capability
 4. Radios or paging devices
 5. Reference materials (books, notes, or papers)
 6. Backpacks, briefcases, luggage, coats, or brimmed hats
 7. Beverages or food of any type
 8. Eyeglasses are permitted, but may be subject to inspection by proctors
 9. For online examinations, students are responsible for confirming device eligibility, working with the

School of Medicine

educational technology team as needed.

- Students may leave the room only for restroom breaks during the examination. Leaving the room can be disruptive to other students, so it is preferred that students not leave the room unless it is unavoidable. Students are escorted by a proctor to the restroom, and additional testing time is not given.
- It is unacceptable behavior to discuss the exam or course materials with others during the exam.
- If a student finishes the exam before time is called, the student should leave quietly and not return to the classroom or immediate outside area until the examination period is over.
- Because students take exams at different times, material covered on exams SHOULD NOT be discussed inside or outside of the examination room during the designated exam period.

Doctor of Medicine: Program Policies and Procedures: Assignments of Students to Clinical Sites

Policy on Student Assignment to Clinical Sites

Assignments to clinical sites are made by the clerkship or course director. Students can request an alternate site or clinical assignment when there are extenuating circumstances. To request an alternate site or clinical assignment, students must contact the Associate Dean of Medical Student Affairs (ADMSA) in writing (email is acceptable). Each request will be evaluated on the nature of the request, impact on other students, and available options. Requests based on conflicts of interest, accommodations, compliance issues, and mistreatment will be given priority. In instances where only one site is used for a particular experience, the student may be assigned to a new preceptor or team as able. Students are not provided the opportunity to negotiate with their peers to switch assignments.

Doctor of Medicine: Program Policies and Procedures: Attendance and Leave Policies: Clinical Time Requirements

Doctor of Medicine Clinical Time Requirements Policy

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on December 8, 2020 and was published on December 8, 2020.

For all clinical courses in the Foundations of Clinical Care (FCC) and Immersion Phases:

- All missed time over the allowable 2 days must be made up.
- 75% of the total planned clinical experience in the course MUST be completed in-person (e.g., for courses with a 4-week clinical experience, 3 weeks must be completed in-person)
- Up to 25% of the total planned clinical experience in the course can be completed with virtual clinical experiences
- Virtual clinical experiences include but are not limited to:
 - Self-directed case-based study
 - Simulation
 - Telemedicine encounters
 - Virtual conferences
 - Virtual lectures
 - Virtual MCT encounters
 - Virtual or online cases
 - Virtual rounds

Guidelines

Course/clerkship directors should have a prepared list of virtual activities that the student could engage in. In the case that a student needs to miss more than 2 days of a clinical course, the student and course/clerkship director would work collaboratively to develop a plan to make up missed clinical experiences. This plan must meet the required 75% minimum of planned clinical activities in the entirety of the course being completed through in-person clinical experiences. Virtual clinical experiences cannot exceed a maximum of 25% of the total planned clinical time. The make-up plan would be documented through the absence request process.

The creation of a make-up plan is intended to be student-driven with the approval of the course/clerkship director. While students will be given guidelines and a menu of opportunities for virtual clinical experiences, they will be required to:

- Propose a make-up plan based on the course objectives and their personal learning goals
- Seek course director approval through the formal absence request process

School of Medicine

- Document completion of the make-up plan, including a log of virtual experiences
- Complete the make-up plan in the manner and timing that was mutually agreed upon by the student and course/clerkship director

MAKING UP REQUIRED IN-PERSON CLINICAL TIME

Should in-person clinical time be required to be made up, the student and course /clerkship director will work collaboratively to determine the best timing for clinical work. It would be at student and course/clerkship director discretion about when missed clinical experiences could be made up. This will depend on multiple factors including the student's schedule as well as the availability of space in the clinical environment.

- It would be permissible to allow in-person clinical time to be made up on weekends, evenings, or breaks, assuming availability of space in the clinical environment.
- It would be permissible to allow in-person clinical time to be made up during FCC electives.
- Make up of in-person clinical activities will not take precedence over other course work for which the student is currently enrolled.
- If missed FCC in-person clinical time cannot be made up over the course of the FCC phase, it is strongly encouraged that this be made up in June/July prior to the start of the Flex months for Step 1 study. For MSTP students, arrangements must be made to complete missed clinical time prior to the completion of Step 1 study time.

EXAMS: For courses/clerkships with required examinations (e.g., shelf exam), the timing of the examination should be discussed with the course/clerkship director.

GRADING: Students should receive an incomplete until the make-up plan (including any virtual and in-person activities) is completed.

TRACKING: Modifications to the absence request forms would be required to allow for more detailed make-up plans as well as for tracking of missed clinical time across courses and phases.

Additional Considerations

- Students can be given a provisional promotion to the Immersion Phase contingent on their making up their clinical requirements.
- The missed clinical requirements must be made up during the first three months of the Immersion Phase. If it has not been made up by this time, students must take a flex month to complete the clinical requirements.

Doctor of Medicine: Program Policies and Procedures: Attendance and Leave Policies: Leave of Absence

Doctor of Medicine Leave of Absence Policy

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on April 27, 2021 and was published on July 19, 2021.

This policy applies to Vanderbilt University School of Medicine Doctor of Medicine Program

POLICY

Leave of Absence

A student may request a leave of absence (LOA) from school for any reason (e.g., personal, medical, parental, research, dual degree, etc.), subject to the approval of the associate dean for medical student affairs (ADMSA). The student must submit a written request to the ADMSA, outlining the nature of the requested leave and providing the starting and ending dates. Leave of absence forms are available on the MD Gateway (medschool.vanderbilt.edu/md-gateway/forms). Students may consult with Vanderbilt University Student Access Services (vanderbilt.edu/student-access/) when contemplating a leave of absence, and the ADMSA may consult with Student Access Services when evaluating a request for leave of absence. The ADMSA may grant the student a leave of absence for up to one year, as long as the student is in good academic standing. Prior to LOA, a plan for re-entry into the curriculum and meeting graduation requirements should be outlined with the ADMSA, with the assistance of the associate dean for undergraduate medical education (ADUME) as indicated.

School of Medicine

A student on LOA may request an extension of the leave beyond one year, subject to the approval of the ADMSA. The student must submit a written request outlining the nature of the requested extension and providing a new ending date. A request for extension of a leave of absence must be submitted to the ADMSA at least three months before the ending date of the approved leave. Requests may be made for additional extensions using the process outlined above.

Upon return from LOA, the student must meet all compliance requirements which may include completing a criminal background check, updating immunization records, and meeting other compliance requirements.

Students who are not in good academic standing may request a leave of absence using the request procedure described above, but approval of the leave may be granted only by the student's Promotion Committee (the request is presented to the Promotion Committee by the ADMSA).

Students pursuing the Ph.D. as part of the Medical Scientist Training Program are not required to request a leave of absence to enter the Ph.D. phase of the program.

Doctor of Medicine: Program Policies and Procedures: Attendance and Leave Policies: Program Attendance Policy

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on April 27, 2021 and was published on July 19, 2021.

This policy applies to Vanderbilt University School of Medicine Doctor of Medicine Program

Student Absence Request forms are available online at medschool.vanderbilt.edu/md-gateway/forms. A Student Absence Request form must be completed for any absence. Required information includes the date, time, and reason for the absence request. The signatures of (1) the block/clerkship/course director and (2) the associate dean for medical student affairs (ADMSA) or the assistant dean for medical student assessment (aDA) are required. Note that for the Immersion Phase, the ADMSA and the aDA are notified of all absences that are approved, but their signatures are not required. Once the absence request is reviewed the student will be notified if the absence request was or was not approved.

Important Considerations:

- Students should not make travel arrangements prior to receiving notification of the outcome of their request. Approval is not granted just because travel arrangements have been made.
- Unapproved or denied absences are not allowed.
- Students are held responsible for didactic material they miss during approved absences. Make-up work for other activities may be required by course faculty/directors.
- Examples of situations in which make-up work is not allowed, and the student's grade may be affected include:
 - Absences for which no request was made.
 - Absences for which a request was made and denied.

Mandatory Sessions

Students are apprised of the attendance policies for a course on the first day of the course. Attendance standards are provided in course syllabi and in most courses are reviewed verbally by the course director(s). It is the student's responsibility to understand which sessions are mandatory, the definitions of approved and unapproved absences and the consequences for unapproved absences.

Mandatory sessions in all phases and courses include:

School of Medicine

- Orientation (phase orientations and course orientations)
- Examinations
 - If, due to extenuating circumstances, a student cannot be present for an examination, the student must notify the course leadership, the aDA and the ADMSA immediately. The student should work with course leadership to make arrangements to satisfy the examination requirement. For Foundations of Clinical Care (FCC) regarding National Board of Medical Examiners' (NBME) , regarding NBME shelf clerkship examinations, in special circumstances, students may be granted permission to take a missed shelf exam during standard makeup dates.
- Clinical duties as assigned
- Any sessions designated as mandatory by the phase or course leadership
- Days that would extend a school holiday (not including normal weekend breaks)

It is expected that students will arrive on time for courses and other school-related obligations and demonstrate respect for teachers, fellow students, and others while participating.

Types of Absences

Absences are considered planned or unplanned and can be approved or unapproved. An absence requires formal approval through the absence request process to be considered approved. Any absence for any reason (whether planned or unplanned) that has not received formal approval through the absence request process is considered unapproved.

Planned Absence: Students can request to be excused from mandatory sessions on the basis of serious health issues, need to access health services, family emergencies, religious holy days, or presentation of their work at meetings, or other similar circumstances handled on a case-by-case basis. In these circumstances, students must notify the course leadership and ADMSA or aDA and complete the absence request form at least four (4) weeks in advance for each active course or clerkship in which sessions would be missed if they are requesting an absence. If the mandatory session is a small group session, students should also notify their group facilitator and group mates. If the student will miss clinical duties, they must also alert the supervising resident and/or attending.

- For the Immersion Phase, the Student Absence Request form must be completed at least four (4) weeks from the start of the course. Students do not need to notify the ADMSA or aDA. While students may submit requests to be absent for other life events (e.g., weddings, non-emergent family events, etc.) these absences are highly discouraged and are not likely to be approved given their impact on both the student learning experience and the clinical learning environment. Students are encouraged to plan their flex months to accommodate these major life events.

Unplanned Absence: It is recognized that in some situations (e.g., serious health emergency, family emergency) students are not able to provide advanced notice of an absence. In these circumstances, students should contact the course leadership as soon as possible to explain the absence and notify the ADMSA or aDA. The Student Absence Request form must be completed as soon as possible.

Unapproved Absences: Unapproved absences may be planned or unplanned. Any absence for any reason (whether planned or unplanned) that has not received formal approval through the absence request process is considered unapproved. All absences from mandatory sessions as defined previously are considered unapproved absences. Any planned absence that was denied approval is considered unapproved. Unapproved absences are unacceptable and have a negative impact on the student's competency domain assessment and/or overall grade in the course. Students may fail the course.

Phase-Specific Requirements Foundations of Medical Knowledge (FMK) Phase

1. Mandatory sessions in FMK include all of the mandatory sessions listed for all phases/all courses and:
 - Small group sessions (small groups may include discussion or presentation sessions, team-based or case-based learning sessions, laboratory session, etc., as defined for individual courses)
 - 1st day of the course
 - Last day of the course before an assessment in a block
2. Unless stated otherwise, students are not required to attend general lectures in FMK courses. However, because many topics are covered only in lectures and many exam questions are derived directly from this material, attendance in lectures is strongly encouraged.
3. *Foundations of Medical Knowledge Phase Personal Days.* It is recognized that life events that are neither serious health issues nor family emergencies may affect a student's schedule. In these cases, students may request a personal day in order to miss a mandatory session. These are considered planned absences. Permission for absence may be granted at the discretion of the individual course directors. The rules that govern the use of personal days are:
 - Personal days are only available in the FMK Phase
 - Students must request permission from the course leadership for each active course in which

School of Medicine

sessions would be missed in writing and in advance using the appropriate Student Absence Request form.

- If granted an absence, students who anticipate missing a mandatory small group session due to taking a personal day must notify their group facilitator/clinical team/classmates at least 4 weeks in advance that they are not attending.
- Students are held responsible for material they miss when taking personal days. At the discretion of the course leadership, students may have to complete a make-up assignment on material they missed.
- During the FMK phase, students are allowed to take up to a total of three (3) personal days (not more than one day per block).
- *Personal Day Blackout Periods*. Students may not use a personal day to extend a school holiday (not including normal weekend breaks). Also, students may not use personal days to miss the following sessions, including:
 - i. Examinations
 - ii. First day of any class
 - iii. Orientation
 - iv. Last day of class before an assessment in a block
 - v. Other sessions as determined by course leadership/administration

Foundations of Clinical Care (FCC) Phase

1. Mandatory sessions in FCC include all mandatory sessions listed for all phases/all courses and:
 - All sessions of the longitudinal days, including all large group and small group sessions
2. During the clerkships, students are excused from clinical duties so that they may attend clerkship didactic sessions. Students are strongly encouraged to attend clerkship didactic sessions unless there is an urgent clinical situation or one that enriches their education.
3. A student is not allowed to miss more than two days. If more than two days are missed, a student must arrange to make up additional time.
4. At the discretion of the senior resident and the attending physician on the ward team, students may occasionally be given time off from clinical duties when working conditions permit. In the event such time off is expected to last longer than 24 hours, a Student Absence Request form must be submitted.

Immersion Phase

1. Mandatory sessions in Immersion Phase include all mandatory sessions listed for all phases/all courses and:
 - Immersion Weeks
 - Face-to-face sessions in longitudinal courses (Foundations of Healthcare Delivery, Learning Communities, and Research courses)
2. If any course or clinical session is going to be missed, the student must complete the Absence Request form. A student cannot miss more than two clinical days. If more than two clinical days are missed, a student must arrange to make up additional time.

Doctor of Medicine: Program Policies and Procedures: Attendance and Leave Policies: Student Work Policy

Student Work Policy Medical Student Duty Hours Policy FMK Phase

Vanderbilt University School of Medicine adheres to the following guidelines regarding the amount of scheduled time during a given week of the pre-clerkship phase of the curriculum:

1. Within each week, the students will receive a maximum of 30 (thirty) hours of scheduled instructional time inclusive of longitudinal coursework (e.g., Foundations of Healthcare Delivery and Learning Communities).
2. Not all scheduled time will have mandatory attendance.
3. With occasional exceptions, attendance at didactic lectures within the Foundational Block courses should be encouraged but not required. When possible, they should be recorded and available online for the students to review on their own time.

Foundations of Clinical Care and Immersion Phases

In order to encourage a well-rounded, balanced journey through medical school, and to ensure maximal benefit of educational activities while limiting fatigue that may negatively impact patient care and education, it is the policy of Vanderbilt University School of Medicine that duty hours of medical students should reflect the general guidelines set forth for residents by the Accreditation Council for Graduate Medical Education (ACGME).

School of Medicine

Duty Hours are defined as all clinical and educational activities related to the student's current coursework. This includes:

1. All direct patient care activities (whether completed in-house or at home) such as note writing, preparing to present on rounds, completing medical records, reviewing testing, the provision for transfer of patient care, and in-house call activities
2. All mandatory scheduled educational activities such as lectures or small group sessions inclusive of time in longitudinal courses (Foundations of Healthcare Delivery, Learning Communities, and Research and Inquiry Program).

Duty hours DO NOT include time spent:

1. Commuting
2. Reading, studying, or preparing academically for activities that are not scheduled as part of current coursework.
3. Participating in volunteer activities.

We expect that:

1. Total required educational and clinical activities should not exceed eighty hours per week which is inclusive
2. of longitudinal coursework (e.g., Foundations of Healthcare Delivery and Learning Communities in Immersion Phase)
3. Students should take one day off in seven; this is typically a weekend day.
4. Students should be off (free from clinical and educational responsibilities) for eight (8) consecutive hours after a daily duty period/shift before returning to duty.
5. In-house call no more than once every three nights, averaged over the length of the course.
6. Continuous on-site duty should not exceed twenty-four (24) consecutive hours, and up to four (4) additional hours for educational activities (e.g., transitioning care, formal didactics).
7. Should be off (free from clinical and educational responsibilities) for 14 consecutive hours after 24 hours of in-house call.

It is also expected that course directors, supervising house staff and attending physicians are sensitive to student fatigue and total number of hours spent on clinical and educational activities. If any student believes they have worked over the maximum of eighty (80) hours per week or worked more than outlined above, the student should contact the Associate Dean of Undergraduate Medical Education.

The Medical Student Duty Hours Policy was reviewed and approved by the Undergraduate Medical Education Committee on May 26, 2020.

Extracurricular Work or Activities

The School of Medicine does not regulate the outside work or activities of its M.D. program students, although it does take the firm position of discouraging outside work. No outside commitments may be assumed by medical students that may compromise their responsibilities at the medical school. If the outside obligation creates a conflict of interest, a student may be required to discontinue it.

Student Pay for Work Performed for Credit

Students may not be paid for work performed as part of their elective or required course work for credit. Exceptions to this rule are made only when students are in special programs, such as students on military scholarships, students in funded graduate certificate programs, students in funded M.D./Ph.D. programs, students in MIDP completing certain industry internships, and students in the Oral Surgery program when acting as residents.

Doctor of Medicine: Program Policies and Procedures: Clinical Supervision of Students

Medical Clinical Supervision of Students Policy Purpose & Scope

This policy applies to individuals who supervise medical students across all required and elective clinical activities at all training sites. The purpose of this policy is to provide a safe and supportive learning environment for medical student learning and growth in the clinical setting, to ensure that the school adheres to expectations

School of Medicine

that protect patients and ensure student safety, and to describe the mandatory training, teaching, and assessment skills required to be a medical student supervisor.

Appropriate supervision ensures that medical students are provided with opportunities to learn that are progressive and commensurate with the student's level of training and in accordance with the supervisor's level of training and specialization.

Supervisors in the Clinical Setting

A Supervisor has the capacity to allow a learner to receive progressive responsibility for patient care. A Supervisor must either hold a faculty appointment and clinical privileges or be supervised in their teaching and assessment role by an individual who has a faculty appointment and clinical privileges. Examples of possible supervisors include:

- Attending Physician within Vanderbilt University School of Medicine's (VUSM) training sites both inpatient and ambulatory
- Resident Physician, Intern, or Fellow in a Graduate Medical Education (GME) program within VUSM
- Allied health professionals, such as Nurses, Physician Assistants, Nurse Practitioners, Social Workers, etc. where appropriate to the clinical activity

Levels of Supervision – Direct vs. Indirect

1. Direct Supervision: The medical student performs a task with the Supervisor physically present in the same location as the student; able to provide direct instructions and feedback to the student in real time; able to take over patient care duties if and when necessary. A resident physician or another health professional acting within their scope of practice may provide direct supervision under the indirect supervision of an attending physician.
2. Indirect Supervision - The Supervisor may not be physically present with the student; however, they are on-duty, immediately available, and can be called to the physical location of the student if and when necessary. The Supervisor verifies in person all relevant components of the history and physical exam that are obtained independently by students and verifies and communicates in person to the patient the assessment and plan.
3. The limitations for the requirements of proximity and timing of supervision, as well as the specific tasks that a student may perform without direct supervision, depends on various factors, including:
 - the level of training of the student;
 - previous experience and skill of the student within the scope of the clinical activity and setting;
 - the familiarity of the supervisor with the student's skills;
 - the acuity of the situation and the degree of risk to the patient.

How VUSM Monitors Clinical Supervision

Any medical student with concerns about the adequacy and availability of supervision they are receiving is encouraged to address their concerns as soon as possible. Medical students are instructed to contact their Course or Clerkship Director regarding any immediate concerns with supervision. Additionally, reports can be made via anonymous feedback through RISE or the Office of Medical Student Affairs.

The Medical Clinical Supervision of Students Policy was reviewed and approved by the Doctor of Medicine Undergraduate Medical Education Committee (UMEC) on October 26, 2020.

Doctor of Medicine: Program Policies and Procedures: Competencies for Learners Across the Curriculum

Competencies for Learners Across the Continuum

The following set of core competencies was adopted by the Undergraduate Medical Education Committee in 2009, updated in July 2012, and re-affirmed at the 2018 Annual Curriculum Summit. These competencies represent goals for medical education across the continuum, and while it is expected that students will be able to demonstrate some degree of mastery in all of them by the time of graduation, it is not expected that all graduating students will be expert in all of them. These core competencies are based on the six ACGME competencies that guide learning throughout postgraduate medical education.

I. Medical Knowledge

School of Medicine

Physicians must understand established and evolving biological, clinical, epidemiological, and social-behavioral sciences and must be able to apply this knowledge to patient care. Learners will be able to:

- MK1. Explain the biological, behavioral, and social factors that promote health or predispose individuals to illness, and how these may be used in partnership with patients to predict, prevent or mitigate the onset of disease.
- MK2. Demonstrate deep knowledge of the sciences essential for one's chosen field of practice.
- MK3. Demonstrate knowledge of the sciences that support other specialty fields as they relate to one's own practice.
- MK4. Demonstrate knowledge of the sciences underlying the common and important health and wellness issues affecting our society and other societies around the globe.
- MK5. Demonstrate an appreciation for the importance of the sciences that underlie the effective practice of medicine and the resulting commitment to maintain an up-to-date fund of knowledge through continuous learning.
- MK6. Apply knowledge of the scientific method, reproducible research, and experimental design in evaluating questions of interest.
- MK7. Collect, analyze, and interpret new information to enhance knowledge in the various disciplines related to medicine.

II. Patient Care

Physicians must consistently provide care that is compassionate, culturally competent, safe, efficient, cost sensitive, appropriate, and effective for the treatment of illness and the promotion of health. Learners will be able to:

- PC1. Perform a problem-focused or complete history and physical examination as indicated, and to obtain necessary diagnostic studies, including imaging, laboratory, and procedural tests.
- PC2. Interpret clinical information and formulate a prioritized differential diagnosis that reflects the use of medical knowledge in a probabilistic reasoning process.
- PC3. Formulate a management plan based on evaluation of the scientific evidence as well as on the patient's values, cultural background, beliefs, and behaviors; critically review the literature with an understanding of the levels of evidence provided by typical experimental or study designs, measurement techniques, and analyses; recognize common forms of bias.
- PC4. Implement a comprehensive management plan that would include performing indicated procedures within the scope of one's training
- PC5. Utilize knowledge support tools such as evidence-based diagnostic criteria, management guidelines and point-of-care information resources.
- PC6. Utilize informatics and health information technology in support of patient care in a manner that reflects understanding of their capabilities, limitations, benefits, and risks. Examples include the electronic health record, computerized physician order entry, decision support systems, and messaging systems.
- PC7. Demonstrate clinical judgment that is safe and commensurate for the level of training.
- PC8. Re-examine and address prior decisions when desired outcomes are not achieved and/or the patient is dissatisfied.

III. Interpersonal and Communication Skills

Physicians must be able to communicate in ways that result in safe, culturally sensitive, effective, and respectful information exchange and create beneficial partnerships with patients, their families, and other health professionals. Learners will be able to:

- ICS1. Discuss the enduring value of effective relationships and the factors that can facilitate or impede their formation, including power imbalances and social, economic, and cultural differences.
- ICS2. Demonstrate sensitivity to the diversity with which people perceive, think, learn, communicate, and make decisions, both individually and in groups, and an understanding of how these processes might be impacted by illness.
- ICS3. Explain the elements of a validated provider-patient communication model, and demonstrate appropriate components of the model during patient interactions.
- ICS4. Discuss the strengths, limitations, and appropriate applications of various communication modalities, and utilize verbal, non-verbal, written, electronic, graphic, synchronous, and asynchronous modalities in appropriate ways.
- ICS5. Discuss the challenges and opportunities created by cross-cultural communications and their potential impact on patient care, health disparities and health outcomes, and engage support systems that facilitate cross-cultural communication.
- ICS6. Discuss the elements of effective team building and utilize appropriate techniques to create, participate in, and lead effective teams.
- ICS7. Establish and utilize effective communication strategies with patients, families, and healthcare colleagues, regardless of their cultural background.

School of Medicine

- ICS8. Build and sustain effective relationships in a wide variety of settings and with persons from diverse backgrounds.
- ICS9. Effectively manage interpersonal conflict and provide and receive constructive feedback.
- ICS10. Disclose medical error to patients, families, and health care providers in a manner that is truthful, sensitive, responsible, constructive and supportive.

IV. Professionalism

Physicians must possess the knowledge, skills, and attitudes necessary to carry out professional responsibilities, adhere to ethical standards and establish and maintain productive, respectful relationships with patients and colleagues. Professionalism applies to formal and informal interactions in education systems, in health care practice settings, and in the wider community. Learners will be able to:

- PR1. Discuss the duties and obligations of the medical profession, its health care institutions, and its individual practitioners to patients, communities, and society.
- PR2. Place the primacy of the patient in all health care endeavors.
- PR3. Work for a more just health care system, including the ability to advocate effectively on behalf of individual patients and patient populations.
- PR4. Discuss the principles of biomedical ethics and apply these principles in practical contexts.
- PR5. Demonstrate honesty and transparency in all dealings with patients, learners, and colleagues.
- PR6. Comply with the professional and legal standards that safeguard patient confidentiality.
- PR7. Discuss the concepts surrounding conflict of interest and competing priorities; identify and manage these in ways that maintain the primacy of patient interests and the health of the public.
- PR8. Demonstrate compassion and respect for all persons regardless of differences in values, beliefs, and experiences.
- PR9. Demonstrate awareness of the vulnerability of patients and the inherent power differentials in organizational and interpersonal relationships, and respect the boundaries that define therapeutic relationships.
- PR10. Seek excellence in all professional endeavors.

V. Practice-Based Learning and Improvement

Physicians must be able to continuously improve patient care by investigating and evaluating outcomes of care and by engaging in learning activities which involve critical appraisal and assimilation of scientific evidence and application of relevant knowledge to individual patients and populations. To demonstrate competence in practice-based learning and improvement, each learner will be able to:

- PBLI1. Systematically collect, monitor, and analyze data describing current performance at the individual, team and/or systems levels in an effort to achieve the highest possible quality of care.
- PBLI2. Continuously pursue knowledge regarding best practices and optimal patient outcomes.
- PBLI3. Compare data about current performance at the individual, team, and/or systems level with expected outcomes, and identify and implement the learning strategies needed to improve performance.
- PBLI4. Develop and implement improvement projects using a systematic approach that employs the principles of improvement science.
- PBLI5. Recognize, acknowledge, and analyze medical errors and devise system-based strategies that would prevent similar errors in the future.

VI. Systems-Based Practice

Physicians must understand and respond to the larger context and system of health care and effectively call on system resources to provide care that is of optimal value. Learners will be able to:

- SBP1. Explain why health care of optimal value is safe, effective, patient-centered, culturally sensitive, timely, efficient, and equitable.
- SBP2. Explain basic principles of systems science and the ways in which people, processes, technology, and policy combine to form systems.
- SBP3. Describe the basic organization of health care systems, including the various relationships between patients, providers, practices, institutions, insurers and benefits managers, community health organizations, federal and state regulators, accrediting bodies, professional organizations, licensing boards, the pharmaceutical and biotechnology industries, and legislators.
- SBP4. Compare and contrast the local systems in which acute patient care and health maintenance are provided, such as emergency departments, outpatient clinics, hospitals, mental health clinics, public health clinics, pharmacies, etc.; coordinate patient care within these systems.
- SBP5. Describe different health professionals' roles and responsibilities within the health care delivery system and maximally utilize the capabilities of all health care team members to achieve optimal patient outcomes.
- SBP6. Discuss the key elements of leadership, management, and organizational behavior and how these

School of Medicine

elements apply in teams, health care organizations, and society; demonstrate these in one's own leadership roles.

- SBP7. Describe how public health and health policy shape the nature of our health care system and discuss how and when clinicians must interact with public health officials and policymakers.
- SBP8. Explain risk, complexity, resilience, and related concepts that influence the performance of humans and the systems in which they work.
- SBP9. Design, analyze, and evaluate health care microsystems, and propose interventions that improve quality, safety, and cost-effectiveness.

Last reviewed on May 14, 2021.

Doctor of Medicine: Program Policies and Procedures: Curriculum Requirements

Doctor of Medicine Curriculum Requirements Policy

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on April 27, 2021 and was published on July 19, 2021.

This policy applies to Vanderbilt University School of Medicine Doctor of Medicine Program

POLICY

Foundations of Medical Knowledge Phase (FMK-Year 1)

This phase of the curriculum (49 weeks) provides students a strong foundation in the basic sciences, humanities, and behavioral and social sciences that supports ongoing developmental learning over ensuing years. All students participate in meaningful clinical work during this phase to initiate their development as professionals, to provide clinical relevance for the foundational course work, and to provide an early understanding of health care systems. Required courses include Foundations of the Profession; Human Blueprint and Architecture (HBA); Microbes and Immunity (MI); Homeostasis; Renal & Digestion; Endocrine & Reproduction (ER); Brain, Behavior and Movement (BBM); Physical Diagnosis (PDx); Learning Communities (LC)—FMK; CASE (Inquiry Program); and Continuity Clinical Experience (CCX) for either Foundations of Healthcare Delivery (FHD)1 or Vanderbilt Program in Interprofessional Learning (VPIL).

Foundations of Clinical Care Phase (FCC-Year 2)

This phase (41 weeks) provides a strong foundation in clinical care delivery, including core clerkships, clinical electives, and longitudinal programs to support the development of clinical skills and clinical reasoning.

Clerkships: Students rotate through discipline-specific clinical clerkships including Surgery (8 weeks), Medicine (8 weeks), Pediatrics (6 weeks), Obstetrics-Gynecology (6 weeks), Neurology (4 weeks), and Psychiatry (4 weeks). Ordinarily, students complete all clerkships before proceeding to the Immersion phase, but under special circumstances, students may defer one or more clerkships to pursue specific research or clinical interests. Such plans must be approved by the associate dean for undergraduate medical education. MSTP students who enter the FCC phase after the first clerkship block may defer one block to the Immersion phase, with the permission of the Medical Scientist Training Program director and the ADUME. These students remain accountable for the longitudinal elements of the FCC phase.

Electives: All students are required to take two (2) two-week electives during the FCC phase. These experiences are designed to allow students to explore focused clinical areas and potential career choices. Students may select from offerings across many clinical disciplines. The scheduling of these electives is linked to the clerkship blocks in Pediatrics and in Obstetrics and Gynecology.

A student may request an exemption from the elective requirement if she/he has a compelling reason. Reasons may include a need to make up clerkship time, illness requiring treatment, or other unavoidable life events that require the student to be away from school. When the student needs an exemption, she/he must contact the associate dean for medical student affairs (ADMSA) to make a formal request. The decision to grant the exemption is made by the ADMSA. Once an exemption is granted, the student may not be required to complete the elective at a later date. An exempted elective that is not made up at a later time does not appear on the transcript.

School of Medicine

Master Clinical Teacher (MCT) Program. Direct observations by a master clinical teacher are required during the FCC phase. MCTs observe students during patient encounters and provide immediate feedback and teaching of advanced clinical skills. The structure and expectations of the observations are consistent throughout the phase; however, the logistics and scheduling of observations are specific to each clerkship. Participation in the MCT process is mandatory and contributes to the clerkship grade and portfolio.

Diagnosis and Therapeutics (D&T). This required course runs longitudinally throughout the phase. The course begins with a one-week intensive review of diagnostic approaches and continues throughout the FCC phase with a series of small group meetings aligned with specific clerkships.

Ongoing Longitudinal Elements. The longitudinal elements (Foundations of Healthcare Delivery and, if participating, Vanderbilt Program in Interprofessional Learning, Learning Communities—FCC, and Research) continue during the FCC phase. For ease of scheduling, these activities have been aggregated to “longitudinal days.” All activities during longitudinal days are considered mandatory.

Immersion Phase (IMM-Years 3 and 4)

The Immersion phase is a highly individualized experience that allows each student to create a schedule that optimally meets core educational needs, strengthens all competency domains, and builds specialized skill sets aligned with the student’s future clinical and scholarly trajectory. Students are required to complete 15 one-month blocks over this 22-month period (including the Research Immersion, described below). Students complete a mixture of experiences with varying levels of structured versus workplace learning, including acting internships (AIs), integrated science courses (ISCs), advanced clinical experiences (ACEs), and electives. Requirements for experiences across various care settings (primary care, acute care) and clinical disciplines ensure a broad preparation. Refer to the School of Medicine website for a full description of the requirements of the Immersion phase (medschool.vanderbilt.edu/curriculum/immersion/).

The longitudinal elements (Foundations of Healthcare Delivery and Learning Communities) continue during the Immersion phase. Some of this longitudinal course work is completed while participating in other core rotations. Some content is delivered in week-long courses, in which an entire class of students physically convenes. All activities during week-long courses are mandatory.

The Research Immersion, an intensive 3-month mentored scholarly experience, must be completed during the Immersion phase. Each mentor works with a student, aligning resources to support the student’s project during their planned research months. Students must complete the PLAN course before beginning the Research Immersion. Once the research months are determined, these agreed-upon months may not be shifted or adjusted without approval of the Research Immersion leadership, as this jeopardizes the project by impacting the effort faculty have made to align said resources. Students may request an extension of the Research Immersion of up to a total of six months (as a contiguous or non-contiguous block); approval is contingent upon satisfactory progress across all competency domains and is granted by the Inquiry Program director. Students must complete (or have attained waivers for) all Research Immersion requirements by the end of block #3 of the intended year of graduation.

Longitudinal Curriculum Requirements

Several curricular elements span all phases of the four years of training.

Foundations of Health Care Delivery (FHD)

FHD is a series of courses, over the four years of medical school, embedding students into care delivery systems to:

- Prepare professionals with systems level skills necessary to provide care that is safe, effective, patient-centered, timely, efficient, and equitable
- Integrate health systems science with clinical care
- Cultivate respectful professionals

School of Medicine

The vision of these courses is to offer students a longitudinal experience in which they learn about the systems of health care as well as foundational skills that help them better understand how health systems function, while at the same time gaining important skills to function in and eventually modify those systems. Graduation requirements are detailed at medschool.vanderbilt.edu/curriculum/fhd/.

Vanderbilt Program in Interprofessional Learning (VPIL)

Students have the opportunity to apply for VPIL, a two-year course in which medical, nursing, pharmacy, and social work students work and learn together as a team in a clinical environment. Participation in VPIL allows medical students to fulfill a portion of their FHD requirements for graduation. The goals of the program include:

- Cultivate respectful professionals
- Nurture self-directed workplace learners
- Prepare leaders who contribute to a collaborative practice-ready workforce
- Integrate the patient care experience with health professions knowledge
- Improve the health care delivery system by integrating systems knowledge with patient care.

Student teams learn to provide care to a panel of patients under the supervision of multi-professional attending providers. Teams also meet regularly for a variety of classroom-based and simulation activities focused on social determinants of health. Teams discuss cases together, go on a home visit, and learn a variety of other clinic-based skills that they can accomplish as a team. In their second year, student teams design and implement a quality improvement project in their clinic and present it at an end of year Capstone event.

Graduation requirements for students accepted into VPIL are detailed at medschool.vanderbilt.edu/vpil/.

Learning Communities

Learning Communities course work capitalizes on strong relationships within The Colleges, utilizing small group formats to address key elements of professional development. The Learning Communities curriculum includes meta-cognition, medical ethics, medical humanities, health care policy, and narrative medicine, delivered in a discussion-based format. Leadership is also a focus of the Learning Communities curriculum.

Inquiry Program

Research and scholarship are addressed over a four-year curriculum that introduces students to the role of physician-researcher and provides education in the skills, knowledge, and attitudes required to succeed in that role. The Inquiry Program consists of the following components:

- FMK Phase: CASE (Clinical Applications of Scientific Evidence)
- FCC Phase: Discovery
- Immersion Phase: PLAN (Planning, Logistics, and Navigation) and Research Immersion

The research courses in FMK and FCC phases prepare each student to complete a Research Immersion of 3-6 months during the Immersion phase.

Vanderbilt Core Clinical Curriculum

The Vanderbilt Core Clinical Curriculum (VC3) is based upon a set of twenty-five common presenting complaints. These topics do not encompass all that each student is expected to learn, but do represent core clinical scenarios that all graduates are expected to recognize, diagnose and, where appropriate, develop a management plan. A set of learning objectives is established for each presenting problem. The VC3 topics are introduced in the FMK phase and continually revisited throughout the curriculum. Students are expected to populate a digital dashboard demonstrating experience with these topics throughout their clinical rotations. More information may be found at medschool.vanderbilt.edu/vc3.

Core Entrustable Professional Activities for Entering Residency (Core EPAs)

The AAMC has defined thirteen tasks that interns are expected to perform without direct supervision. Training in the Core EPAs is provided throughout the curriculum, and students are assessed throughout FCC and the Immersion Phase. Although proficiency in all thirteen tasks is not a requirement for graduation, progress in the Core EPAs is monitored as part of each student's overall competency development. "Core EPA week," occurring in the spring semester of the third year, includes didactic and simulation activities to support student readiness for residency. This event is mandatory.

School of Medicine

Doctor of Medicine: Program Policies and Procedures: Degree Requirements

Doctor of Medicine Program Degree Requirements Policy

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on April 27, 2021 and was published on July 19, 2021.

This policy applies to Vanderbilt University School of Medicine Doctor of Medicine Program

POLICY

In order to graduate with the doctor of medicine, all M.D. students must:

- Have satisfactorily completed the medical curriculum.
- Have attained or acquired all required programmatic competencies.
- Have taken Step 1 and Step 2 Clinical Knowledge (CK) of the United States Medical Licensing Examination by the following deadlines: waivers must be approved by ADMSA or ADUME
 - Have taken Step 1 prior to orientation week of the Immersion phase.
 - Have taken Step 2CK by February 1 of their 4th year/final year of medical school.
- Have no outstanding unpaid balances with the university, other than sanctioned educational loans.

Length and Delivery of Program

In accordance with the requirements of the Liaison Committee on Medical Education, candidates for the M.D. must have spent at least 130 weeks of study as matriculated medical students. The maximum time for enrollment in required M.D. course work is six years, including time spent on approved personal and/or medical leave(s) of absence. Time spent on leave of absence related to an approved alternate academic pathway (e.g., pursuing another degree, completing a research year, etc.) does not count toward the six-year maximum time to complete the M.D.*

**Any student who exits the M.D. curriculum for approved experiences (research, dual degrees, leave of absence, etc.) encounters different course options upon return. Requirements for these students are aligned with expectations in the year of entry by applying the closest equivalent experiences available. Such students must meet with the associate deans of medical student affairs and undergraduate medical education to clarify requirements for their degrees.*

Medical Scientist Training Program (MSTP)

The MSTP is a dual endeavor between the Vanderbilt University School of Medicine and the Vanderbilt University Graduate School. Trainees are required to fulfill all of the training requirements for both the M.D. and the Ph.D. programs. Since some competencies for the M.D. are met by the graduate school experience, it is possible for MSTP students matriculating July 2013 or after to complete the M.D. program in a total of three years. The MSTP allows both dual and alternating enrollment in the School of Medicine and the Graduate School. MSTP students will typically complete the FMK and FCC phases, exit for graduate studies, then return for a single year in the Immersion Phase.

The cornerstone of the Vanderbilt MSTP is training in scientific inquiry afforded by a rigorous Ph.D. experience. After completing the first two years of medical school and at least two laboratory rotations, trainees select a laboratory and department for graduate studies. This selection is typically formalized before the end of the second year of medical school.

Requirements for successful completion of the Ph.D. are the same for all students at Vanderbilt, and the Ph.D. thesis must be successfully defended prior to reentry into medical school. Most MSTP students will begin their final year of medical school in early July or earlier to complete the Immersion phase of their training.

Medical Innovators Development Program (MIDP)

In addition to the degree requirements for the Doctor of Medicine, MIDP candidates complete the following:

School of Medicine

Over all four years:

- Innovation Forums
- Right Brain Activities

During the second year:

- Innovation Activism

During the third year:

- Innovation Design Experience and Applications (IDEA)

During the fourth year:

- Industry Immersion

During the third and fourth year:

- Business and Entrepreneurship

Oral and Maxillofacial Surgery – Doctor of Medicine Program (OMS-MD)

Students in the OMS-MD program meet in full the requirements for the doctor of medicine after three years of full-time training.

Doctor of Medicine: Program Policies and Procedures: Faculty Support and Advising Roles

Faculty Support and Advising Roles

Many individuals provide advising and support to VUSM students. Each of the advising roles at Vanderbilt is defined in a manner that makes it distinct from, yet complimentary to, the other roles in the system. Each faculty member in an advising role undergoes development on the specific role as well as the overall advising system. The product of faculty development is an adviser who is able to perform his or her advising role responsibilities and is also able to refer students to resources as appropriate to individual student needs.

Managing Multiple Faculty Roles

Faculty members engaged in multiple educational roles can face competing demands, which may directly or indirectly affect (or have the appearance of affecting) an individual's professional judgment in exercising any educator duties and responsibilities. Of particular concern to students is the intersection of roles involving advising students regarding personal or academic struggles with roles in assessment of student performance or assigning grades.

To identify and manage potential conflicts, the VUSM administration established a system that defines compatible and incompatible faculty roles within the educational enterprise. Authority over this system resides centrally, with the Office of the Senior Associate Dean for Health Sciences Education (SADHSE).

The Educator Role Matrix (online at vanderbi.it/rolematrix) illustrates roles that have been identified as including some potential for conflict. The matrix places advising roles in one of two categories as they relate to assessment activity: (1) Manageable conflict, and (2) Incompatible conflict. For manageable conflicts (yellow on matrix), the adviser must develop and submit for approval by the senior associate dean for health sciences education a conflict management plan that mitigates or eliminates the role conflict.

The Office of Undergraduate Medical Education (OUME) maintains records of Role Conflict Management Plans. (Management plans are available to students upon request.) When roles are determined to be incompatible (red on matrix), the faculty member must relinquish either the assessing or advising role. Before each new academic year, the associate dean for undergraduate medical education (ADUME) reviews all educators' roles and existing conflict management plans to ensure that they conform to the school's standards. Any new conflict management plans are required to be completed prior to the commencement of the academic year.

School of Medicine

Key Advisory Roles

Senior Associate Dean for Health Sciences Education (SADHSE): The SADHSE is a member of the VUSM administration. Her/his primary role is oversight of educational affairs for the School of Medicine. The SADHSE may not occupy any of the advisory or assessment roles contained in the Educator Role Matrix, with the exception of course director provided a grading committee is in place.

Associate Dean for Medical Student Affairs (ADMSA): The ADMSA is a member of the VUSM administration. Her/his primary role is advising on academic, career, and personal concerns. The ADMSA has office hours and meets with students in all years of training. The ADMSA is the primary VUSM official designated to write each student's Medical Student Performance Evaluation, but students may request that another school official complete the MSPE. The ADMSA also writes letters of recommendation for students applying for scholarships or various academic opportunities. The ADMSA oversees the Colleges program, the Student Wellness Program, RISE (the mistreatment reporting system), and the Careers in Medicine program. The ADMSA has access to all academic records. The ADMSA may not occupy any of the advisory or assessment roles contained in the Educator Role Matrix, with the exception of course director provided a grading committee is in place.

Associate Dean for Undergraduate Medical Education (ADUME): The ADUME is a member of the VUSM administration. Her/his primary role in the medical school involves development and delivery of curriculum and assessment for the M.D. degree. The ADUME has office hours and can meet with students in any year of training to discuss academic and career concerns. The ADUME frequently meets with students who are navigating the curriculum to maximize various academic opportunities. The ADUME has access to all academic records and administers the Promotion Committee process. The ADUME may not occupy any of the advisory or assessment roles contained in the Educator Role Matrix, with the exception of course director provided a grading committee is in place.

Associate Dean for Diversity Affairs (ADDiversity): The ADDiversity is a member of the VUSM administration. One of her/his roles includes advising students on academic, career, and personal concerns. ADDiversity is a secondary VUSM official designated to write student's Medical Student Performance Evaluation, but students may request that another school official complete the MSPE. The ADDiversity also oversees RISE (the mistreatment reporting system).

Assistant Dean for Undergraduate Medical Education (aDUME): The aDUME is a member of the VUSM administration. Her/his primary role in the medical school involves development and delivery of curriculum and assessment for the M.D. degree. The aDUME frequently may meet with students who are navigating the curriculum to maximize various academic opportunities. The aDUME has access to all academic records. The aDUME may occupy the advisory or assessment roles of Portfolio Coach and/or Course Director with an acceptable conflict management plan in place.

Assistant Dean for Medical Student Assessment (aDA): The aDA is a member of the VUSM administration. Her/his primary role is to identify and assist students with performance issues. One of the key roles of the assistant dean for assessment is to direct the Student Assistance Program (SAP). The goal of the SAP is to provide students with guidance in study skills, test-taking strategies, and general advice for academic success within a rigorous medical school curriculum. The aDA serves as an academic resource for students, meeting with individuals as indicated and coordinating tutoring in partnership with course directors. The aDA communicates with Vanderbilt University Student Access Services in the event that a student requires accommodation. The aDA helps to coordinate Promotion Committee meetings by preparing the meeting agenda, assembling the academic data to be reviewed, attending all meetings and reporting on student progress/concerns, as needed, and following up with students, as needed, after promotions committee meetings occur. The aDA has access to all academic records. The aDA may not occupy any of the advisory or assessment roles contained in the Educator Role Matrix, with the exception of course director provided a grading committee is in place.

College Mentor (CM): CMs are VUSM faculty members who manage the activities of and advising programs within the VUSM Colleges and Learning Communities. CMs serve assigned students as advisers in the areas of professional wellness and career counseling. CMs are involved with programming throughout the year in the school's Student Wellness Program and Careers in Medicine program. CMs also serve as teachers in the VUSM

School of Medicine

Learning Communities, focusing on content in medical humanities, metacognition, ethics, leadership, and policy. The CMs do not grade students in learning communities, but instead provide formative feedback. CMs may have teaching or supervisory roles with their college mentees in the context of other academic activities. However, role conflict management plans are created to ensure that they do not grade their mentees in those activities. CMs do not have access to student academic records (grades, etc.). A student may grant a CM access to his/her academic record and may revoke such permission at any time without negative consequences.

Portfolio Coach (PC): The PCs are VUSM faculty members who work with an assigned group of students throughout medical school. The PC role was created as part of Curriculum 2.0. Each member of an entering class is assigned an individual coach from the cohort of coaches appointed for their class. Students meet individually with their assigned PCs three times during the first phase of medical school and at least twice during each subsequent phase. Portfolio coaches play a vital role in the Curriculum 2.0 assessment system. PCs have access to the academic records of only the students to whom they are assigned. They coach individual students in developing the skills for informed self-assessment and lifelong learning. They help students critically appraise data about their performance and translate those assessments into action plans for future learning. PCs have an active role in the assessment of assigned students' progress through the curriculum. The PC may occupy several of the assessment roles contained in the Educator Role Matrix provided there is an approved conflict management plan.

Specialty Adviser (SA): As students approach their senior year of medical school, they are urged to choose an adviser from the specialty in which they will apply for residency. Specialty advisers are VUSM faculty members. Once established, this advisory relationship exists for the duration of the residency application and the National Residency Match processes. SAs provide academic and career counseling, strategic schedule planning, and interviewing advice specific to the specialty of choice. SAs do not have access to student academic records (grades, etc.). The primary goal of this relationship is to provide students with resources to most effectively obtain a successful residency match.

The Faculty Support and Advising Roles Policy and Matrix was reviewed and approved by the Undergraduate Medical Education Committee on May 26, 2020.

Doctor of Medicine: Program Policies and Procedures: Program Evaluation

Doctor of Medicine Program Evaluation Policy

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on April 27, 2021 and was published on July 19, 2021.

This policy applies to Vanderbilt University School of Medicine Doctor of Medicine Program

PURPOSE

The primary purpose of this policy is to provide a policy for the oversight of curriculum/program evaluation for the Doctor of Medicine program.

OVERVIEW

Curriculum/program evaluation seeks to obtain information to determine if medical students are experiencing the best possible learning experiences during their medical school career, if medical students are meeting educational program objectives and whether the school and curriculum are fulfilling their mission and goals. There are four major components to curriculum/program evaluation at VUSM:

- Course evaluation examines how the design and organization of courses and their content support medical student learning and achievement of learning objectives.
- Phase evaluation examines the impact of courses and the interaction of phase components on medical student learning and achievement of phase objectives.
- Program evaluation examines the impact of the overall curriculum and the interaction of its components on medical student learning and the achievement of educational program objectives.
- Educator assessment examines the performance of individual faculty, residents, and fellows in providing

School of Medicine

instruction to medical students.

Curriculum improvement is a community effort. All VUSM students, staff and faculty have a role in identifying needs and implementing strategies for improvement.

POLICY

- A. The Undergraduate Medical Education Committee (UMEC) is charged with central oversight of the curriculum. UMEC regularly reviews reports describing the performance of the system, making recommendations for improvement and monitoring the impact of changes.
- B. The Office of Undergraduate Medical Education Evaluation and Assessment Team oversees the implementation of all curriculum and program evaluation activities for the M.D. program. This oversight includes both the ongoing curriculum/program, as well as pilot studies or innovations. The Evaluation and Assessment Team is responsible for ensuring that all evaluation is conducted in a systematic and rigorous manner. This includes:
 - Design and oversight of evaluation plan including methodology and content
 - Design and distribution of evaluation instruments
 - Data collection, reporting, and archiving
- C. **Students are required to complete every VUSM-developed course and/or program evaluation survey that they receive from the Office of Undergraduate Medical Education Evaluation and Assessment Team.** Students who do not complete surveys will be reported to the associate dean of undergraduate medical education and the Promotions Committee. Completing program and course evaluations is a vital part of the continuous improvement process at VUSM. However, students may opt out of any VUSM-developed evaluation survey and/or any assigned VUSM-developed evaluation focus group. Any student wishing to opt-out must request a meeting with the associate dean for undergraduate medical education to discuss their reasons for wanting to be excused from the requirement to respond to a survey or participate in a focus group. This process must be started before the day the survey closes.
- D. In recognition that students are providing feedback about a system in which they are also being assessed, specific steps have been put in place to protect students from any real or perceived bias related to the provision of quality improvement information. Data that are collected in evaluation activities developed by VUSM or received from the AAMC are stored on secure servers managed by the Office of Undergraduate Medical Education.
 - a. There are two levels of access to evaluation data stored in secure locations.
 - i. Individually identifiable data
 1. The Evaluation and Assessment Team Program Manager and staff receive non-disclosure training and do not share identifiable data.
 2. The Director of Evaluation and Assessment, the Associate Dean for Undergraduate Medical Education, and the Assistant Dean for Undergraduate Medical Education may review individually identifiable data as needed in the context of programmatic review.
 - ii. De-identified data
 1. The Senior Associate Dean for Health Sciences Education, members of UMEC, and other faculty and student leadership engaged in program improvement processes may be provided with de-identified data for programmatic review.
 - b. Routine access to evaluation data will be managed by the Evaluation and Assessment Team Program Manager. Non-routine requests for access will be referred to the Director of Evaluation and Assessment and, if necessary, the Associate Dean for Undergraduate Medical Education.

DEFINITIONS

Evaluation

The measurement of effectiveness of the curriculum and school programs, not individual student performance.

Doctor of Medicine: Program Policies and Procedures: Progress and Promotion

Medical Student Progress and Promotion

Promotion committees of the faculty, in consultation with representatives of the faculty responsible for instruction, are charged with making recommendations to the dean and the executive faculty regarding progress and promotion of students. The executive faculty of the School of Medicine has final responsibility for the determination of medical student progress in the school.

Students who entered the curriculum in or before 2012, exited the traditional pathway and then return, follow the promotion procedures applicable to the class with which they are scheduled to graduate; however, as much as feasible, their academic requirements are aligned with expectations at the time of their entry to school. Such

School of Medicine

students are expected to confer with the associate dean for undergraduate medical education (ADUME) and the associate dean for medical student affairs (ADMSA) to clarify expectations prior to registering for their final year.

[Portfolio Reviews](#)

[Promotion Committee Process](#)

[Medical Student Performance Evaluation](#)

Doctor of Medicine: Program Policies and Procedures: Progress and Promotion: Medical Student Performance Evaluation

The Medical Student Performance Evaluation (MSPE) is created as a part of a student's permanent record and is submitted through the Electronic Residency Application Service system by October 1 for fourth-year medical students. Included in the MSPE are summative comments from performance evaluations throughout medical training.

Generally, the associate dean for medical student affairs works with students on the creation of the MSPE. However, students may instead choose to work with the associate dean for undergraduate medical education or the associate dean for diversity affairs to create the MSPE. Students are neither asked nor expected to provide any reason or justification for their choice of MSPE writer.

Doctor of Medicine: Program Policies and Procedures: Progress and Promotion: Portfolio Reviews

The portfolio review process serves to summarize evidence regarding student performance to direct future learning and to guide decisions of the promotion committees defined in the Promotion Committee section of this chapter. At times designated on the academic calendar for each phase, students prepare either formative self-assessments (FSAs) or summative self-assessments (SSAs) that reflect on the current cycle. These self-assessments use a VUSM Core Competency format and are guided by templates in the portfolio.

Students begin their self-assessments by reviewing data accrued for each of the VUSM competencies in a core competency domain. This data accrues from curricular assessments, and students may enter data that represents extracurricular activities, such as volunteer work or organizational leadership. For each competency, students designate a milestone level that describes their consistent level of achievement. Students assign an overall progress level for each VUSM core competency domain:

For the FMK and FCC phases, these domain progress levels are:

- Below Threshold
- Threshold
- Target

For Immersion phase, these progress levels are:

- Below Threshold
- Threshold
- Target

“Below Threshold” indicates failing performance.

“Threshold” indicates a marginal performance that meets expectations in some areas but not all. “Target” indicates a performance that meets all expectations.

Because the attainment of competencies is a developmental process, the performance levels that define Threshold and Target progress with the phases of the curriculum.

After assigning a domain progress level for each core competency domain, students must compose the

School of Medicine

following:

- A brief justification for each level, citing specific assessment evidence. These justifications are guided by prompting questions and must be written for all core competency domains.
- A summary reflection indicating areas of strength, areas for improvement, and areas of interest. This reflection is guided by prompting questions.
- A personalized learning plan (PLP) based on the summary reflection. The PLP consists of:
 - Learning goals
 - Activities that students undertake to meet learning goals
 - Metrics that indicate attainment of learning goals
 - Timeline for achievement

Students must specifically address any core competency domain with a progress level of Threshold or Below Threshold both in the summary reflection and in the PLP.

Students submit self-assessments and PLPs electronically and schedule meetings with the portfolio coaches during specific review periods. Coaches review student portfolios prior to the meetings, and independently designate progress levels for each core competency domain. At the time of the meetings, coaches and students review assessments, discuss and attempt to resolve any differences in progress level determinations, and review PLPs for appropriateness. Because this process integrates performance evidence across courses, it is possible that a student's performance could be designated as "Threshold" or "Below Threshold" in a competency domain despite passing grades in all courses. The original student self-assessment, the coach assessment, and the report of the joint assessment resulting from the student-coach meeting are retained in the portfolio. If differences between student and coach interpretations of evidence were not resolved during the student-coach meeting, this is indicated in the coach-finalized form.

Doctor of Medicine: Program Policies and Procedures: Progress and Promotion: Promotion Committee Process

Each Promotion Committee member is assigned a cohort of students to follow throughout the phase. Prior to each meeting, Promotion Committee members review the portfolio and learning plan of each assigned student. Promotion Committee members have complete access to the assessment evidence in the Learning Portfolios of all students assigned to them to assist in making determinations regarding progress and promotion.

Meetings occur three times during the Foundations of Medical Knowledge phase, twice in the Foundations of Clinical Care phase, and three times in the Immersion phase. Additional meetings may be called by the ADUME if performance concerns arise regarding any individual student or as needed at the discretion of the ADUME.

Students to be discussed during committee meetings include:

- any student on probation;
- any student with a failing or marginal course grade;
- any student with a domain progress level of Threshold or Below Threshold;
- any student seeking special privileges that require the committee's permissions; and
- other students as deemed necessary by faculty or administration.

If a committee member cannot attend a meeting in person or remotely, the assistant dean for medical student assessment (aDA) will present student information on behalf of the committee member. The committee member assigned to the student shares with the aDA any information that he/she may have assembled in preparation for the meeting. Discussion includes input from the student's portfolio coach, course directors, and other members of the committee.

Course directors for their respective phases attend Promotion Committee meetings to provide information about the class as a whole, and to answer questions that committee members may pose regarding individual students.

Portfolio Coaches also attend committee meetings during which any of their assigned students are scheduled for presentation. A quorum of the Promotion Committee shall consist of at least four of the voting members of a committee; however, any proposed dismissal requires the participation of all voting members, unless an exception is granted by the senior associate dean for health sciences education (SADHSE).

School of Medicine

Each promotion committee is charged with making decisions or recommendations as follows:

Decisions on Satisfactory Progress

Portfolio reviews assess whether students are making satisfactory progress towards attaining the achievement levels required for promotion to the next phase, or towards graduation, based on review of the assessment data compiled in each student's portfolio. Any students on probation are closely re-evaluated during these meetings.

1. *Satisfactory Progress*: Generally for students with progress levels for all domains at Target or Reach and passing grades in all courses
2. *Satisfactory Progress with Concern*: Generally for students with 1-2 domains at Threshold (regardless of course grades) and/or P* course grade with correlated domain score.
3. *Unsatisfactory Progress*: Generally, for students with >2 domains at Threshold, persistent Threshold performance in any single domain over time, or any domain Below Threshold (regardless of course grades), and/or a failing course grade**. Ordinarily these students are placed on academic probation. (See section on Probation below)

Students with designation of "Satisfactory Progress with Concern" receive a Letter of Concern from the Promotion Committee that outlines areas of concern and expectations for improvement. Letters of Concern are not reported externally and are intended to assist students in avoiding adverse actions; see section on Adverse Action below. The PLPs for these students must explicitly address concerns and be approved by the Promotion Committee; the progress of such students is reviewed at the next committee meeting. The Promotion Committee may require additional meetings between the coach and such students during the period between PC meetings. Students who fail a required block, course, or clerkship must repeat that element, or must have an alternate remediation plan that is approved by the course director. The remediation plan must be articulated in the PLP.

***Any performance deficiency that is serious enough to result in course failure must be attributed to one or more specific competency domains by the course director, which automatically results in a Below Threshold level in that domain for that portfolio review cycle.*

Decisions on Student Promotion

Decisions regarding promotion are made at the end of the FMK phase and the end of the FCC phase. In view of the integrated and individualized nature of the Immersion phase, meetings during this phase focus on the academic progress of the individual students, granting eligibility for the national residency matching process, and certifying eligibility for graduation.

Promotion Committees determine whether students are ready for promotion based on successful completion of all phase requirements, as evidenced by passing grades in all required courses, and satisfactory progress in each VUSM Core Competency Domain. The Promotion Committee's determination of satisfactory progress in competency domains is based on review of the assessment documentation compiled in each student's learning portfolio. Students must fully participate in the self-assessment and personalized learning plan process in order to be promoted to the next phase.

The FMK and FCC Phase Promotion Committees make one of the following recommendations for each student (see initial section under Promotion Committees, above, for frequency of Promotion Committee meetings):

1. Promotion to next phase
2. Promotion contingent upon authorized delayed completion of specified requirement(s). To support the individualized nature of our curriculum, situations may arise in which it is appropriate to permit special scheduling of educational opportunities. Students in good standing may request such scheduling flexibility through the ADUME. Some students, in compliance with approved targeted remediation plans, may also be eligible for this action.
3. Promotion on probation which include a plan for targeted remediation
4. No promotion
 1. Targeted remediation, with later re-evaluation for promotion
 2. Repeat the phase on probation
 3. Dismissal

Targeted remediation may include repeating a failed exam, retaking a failed course, and/or specialized coaching

School of Medicine

for deficits in specific domains.

The Immersion Promotion Committee makes one of the following decisions or recommendations for each student in the fall of the anticipated final academic year of training (see initial section under Promotion Committees, above, for frequency of Promotion Committee meetings):

1. Promotion to senior status (eligible for match process)
2. Promotion on probation (eligible for match process) which includes a targeted remediation plan
3. No promotion
 1. Targeted remediation, with later re-evaluation for promotion to senior status
 2. Dismissal

The Immersion Promotion Committee makes one of the following decisions or recommendations for each student in the spring of the anticipated final academic year of training:

1. Recommended for graduation
2. Not eligible for graduation
 1. Targeted remediation on probation, with later re-evaluation for promotion to senior status
 2. Dismissal

Because the portfolio review includes assessment of competencies across courses, it is possible for a student to pass all courses and still have concerns within competency domains that warrant probation or dismissal.

Decisions on all actions other than dismissal (promotion, promotion on probation, no promotion with targeted remediation, or no promotion with repeat the phase on probation) are made by the Promotion Committee.

Students are notified by the committee chair and the ADUME of all Promotion Committee decisions. For the action of promotion, this is generally done in writing. For other actions of the Promotion Committee, in addition to written notification, the student is informed in person (if possible) by the ADUME or the ADMSA in order to facilitate appropriate advising.

Adverse Actions

Probation

Promotion Committees ordinarily recommend that a student be placed on academic probation if course grades include: any failures, competency progress levels persistently at Threshold in a single domain despite coaching or remediation, or competency progress levels Below Threshold in any single domain.

Academic probation generally monitors performance in active course work for a period of time as specified by the Promotion Committee. Probation serves three functions:

- It serves as official documentation that the student is deficient in areas related to academic performance and/or competency development.
- It provides a pathway that the student must follow in order to regain good standing. This may include remediation, maintaining appropriate performance standards, and/or adhering to professional expectations.
- It describes the consequences that result if a student does not meet stated expectations during the period of probation.

Probation is noted in the Medical Student Performance Evaluation and will be reported in graduation verifications (e.g., for medical licensure).

The personalized learning plans (PLPs) for students who are placed on probation must include a remediation plan that explicitly addresses the domains of concern and is approved by the Promotion Committee. The committee may add requirements to the PLP, such as regular meetings with the ADMSA or other advisers, and/or recommendations such as elimination of extracurricular activities that may be interfering with satisfactory academic progress. All students who are placed on probation receive a letter from the ADUME and the chair of

School of Medicine

the Promotion Committee that outlines reasons for the probation, requirements and recommendations for addressing deficiencies, conditions for removal of probation, including an expected time frame, and actions that may be taken if conditions are not met.

Any student on probation is presented at the next Promotion Committee meeting to determine whether there has been satisfactory progress (see initial section under Promotion Committees, above, for frequency of Promotion Committee meetings). At that time, the committee may take the following actions:

1. Remove probation: Domains of concern now at Target. Probation can be removed at any PC regular meeting if students have satisfactorily addressed deficiencies, even if this is before the time frame originally designated by the PC.
2. Continue probation: Domain scores not yet at Target but progress is being made.
3. Recommend dismissal: If a student who is on probation receives a P* or failing grade in a course or demonstrates persistent Threshold or Below Threshold performance in any competency domain, the Promotion Committee considers dismissal.

Temporary Suspension

The School of Medicine reserves the right, through the SADHSE (or designee), to temporarily suspend a student for conduct disrupting or otherwise negatively impacting the learning environment, pending referral to the Promotion Committee or other appropriate process. The SADHSE notifies the student in writing of the conditions of the temporary suspension. If the student is reinstated, the student works with the ADMSA to address any course work missed during the suspension.

Dismissal

Promotion Committees ordinarily recommend dismissal only after a student has been given a reasonable probationary period to address deficiencies. Most often, this reasonable period consists of a full academic phase or academic year. Dismissal may also be recommended at any time for a student who demonstrates either a singular egregious behavior or is involved in one or more serious incidents inconsistent with the expectations for medical students at VUSM or in violation of university policy.

A decision to recommend dismissal requires participation of all promotion committee members, unless an exception is granted by the SADHSE. The committee meets as soon as possible to consider the situation, including its severity, and renders a recommendation. The ADMSA meets with the student prior to the committee meeting to hear the student's explanation, including any mitigating circumstances that could affect the committee's recommendations. The ADMSA presents the student's explanation, as well as any mitigating circumstances, to the Promotion Committee. Alternately, the student may elect to appear before the committee in person, submit an explanation in writing, or ask another faculty member to appear on his or her behalf.

Any recommendation for dismissal is presented by the ADUME to the dean or the dean's designee which is normally the SADHSE. The dean or designee may reverse the recommendation, in which case the dean or designee responds in writing to the Promotion Committee. In this circumstance, the Promotion Committee considers whether probation or other action is appropriate under the guidelines above. If the dean or designee accepts the recommendation of dismissal, the decision is described in a notice to the student written by the promotion committee chair and the ADUME. This communication is presented to the student in person (if possible) by the ADUME or the ADMSA.

Other Promotion Committee Decisions

Eligibility for Special Experiences

All committees may serve a role in recommending students for special opportunities, such as dual degrees or leaves of absence.

Certification for Participation in Residency Match Process

Students apply to residency programs during the fall semester of the intended academic year of graduation. In the spring semester, the School of Medicine must officially certify that students participating in the match process are eligible for graduation. The Promotion Committee for the Immersion Phase reviews student progress

School of Medicine

to make this determination in February. Any student with insufficient completion of requirements for graduation (accounting for planned course work in February, March, and April) could be withheld from the match process.

Student Recourse Regarding Promotion Committee Decisions

Probation/Non-promotion

Students may ask for reconsideration of any decision for probation or non-promotion. The request must be made in writing to the associate dean for medical student affairs (ADMSA) within seven (7) calendar days of delivery of the committee decision. Reviews are carried out by the senior associate dean for health sciences education (SADHSE). The student may meet with the SADHSE or present any additional information in writing. The SADHSE reviews the information presented by the student, information from the associate dean for undergraduate medical education (ADUME), and input from the relevant promotion committee (to include minutes, letters issued by the Committee, and direct input from the Committee Chair). The SADHSE (1) upholds the Promotion Committee decision, (2) requests a meeting of the Promotion Committee for reconsideration of additional information, or (3) reverses the decision. The decision of the SADHSE is provided in writing to the student and to the Promotion Committee. Even if the SADHSE reverses a decision of the committee, the SADHSE can require that the student follow any committee requirements and/or recommendations for addressing deficiencies.

Dismissal

Upon a decision of dismissal, a student is notified in writing of that decision and of the following options:

1. Voluntary withdrawal from VUSM. The decision to withdraw must be presented in writing by the student to the ADMSA within seven (7) calendar days after the student is informed of the decision for dismissal.
2. If the student does not request to withdraw within the seven-day period, the dismissal takes effect on the eighth calendar day.
3. The student must make a formal request for appeal in writing to the ADMSA (which may include electronic mail) so that it is received by the ADMSA within seven (7) calendar days after the student is informed of the decision for dismissal. A student who requests an appeal forfeits the option to withdraw. The ADMSA serves as the student's information resource in the appeals process and informs the ADUME and the SADHSE of the student's request for appeal.

If a dismissal decision is appealed, the student is placed on administrative leave and may not participate in patient care duties until the appeal is resolved. The dean or dean's designee, usually the SADHSE, assembles and convenes a review panel consisting of at least five (5) members of the executive committee of the executive faculty for an appeal review meeting within 30 days. In this review, the role of the dean or dean's designee is purely administrative, and he or she has no decision-making authority in this context. In preparation for the meeting, the ADUME makes available any relevant information/documentation to the panel, which includes all the assessment components of the student's portfolio. The ADMSA provides information to the student about the process. The student may choose to be present at the appeal review meeting and/or make a presentation in writing, which may contain documentation from other students, faculty members, and/or other sources. The student cannot have other representatives at this meeting. The chair of the Promotion Committee and the ADUME attend this meeting to present the findings of the Promotion Committee. The ADMSA also attends the meeting to answer questions from the review panel. The review meeting is conducted without the presence of attorneys for either party. However, either party may consult with its own counsel prior to the review meeting or during any breaks that might take place during the meeting. If the review panel upholds the decision, the student is dismissed without the opportunity to withdraw. If the review panel reverses the decision, the review panel provides the Promotion Committee with its written findings and refers to the Promotion Committee for consideration of whether probation is appropriate and, if so, for determination of the requirements and conditions to accompany probation. The decision of the review panel is final for the school.

Withdrawal from School

Students who wish to withdraw from the School of Medicine for any reason must do so in writing to the associate dean for medical student affairs. In some cases, the student may be able to receive a refund of tuition, but it is important that the student discuss this decision with VUSM Office of Enrollment Services staff before moving forward with the process. A student who has been dismissed from school, but decides to appeal the decision, is no longer able to choose to withdraw. If a student withdraws, reentry is possible only through the application process.

Doctor of Medicine: Program Policies and Procedures: Residents as Teachers

Doctor of Medicine Program Residents as Teachers Policy

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on October 27,

School of Medicine

2020 and was published on July 19, 2021.

This policy applies to Vanderbilt University School of Medicine Doctor of Medicine Program

PURPOSE

To outline how Vanderbilt University Medical Center (VUMC) graduate medical education (GME) programs prepare residents and fellows for their role in teaching medical students.

OVERVIEW

Residents and fellows play an important instructional role in the clinical education of medical students. In order to fulfill that responsibility, residents and fellows need to be familiar with the competencies and milestones expected of medical students and have orientation and teaching resources available to enhance their teaching and assessment skills.

POLICY

1. All incoming residents and fellows are required to attend GME New Resident and Fellow Orientation, which includes an orientation to their roles and responsibilities as teachers.
 - A. Attendance is collected and monitored centrally by the Office of GME and the Associate Dean for GME.
 - B. The orientation covers the following topics:
 - a. Setting a positive learning environment
 - b. Setting expectations
 - c. Principles of feedback
 - d. Microskills of teaching
2. Residents and fellows who will teach medical students participate in departmental clerkship orientations where they receive a copy of the clerkship objectives.
3. Residents and fellows who evaluate or assess medical students receive an annual online attestation form requiring them to review and acknowledge receipt of the medical school's graduation milestones and competencies and clerkship objectives.
4. The VUMC Educator Development Program and the GME Office offer teaching development workshops to help faculty, residents, fellows, and instructors improve teaching skills. Attendance is monitored centrally by the Educator Development Program and the GME Office.
5. Clinical departments offer additional teaching development workshops to residents and fellows, including topics such as the creating a positive learning climate, setting expectations on the clerkship, giving effective feedback, precepting, team leadership, and small group facilitation. Participation is monitored by the Associate Dean for GME and the residency program directors.

RELATED LCME STANDARDS

9.1: Preparation of Resident and Non-Faculty Instructors

PRINCIPLES

At Vanderbilt University School of Medicine (VUSM) and VUMC, we value the role residents and fellows play in the teaching and learning of medical students. We believe in the importance of supporting residents and fellows in their roles as teachers and providing excellent training for this role.

Accountable Dean or Director: Associate Dean for GME/DIO

Doctor of Medicine: Program Policies and Procedures: Student Support and Advising

Vanderbilt University School of Medicine provides comprehensive advising resources to promote student wellness and success in medical school. The advising program provides distinct resources to address the three domains of student life: academic, career, and personal. Students are introduced to the system of advising at orientation prior to entering their first year of medical school. Subsequent discussions of advising resources take place in a number of settings during the first semester of medical school. In addition to the formal advising system, a variety of other resources for student academic support exist, including phase/course/clerkship directors, course self-assessment modules, group study, and optional review sessions.

Students are strongly encouraged to seek assistance and support of various types as needed during training. The abilities to self-identify a need for assistance/support and to reach out to resources are important professional

School of Medicine

skills, and students are expected to develop these skills during their medical school careers.

School of Medicine Resources

VUSM Office for Medical Student Affairs. This office provides resources to support all students. The ADMSA is available for individual meetings and hosts weekly office hours.

VUSM Colleges. All entering students are placed in one of the four advisory Colleges upon matriculation—Batson, Chapman, Gabbe, or Robinson. Each College is led by two faculty College mentors, with whom students meet regularly in groups and individually, as needed. At these meetings the students discuss their progress, wellness, and career exploration. In addition to group and individual meetings, the College mentors have weekly office hours, as well as study breaks for students. Students may connect with their College mentors at any time for guidance and support.

Although College mentors provide direct teaching in a variety of settings, they do not assign student grades, and College mentors do not make decisions regarding promotion of students from one year to the next. College mentors do not have access to the students' academic records.

Learning Portfolio. Upon matriculating, each student is assigned to a Portfolio Coach and develops a learning portfolio. Students meet with their Portfolio Coaches individually at designated time points to critically review individual performance data and establish academic goals across all domains of competence. Additionally, each student should meet with his/her Portfolio Coach on an as-needed basis to review any specific academic concerns. Refer to the Medical Student Progress and Promotion section of this catalog for a detailed description of the learning portfolio system and portfolio coaches.

Student Assistance Program. This program provides students with guidance in study skills, test-taking strategies, and general advice for academic success. Students may directly contact the Student Assistance Program director regarding academic concerns.

VUSM-Funded Tutoring Services. Tutoring funded by the School of Medicine is available for students who are having serious difficulty academically or who are deemed by the block/course director or the assistant dean for medical student assessment, who is also the student assistance program director, to be at risk for marginal or failing performance (ordinarily ~75 percent or less).

Decisions about access to this program and about tutor assignments are made jointly by the block/course director(s) and the director of the Student Assistance Program. This allows the matching of individual student needs with individual tutor strengths and assures that tutoring resources are distributed appropriately. Generally it is expected that students will have availed themselves of other forms of student academic support (e.g., course self- assessment modules, group study, review sessions, etc.) before entering formal tutoring.

If a student has failing or marginal performance in a block or course, and wishes to obtain a VUSM-funded tutor, he/she must follow these steps:

- a. The student sets up a meeting to consult with the block/course director(s) and/or the Student Assistance Program director.
- b. Once the student's situation has been assessed by the block/course director(s) and the Student Assistance Program director, the appropriate level of tutoring support is determined.
- c. On assignment of a tutor, the student contacts the assigned tutor to set up tutoring appointments.
- d. The student should also review performance challenges with his/her Portfolio Coach and include the area (s) of concern in his/her Personalized Learning Plan.

Because VUSM-funded tutoring services require no payment from students, those who receive tutoring are responsible for signing a tutoring sheet that confirms that he/she worked with the assigned tutor for the time

School of Medicine

indicated by the tutor. Tutoring sheets must be submitted by the tutor to the student assistance program director's assistant in a timely manner.

The duration of time during which VUSM-funded tutoring services are provided is determined by block/course directors and/or the Student Assistance Program Director. Eligibility for services is reassessed on an ongoing basis once tutoring begins. Individual tutor assignments may be changed or adjusted over time to meet the needs of the pool of students requiring aid.

Important note about VUSM-funded tutoring: In situations where VUSM-funded tutoring has been recommended, and the student decides not to avail him/herself of this service, he/she should be aware that this may be viewed negatively by the Promotion Committee in the context of ongoing academic difficulty.

Privately Paid Tutoring. Students who are performing adequately but wish to seek additional assistance through private tutoring (e.g., from upper classmen) are responsible for arranging for these services and for payment.

VUSM Office for Diversity Affairs (ODA). This office provides resources to support students on issues related to disability, ethnicity, gender, religion, and sexual orientation. The many programs in ODA serve individual students' needs and educate the medical school community on diversity issues.

University Resources

The university provides a range of services to School of Medicine students, including access to medical care, psychological counseling, and disability accommodation. The university also provides resources to protect all students from discrimination, harassment, and retaliation. Information on these and other university services may be found on the [Life at Vanderbilt](#) page of this catalog.

Career Advisory Services

The Careers in Medicine (CIM) program at Vanderbilt University supports students as they explore career options in the health care field, provides structured advising as they decide among various specialty choices, and paves the path for graduates to succeed as they begin to embark upon their professional journey. Programming is planned by a student-led committee, in conjunction with the associate dean for medical student affairs and the CIM faculty advisers, to ensure that helpful, timely, and relevant information is provided to VUSM students at the right stage of training. CIM also has resources on a national level through the American Association of Medical Colleges.

Health and Wellness

In addition to the Vanderbilt University resources described earlier in this chapter, the School of Medicine offers, through its Office of Medical Student Affairs, specialized programs to meet the wellness needs of medical students.

Student Wellness Program: Vanderbilt University School of Medicine's Wellness Program was created to help students develop healthy living habits in the context of the stresses of medical school. It does this by celebrating student involvement in those activities important to their physical, social, and spiritual wellness. The Wellness Program is a student-run initiative composed of five committees, each supporting a different area of student well-being—physical/body, mind/spiritual, interpersonal, academic/professional, and environmental/community.

Throughout the year, the Wellness Committee is responsible for supporting student life through various programs, events, and resources for medical students. More information about the Student Wellness Program is available online, at medschool.vanderbilt.edu/student-affairs/student-wellness/.

The Colleges Program: Each medical student is assigned to one of four learning communities, called "colleges," upon entering the M.D. program. Each college spans the four years (or more for dual degrees) of medical school,

School of Medicine

providing different “generations” of medical students a chance to meet, socialize, and create community and support. Each college also has two faculty member college mentors who are selected based on a competitive application process including student input. Additionally, each college has eight to ten assigned faculty affiliate advisers and ten student affiliate advisers (3rd- and 4th-year student peer mentors) who also support the mentoring and well-being mission of the colleges. Together, the learning community creates a “home within a home,” providing students a rich environment of academic and career mentoring, a collaborative, safe environment for learning and discussion, and general support and encouragement. More information about the Colleges Program is available online at medschool.vanderbilt.edu/student-affairs/the-colleges/.

Doctor of Medicine: Program Policies and Procedures: Transportation

During their medical school careers, students may be placed for educational experiences in clinical sites located away from the Vanderbilt University campus. Generally speaking, students should be prepared to drive up to 35 miles from the Vanderbilt University campus to reach off-site placements. Students are responsible for their own transportation to and from all clinical sites for educational experiences, including all costs associated with that travel.

Last reviewed on May 14, 2021.

Doctor of Medicine Special Programs: Medical Innovators Development Program

The Medical Innovators Development Program (MIDP) is a unique four-year Ph.D.-to-M.D. training program tailored to engineers and applied scientists with existing Ph.D. degrees. The purpose is to fill an unmet need for applied physician-engineers who can solve clinical problems by translating discoveries in engineering into valuable innovation that improves the lives of our patients.

Motivated innovative physician-engineers who understand clinical medicine, as well as biomedical design, are critical to achieving more than incremental change. The MIDP is the School of Medicine’s first step in a broader mission to bridge the gap between academia, industry, and health.

MIDP students constitute a small cohort of students in the M.D. program. The program emphasizes multidisciplinary collaboration with faculty expertise across the schools of medicine, engineering, and business.

Information pertaining to the Degree Requirements for this program is available in the [Doctor of Medicine Program Degree Requirements Policy](#).

Information pertaining to the Entrance Requirements for the Medical Innovators Development Program can be found in the MIDP section of the [Doctor of Medicine Requirements for Entrance](#).

Information pertaining to the Application Process for the MIDP can be found in the Application Procedure for Admission to Medical Innovators Development Program section of the [Policy on Application for Admission to the Doctor of Medicine Program](#).

MIDP Financial Support

Funding for tuition is provided for those who gain admission to the Medical Innovators Development Program. Continued funding is predicated on maintaining satisfactory performance in the M.D. and MIDP programs.

Last reviewed on May 14, 2021.

Doctor of Medicine Special Programs: Medical Scientist Training Program

The Medical Scientist Training Program is the M.D./Ph.D. program at VUSM. The central goal of the MSTP is to identify, mentor, and foster the careers of a diverse workforce of superior future leaders in academic medicine,

School of Medicine

industry, and government who are dedicated to improving human health through research, clinical activities, and leadership. Based on solid clinical training and rigorous, highly impactful research training, our program fosters the development of independent scientific careers. We provide students with an integrated curriculum comprising a strong core education in medicine and intensive training in scientific inquiry. Successful completion of the program leads to attainment of both the M.D. and Ph.D. degrees.

Information pertaining to the Degree Requirements for this program is available in the Medical Scientist Training Program (MSTP) section of the [Doctor of Medicine Program Degree Requirements Policy](#).

Information pertaining to the Entrance Requirements for the Medical Scientist Training Program can be found in the MSTP section of the [Doctor of Medicine Requirements for Entrance](#).

Information pertaining to the Application Process for the Medical Scientist Training Program can be found in the Application Procedure for Admission to Medical Scientist Training Program section of the

[Policy on Application for Admission to the Doctor of Medicine Program](#).

MSTP Financial Support

Funding for tuition and stipend is provided for those who gain admission to the Medical Scientist Training Program. A training grant from the NIH supports a portion of the expenses for the MSTP; the remainder comes from institutional support and philanthropy. Students who do not maintain good academic standing risk losing this financial support.

Last reviewed on May 14, 2021.

Doctor of Medicine Special Programs: Oral and Maxillofacial Surgery (OMS-MD)

The Vanderbilt University Medical Center offers an Oral and Maxillofacial Surgical (OMS) Residency Program that, in collaboration with Vanderbilt University School of Medicine, allows qualified individuals to complete a Vanderbilt University M.D. in three years and thereafter progress directly into the VUMC OMS residency. The Vanderbilt University Oral and Maxillofacial Surgical Residency Program and VU M.D. program accept one student each year to this program. The OMS-MD curriculum allows trainees to meet graduation requirements for the doctor of medicine at the end of three years, at which point the Vanderbilt University M.D. is conferred. During the last three of six years in the OMS-MD program, the trainees continue full time in the VUMC OMS residency program.

With a case-based, system-based learning model and personalized medical school curriculum, there are generous opportunities for the OMS resident-medical student to explore areas of personal interest and emphasis programs for an outstanding medical/surgical education. The program prepares residents for the community practice of oral and maxillofacial surgery as well as for advanced fellowship training and academic careers. Areas of clinical strength include the comprehensive management of all facets of facial trauma, benign head and neck infections, trigeminal nerve injuries, head and neck pathology, orthognathic surgery, facial reconstruction, secondary cleft care, and dentoalveolar surgery and implants with an emphasis on implant site development.

Information pertaining to the Degree Requirements for this program is available in the [Doctor of Medicine Program Degree Requirements Policy](#).

Information pertaining to the Entrance Requirements for the Oral and Maxillofacial Surgery-Doctor of Medicine Program can be found in the OMS section of the [Doctor of Medicine Requirements for Entrance](#).

Information pertaining to the Application Process for the OMS can be found in the Application Procedure for Admission to Oral and Maxillofacial Surgery—Doctor of Medicine Program section of the [Policy on Application for](#)

School of Medicine

[Admission to the Doctor of Medicine Program.](#)

Last reviewed on May 14, 2021.

Doctor of Medicine Tuition, Fees, and Financial Aid

Tuition for the academic year 2021/22 is \$63,610. Detailed information pertaining to estimated cost of attendance is found at medschool.vanderbilt.edu/financial-aid/md-cost-of-attendance.

The following university costs are included with tuition:

- professional liability insurance
- student long-term disability insurance
- verifications
- VUSM student health costs

Please refer to the [School of Medicine Tuition, Fees, and Financial Aid](#) page of this catalog for more information about university and School of Medicine costs and fees.

Payment of Tuition and Fees

For students enrolled in the Doctor of Medicine program, one half of tuition, fees, and other university charges is due and payable by 31 August. The second half of tuition, fees, and other university charges is due and payable by 31 January. Additional information can be found on the [School of Medicine Tuition, Fees, and Financial Aid](#) page of this catalog and at vanderbilt.edu/stuacct.

Students in the Medical Scientist Training Program (MSTP) are principally enrolled in either the School of Medicine or the Graduate School. Each MSTP student receives a full scholarship from the MSTP that covers tuition and fees for the first year, second year, and final year of medical school as well as the first graduate school year. The thesis advisor is responsible for tuition, stipend, and fees from second year of graduate school through the date of Ph.D. dissertation defense.

Financial Assistance

Education leading to the doctor of medicine requires a careful consideration of financial commitment by prospective students and their families. Financial planning is an important part of the student's preparation for medical school.

Scholarships awarded on the basis of merit and need are available through Vanderbilt. Financial aid from school sources must be considered a supplement to governmental and other sources, rather than the primary source of funds necessary to attend medical school. Scholarships may not be adequate to meet students' demonstrated need, but approved educational expenses are met with funds from a combination of sources, including loans. Government funds that furnish significant loans to medical students are the Federal Direct Unsubsidized Loan and the Federal Direct Graduate PLUS loans. Private loans are also available to all students, including international students.

For Financial Assistance information pertaining to the Medical Scientist Training Program (MSTP), the Medical Innovators Development Program (MIDP), and the Oral Maxillofacial Surgery (OMS) program, please see [Special Programs](#).

Additional information and applications for financial aid are online at medschool.vanderbilt.edu/financial-aid/. Applicants desiring more specific information about financial aid resources should contact the medical school Office of Enrollment Services, Financial Aid.

Last reviewed on May 14, 2021.

School of Medicine

Faculty

For a list of current faculty, please visit vanderbilt.edu/faculty-affairs/faculty-registry/.

Hearing and Speech Sciences: Doctor of Audiology: Academic Policy: Student Assessment

Grades

The Department of Hearing and Speech Sciences follows School of Medicine policy for grades. See the [Academic Policies for All School of Medicine Programs](#) page of this catalog.

Grade Grievance Procedure

Students should seek redress of a problem with a grade as soon as possible after receiving the grade and in no case later than four weeks after the grade is released. Students with a problem should confer directly with the course director. Every effort should be made to resolve the problem fairly and promptly at this level. If the student cannot resolve the problem through discussion with the course director, the student should request an appeal by writing (email is acceptable) to the program director within two weeks of speaking with the course director. (The course director also should be included on the request for appeal.) In cases where the course director is also the degree program director, the appeal should be made to the assistant dean of health sciences education or his/her designee. If resolution is not achieved by the program director/assistant dean of health sciences education, the case is referred to the senior associate dean of health sciences education or his/her designee, who makes the final decision. At each level of review, the course's assessment practices are reviewed, and the individual student's situation taken into account.

Clinical Assessment

All Au.D. students are expected to make good progress in developing clinical skills by participating in clinical practicum throughout their time in the program. The first semester of clinical practicum involves more observation and guidance than actual hands-on experience. Students are graded in the first semester of practicum, primarily based on attendance, punctuality, professionalism, and active engagement in the learning process. In subsequent semesters, clinical supervisors assess clinical performance/learning for competency areas specific to the clinical setting. Grades for practicum assignments and case conference may be reduced for unexcused absences from either clinic or clinical case conference according to prevailing departmental guidelines.

Hearing and Speech Sciences Education: Doctor of Audiology: Academic Policy: Progress and Promotion

Periodic Reviews

Student performance is reviewed twice a year, and failure to appropriately develop clinical skills can result in probationary status, which must be alleviated to continue in the program.

Satisfactory Academic Progress and Good Standing

All students who maintain at least a 3.0 GPA and have earned at least a B- in all course work and clinical practica are classified as in good standing through their demonstration of satisfactory academic progress.

Graduation

The Department of Hearing and Speech Sciences follows School of Medicine policy for general degree requirements. See the [Academic Policies for All School of Medicine Programs](#) page of this catalog.

Program Commencement

Degree candidates must have completed successfully all curriculum, academic, clinical, and residency requirements (applicable to the degree sought) to be allowed to participate in the ceremony. A student completing degree requirements in the summer or fall semester is invited to participate in Commencement the following May.

However, the semester in which the degree was earned is the one recorded on the diploma and the student's permanent record.

Formal Remediation and Probation Formal Remediation Plan

Students who receive a grade of C+ or poorer in academic courses and/or clinical courses/practica, whether

School of Medicine

required or elective, may be required to remedy the grade as specified in a formal remediation plan. If the course in question is prerequisite for another course, the student is required to remedy the grade before being permitted to proceed.

Possible remedies include re-examination, course/practica repetition, and/or prerequisite examination prior to entering a higher-level course. Credit may be given on the basis of re-examination or satisfactory repetition of the course/practica work, but the original grade remains on the record and may be counted in the computations as cause for dismissal if additional poor performance occurs.

Probation

Failure to appropriately develop clinical skills, failure to earn at least a B- in a single course, or failure to maintain a GPA equal to or above a 3.0 results in probationary status which must be alleviated in order to continue in the program. The faculty committee recommends removal of probationary status when a student has demonstrated a continuing record of satisfactory performance in succeeding units of academic study/clinical practica and maintains a GPA of at least 3.0.

Dismissal

Students placed on academic and/or clinical probation who do not perform in a satisfactory manner during the subsequent academic year, including meeting the formal goals specified in their remediation plan, are considered for dismissal from school unless there are mitigating circumstances approved by the appropriate faculty committee, VCGS, and chair, DHSS. Students on probation may be considered for dismissal from school if their academic and/or clinical performance continues at a marginal level, even though there may be no recorded failures.

The Department of Hearing and Speech Sciences follows School of Medicine policy for formal remediation, probation, dismissal, and appeals. See the [Academic Policies for All School of Medicine Programs](#) chapter of this catalog for more information on these topics.

Eligibility to Reapply

Students who are dismissed from the program are not eligible to reapply.

Hearing and Speech Sciences Education: Doctor of Audiology: Academic Policy: Student Support and Advisory Services

Academic Advisory Resources

The program director has an open-door policy for all students in the Au.D. program.

Health and Wellness

See the [Life at Vanderbilt](#) page of this catalog.

Hearing and Speech Sciences Education: Doctor of Audiology: Accreditation

The doctor of audiology (Au.D.) education program at Vanderbilt University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Blvd., #310, Rockville, MD 20850, (800) 498-2071 or (301) 296-5700.

Hearing and Speech Sciences Education: Doctor of Audiology: Admission

Admission Requirements

The Au.D. program encourages applicants with backgrounds in such areas as communication disorders and other health-related professions, biomedical sciences, psychology, and psychoacoustics. All students must possess GRE scores consistent with Vanderbilt standards, a strong record of past academic achievement, a commitment to hearing health care, excellent oral and written communication skills, a willingness to work collaboratively, a strong work ethic, perseverance, and strong organizational and time management skills.

Undergraduate Prerequisites

There are no specific undergraduate prerequisites for the Au.D. However, courses related to the profession and basic sciences are helpful.

School of Medicine

A Course in normal language development is strongly encouraged but not mandatory. Students who do not have an undergraduate course in normal language development are required to take the Master of Science in Speech-Language Pathology (M.S.-SLP) course in Child Language Acquisition during the Au.D. program.

Please visit our website at medschool.vanderbilt.edu/hearing-speech/ for additional information.

Application Process Application Deadline: January 15

The application, test scores, and all supporting materials must be received by January 15.

Application Fee

Non-refundable \$50.00 application fee

Statement of Purpose (personal statement)

The Statement of Purpose is a required and important part of the application. The DHSS has no set criteria for the personal statement; it should be no less than one page but no more than 1-1/2 pages (single spaced).

Required Materials

Transcripts/Academic information

Official transcripts, which also should be sent after the completion of your degree, must be sent directly to Vanderbilt according to instructions below. You will be prompted to upload your academic record for each college or university you have attended when you officially submit your application. An academic record can be in the form of a legible scanned copy of a transcript or an academic record from the institution's Student Information System portal. If you are currently enrolled, please submit your academic record after your fall semester grades have been posted, if at all possible.

If you don't have your official transcripts during your application, unofficial transcripts can be provided instead. Official transcripts are required only after an offer of admission is made and accepted. To be considered official, a transcript must be sent directly from your institution to Vanderbilt.

Official transcripts should be mailed to Vanderbilt University CDM, PMB 407833, 2301 Vanderbilt Place, Nashville, TN 37240-7833, or securely emailed to cdm@vanderbilt.edu through your school's secure electronic transcript service. All other transcripts are considered unofficial. Please do not mail transcripts to the department office.

Letters of Recommendation

Three letters of recommendation are required and up to five maximum can be submitted. Letters of recommendation should be from individuals who can speak to the applicant's academic abilities and accomplishments and likelihood of the applicant's success in a clinical or research program such as faculty and or supervisors.

Recommenders are strongly encouraged to submit their letters electronically. The application allows the applicant to identify their recommenders and the system notifies them (on the applicant's behalf) by e-mail. When the electronic recommendations are submitted, they are "attached" to the application, and the applicant receives an email message confirming receipt of each recommendation.

Please note: email addresses should be proofed for accuracy before finalizing the application. If an incorrect email address is entered into the system, the recommender will not receive the request for recommendation.

If applicants choose not to use the electronic method, it is their responsibility to contact their recommenders and provide them with the DHSS recommendation link found on the department's website at

School of Medicine

medschool.vanderbilt.edu/hearing-speech/ under Academic, Au.D., Application Information. Paper letters of recommendation should be mailed to Vanderbilt University CDM, PMB 407833, 2301 Vanderbilt Place, Nashville, TN 37240-7833 and should be received in that office by the application deadline.

Test Scores

Official GRE scores come electronically from the Educational Testing Service (ETS) and are required for all applicants. Official TOEFL scores are required for international applicants only, even if you have completed a 4-year degree in a U.S. institution. The scores should be sent to institution code 1871. The department code is not required in order for your official scores to attach to the application.

Important Note: It is the applicant's responsibility to allow sufficient time for the ETS to score and report test results. Please refer to the ETS website (www.ets.org/gre) to access the Detailed Score Reporting Schedule for the GRE exam.

Resume/CV or Supplemental Materials

You may upload your resume/cv or other documents the committee may review by accessing the status page of the application and adding the documents in the "upload materials" section.

Tuition Scholarships

Given that most graduate students need financial assistance, need is not a factor; financial awards are offered on the basis of merit, using criteria very similar to those used to judge acceptance into the program. There are no additional forms to complete for scholarships.

Special Requirements for International Applicants

Test of English as a Foreign Language (TOEFL) is required for all international student applicants. Since the Au.D. is a clinical practice degree, it is critical that students have robust written and spoken English skills. Consequently, a TOEFL score of at least 110 is expected for successful applicants.

Financial Resources: In order to meet requirements for entry into the United States, international applicants must demonstrate that they have sufficient financial resources to cover the cost of their education. Please be prepared to provide evidence of this funding.

Selection Criteria, Offer, and Acceptance

All students must possess GRE scores consistent with Vanderbilt standards, a strong record of past academic achievement, a commitment to hearing health care, excellent oral and written skills, a willingness to work collaboratively, a strong work ethic, perseverance, and organizational and time management skills. The GRE, GPA, and letters of recommendation are components that contribute to our holistic admissions practices, which also consider diversity, leadership, educational background, and research experiences, among others.

Admission Decisions

Admission decisions are mailed by March 15.

Response from Students: April 15

If your written response is not received or you do not accept through the online portal by April 15, the department has the right to rescind the offer of admission and financial award. Confirmed receipt of an email to the vice chair of graduate studies specifying your decision by April 15th can be used to extend our deadline for receipt of the written response.

Transfer Students/Credits

Transfer credit is not accepted for the Au.D. program. Transfer students may apply and, if accepted, generally start at the beginning of the academic year and complete the program's curriculum in its entirety.

Non-degree-seeking Students

Non-degree-seeking students are allowed to enroll in audiology courses offered by the School of Medicine with approval from the instructor and vice chair of graduate studies on a case-by-case basis. In many cases, class size

School of Medicine

and/or resource limitations prevent this approval from occurring.

Visiting Students

Visiting students are not allowed to enroll in audiology courses offered by the School of Medicine.

Hearing and Speech Sciences Education: Doctor of Audiology: Contact Information

Additional information may be obtained by contacting program officials at [Contact | Hearing and Speech Sciences | Vanderbilt University](#).

Hearing and Speech Sciences Education: Doctor of Audiology: Other Program Policy and Procedure

Program Evaluation

The DHSS chair has regular, town hall type meetings with staff, students, and faculty and the outcomes of these meetings, in combination with curriculum review committee meetings, employer surveys, alumni surveys, and supervisor evaluations, are used to identify areas of potential program improvement. These areas are then discussed in regular meetings (typically monthly) of the full DHSS faculty and considered during annual revisions of department pillar goals.

Leave of Absence

Graduate programs in the DHSS require continuous registration for fall, spring, and summer semesters. Students who want to interrupt their graduate study must apply to the Vice Chair of Graduate Studies (Au.D., M.D.E., and M.S.-S.L.P.) and receive an authorized leave of absence. Any student who feels a medical (including mental health) or family leave of absence may be required should first contact either the vice chair for graduate studies or the Vanderbilt Student Access Services office (vanderbilt.edu/student-access/) to initiate the procedure. For non-medical or family leave request, the student should contact the vice chair for graduate studies. Leave of absence is granted for a maximum of one year. Those without authorized leave who do not register are dropped from the rolls of the School of Medicine and are not considered students. If they want to resume graduate study at Vanderbilt, they must apply for reinstatement. Reinstatement and degree completion timelines are also governed by policies of the medical school as appropriate.

Attendance and Leave Class

Students are expected to attend all classes. Attendance regulations are based on the assumption that academic and clinical success is the student's primary goal when pursuing a graduate degree. The weight given to class attendance in determining your course grades are an academic matter; therefore, instructors are responsible for allowing make-up work in the case of absences. If a grade penalty exists, it should be noted in the course syllabus.

Clinic

Student attendance is required at every clinical session throughout the duration of each practicum assignment unless otherwise scheduled by the supervisor. Only those absences due to illness or similar unanticipated emergencies may be excused; these should be reported immediately directly to the supervisor. For additional information, see your clinic handbook.

Any absences from class or clinic due to illness, death of an immediate family member, or similar unanticipated emergencies that affect more than one class or clinic period should be reported to the vice chair of graduate studies as soon as possible. The VCGS will work with the student and affected parties to ensure that adequate and reasonable accommodations are provided for without penalty to the student. In the case of medical issues including mental health difficulties with long-term implications, the student is encouraged to contact the Vanderbilt Student Access Services vanderbilt.edu/student-access/ office directly to arrange accommodations.

Honor Code

Each student will be compliant with the Vanderbilt University School of Medicine Honor Code guidelines. Every academic year, each student will sign, by written or electronic signature, an acknowledgement indicating that the student will follow the Honor Code rules and requirements.

Student Work Policy

Students are typically allowed to work 10 hours per week outside of their scheduled classes while school is in session. All student workers need to request the approval of the VCGS prior to beginning employment.

School of Medicine

Transportation

Students may be placed for educational experiences in clinical sites located away from the Vanderbilt University campus including counties surrounding Davidson County (Nashville). Generally speaking, students should be prepared to drive up to 60 miles (one way) from the Vanderbilt University campus to reach off-site placements. External placements may be up to three days per week for an entire semester. Students are responsible for their own transportation to and from all clinical sites for educational experiences, including all costs associated with that travel.

Honors and Awards

Jay W. Sanders Award. For outstanding clinical and academic achievements in audiology.

Ohde-Grantham Award for Excellence in Student Research. For students who exemplify excellence in research in any of the departmental disciplines.

Laura Knox Humanitarian Award. For students who possess and exemplify compassion for others through service leadership.

Hearing and Speech Sciences Education: Doctor of Audiology: Program Overview

The doctor of audiology (Au.D.) is a four-year post-baccalaureate degree which replaced the master of science degree as the requirement for the entry-level practitioner of audiology.

The doctor of philosophy (Ph.D.) degree continues to be offered to students interested in becoming teacher/investigators.

At present, Vanderbilt's Au.D. program is ranked #1 in the nation by *U.S. News and World Report*.

Department of Hearing and Speech Sciences Mission

The DHSS is dedicated to serving persons with communicative and related disorders through treatment, education, and research; enhancing our knowledge of communicative and related disorders; shaping the future of communication disorders and related disciplines through national and international leadership; promoting public awareness and prevention of communicative and related disorders; ensuring continuous improvement of operations through personal and professional development; and generating measurable benefits for our community, employees, students, clients and their families, and other customers. As part of this mission, the Au.D. program ensures that students complete all academic course and clinical practica requirements for certification standards in audiology.

Standing Program Committees Admission Committee

This committee has the responsibility of making recommendations concerning admission and scholarships for applicants to the Au.D., M.D.E., and M.S.-S.L.P. programs. The committee oversees and continually reviews the admission process. It typically meets twice per academic year. Membership includes all DHSS faculty.

Promotion Committee

This committee monitors student progress toward completing the Au.D. degree requirements and makes recommendations regarding promotion, remedial action, or dismissal as appropriate for each student. This committee meets at least twice per academic year but is called to meet, in addition to these regular meetings, when there is a student of concern identified. Membership includes all DHSS audiology program faculty.

Curriculum Committee

This committee continually monitors and reviews the Au.D. curriculum. Any recommended changes to the curriculum are made to the DHSS faculty. Membership includes all DHSS audiology program faculty.

Program's Major Facilities

Practicum sites include the Vanderbilt University Medical Center, Monroe Carell Jr. Children's Hospital at Vanderbilt, and the Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences. Additional sites include the Veterans Affairs Medical Center and various other hospitals, outpatient clinics, and private

School of Medicine

practices in the middle Tennessee area.

Hearing and Speech Sciences Education: Doctor of Audiology: Tuition, Fees, and Cost of Attendance

The following university costs are included with tuition:

- professional liability insurance
- verifications
- VUSM student health costs

Academic Year 2021/2022 Tuition

Tuition, 1st, 2nd, 3rd years	\$43,287
Tuition, 4th year	8,570
Hourly rate	1,640

Detailed information pertaining to estimated cost of attendance is found at medschool.vanderbilt.edu/financial-aid/doctor-of-audiology-cost-of-attendance.

Payment of Tuition and Fees

Students registered for a full-time course load (eight hours or more for fall and spring and six hours or more for summer) are billed at the block tuition rate for the term in which they are enrolled. Students registered for less than a full-time course load (seven hours or fewer in the fall and spring or five 5 hours or fewer in the summer) are billed at the hourly tuition rate for the term in which they are enrolled. Certain courses are designated to trigger full-time enrollment (and block tuition billing) even though the number of credits carried by the course is fewer than eight.

Please refer to the [School of Medicine Tuition, Fees, and Financial Aid](#) page of this catalog for more information about university costs and School of Medicine fees. Additional information can be found at vanderbilt.edu/stuaccts.

Hearing and Speech Sciences Education: Master of Education of the Deaf: Academic Policy: Degree Requirements

Requirements to Earn Degree

All candidates for the Master of Education of the Deaf must have satisfactorily completed all residency, academic course, and practica requirements of the program.

Length and Delivery of Program

The candidate for the M.D.E. program spends at least three academic semesters of graduate study at Vanderbilt. Candidates for the master of education for the deaf degree are expected to be enrolled in the School of Medicine during each fall, spring, or summer semester until completion of the degree.

The normal time frame for completion of required course work for the master of education of the deaf degree is one to two years, depending on student's academic background upon entering the program. If an individual requires additional time due to unusual circumstances (e.g., remediation, personal leave of absence), the degree program may extend the maximum amount of time to complete the degree to three years.

Curriculum and Tracks

For M.D.E. students on the one-year track, a minimum of 37 semester hours (which includes 29 hours of formal, didactic course work and 8 practicum hours) is required. Students on the two-year track must complete a minimum of 64 semester hours (which includes 50 hours of formal, didactic course work and 14 practicum hours) for the M.D.E. and endorsement in special education hearing in PreK 12. For two-year students not seeking endorsement, a minimum of 58 semester hours (which includes 44 hours of formal, didactic course work and 14 practicum hours) is required.

Internship/Externship

Maymester internship/externship, designed to provide students with a unique opportunity for a three-week

School of Medicine

intensive practicum working with deaf and hard-of-hearing children, is required for graduation.

Other Degree Requirements

Students must also complete a service obligation experience which provides them with the opportunity to gain an enhanced understanding of children with hearing loss and their families. Service obligations require a minimum of 100 hours during the first year of enrollment. At least half of the hours should involve direct child contact.

Course List

A full list of program courses is provided in this catalog under [Courses by Program](#).

Hearing and Speech Sciences Education: Master of Education of the Deaf: Academic Policy: Progress and Promotion

Periodic Reviews

Student performance is reviewed twice a year, and failure to appropriately develop clinical skills can result in probationary status, which must be alleviated to continue in the program.

Satisfactory Academic Progress and Good Standing

All students who maintain at least a 3.0 GPA and have earned at least a B- in all course work and clinical practica are classified as in good standing through their demonstration of satisfactory academic progress.

Graduation

The Department of Hearing and Speech Sciences follows School of Medicine policy for general degree requirements. See the [Academic Policies for All School of Medicine Programs](#) page of this catalog.

Formal Remediation and Probation Formal Remediation Plan

Students who receive a grade of C+ or poorer in academic courses and/or clinical courses/practica, whether required or elective, may be required to remedy the grade as specified in a formal remediation plan. If the course in question is prerequisite for another course, the student is required to remedy the grade before being permitted to proceed. Possible remedies include re-examination, course/practica repetition, and/or prerequisite examination prior to entering a higher level course. Credit may be given on the basis of re-examination or satisfactory repetition of the course/practica work, but the original grade remains on the record and may be counted in the computations as cause for dismissal if additional poor performance occurs.

Probation

Failure to appropriately develop clinical skills, failure to earn at least a B- in a single course, or a failure to maintain a GPA equal to or above a 3.0 results in probationary status which must be alleviated in order to continue in the program.

Dismissal

Students placed on academic and/or clinical probation who do not perform in a satisfactory manner during the subsequent academic year including meeting the formal goals specified in their remediation plan considered for dismissal from school unless there are mitigating circumstances approved by the appropriate faculty committee, VCGS, and chair, DHSS. Students on probation may be considered for dismissal from school if their academic and/or clinical performance continues at a marginal level, even though there may be no recorded failures.

The Department of Hearing and Speech Sciences follows School of Medicine policy for formal remediation, probation, dismissal, and appeals. See the [Academic Policies for All School of Medicine Programs](#) chapter of this catalog for more information on these topics.

Eligibility to Reapply

Students who are dismissed from the program are not eligible to reapply.

Hearing and Speech Sciences Education: Master of Education of the Deaf: Academic Policy: Progress and Promotion

Periodic Reviews

School of Medicine

Student performance is reviewed twice a year, and failure to appropriately develop clinical skills can result in probationary status, which must be alleviated to continue in the program.

Satisfactory Academic Progress and Good Standing

All students who maintain at least a 3.0 GPA and have earned at least a B- in all course work are classified as in good standing through their demonstration of satisfactory academic progress.

Graduation

The Department of Hearing and Speech Sciences follows School of Medicine policy for general degree requirements. See the [Academic Policies for All School of Medicine Programs](#) page of this catalog.

Formal Remediation and Probation *Formal Remediation Plan*

Students who receive a grade of C+ or poorer in academic courses and/or clinical courses/practica, whether required or elective, may be required to remedy the grade as specified in a formal remediation plan. If the course in question is prerequisite for another course, the student is required to remedy the grade before being permitted to proceed.

Possible remedies include re-examination, course/practica repetition, and/or prerequisite examination prior to entering a higher-level course. Credit may be given on the basis of re-examination or satisfactory repetition of the course work, but the original grade remains on the record and may be counted in the computations as cause for dismissal, if additional poor performance occurs.

Probation

Failure to appropriately develop teaching skills, failure to earn at least a B- in a single course, or failure to maintain a GPA equal to or above a 3.0 results in probationary status which must be alleviated in order to continue in the program.

Dismissal

Students placed on academic and/or practica probation who do not perform in a satisfactory manner during the subsequent academic year, including meeting the formal goals specified in their remediation plan, are considered for dismissal from school unless there are mitigating circumstances approved by the appropriate faculty committee, VCGS, and chair, DHSS. Students on probation may be considered for dismissal from school if their academic and/or practica performance continues at a marginal level, even though there may be no recorded failures.

The Department of Hearing and Speech Sciences follows School of Medicine policy for formal remediation, probation, dismissal, and appeals. See the [Academic Policies for All School of Medicine Programs](#) chapter of this catalog for more information on these topics.

Eligibility to Reapply

Students who are dismissed from the program are not eligible to reapply.

Hearing and Speech Sciences Education: Master of Education of the Deaf: Academic Policy: Student Assessment

Grades

The Department of Hearing and Speech Sciences follows School of Medicine policy for grades. See the [Academic Policies for All School of Medicine Programs](#) page of this catalog.

Grade Grievance Procedure

Students should seek redress of a problem with a grade as soon as possible after receiving the grade and in no case later than four weeks after the grade is released. Students with a problem should confer directly with the course director. Every effort should be made to resolve the problem fairly and promptly at this level. If the student cannot resolve the problem through discussion with the course director, the student should request an appeal by writing (email is acceptable) to the program director within two weeks of speaking with the course director. (The course director also should be included on the request for appeal.) In cases where the course director is also the degree program director, the appeal should be made to the assistant dean of health sciences

School of Medicine

education or his/her designee. If resolution is not achieved by the program director/assistant dean of health sciences education, the case is referred to the senior associate dean of health sciences education or his/her designee, who makes the final decision. At each level of review, the course's assessment practices are reviewed and the individual student's situation taken into account.

Hearing and Speech Sciences Education: Master of Education of the Deaf: Academic Policy: Student Support and Advisory Services

Academic Advisory Resources

The program director has an open-door policy for all students in the program.

Health and Wellness

See the [Life at Vanderbilt](#) page of this catalog.

Hearing and Speech Sciences Education: Master of Education of the Deaf: Accreditation

Council for the Accreditation of Educator Preparation (CAEP)

CAEP

1140 19th Street NW, Suite 400

Washington DC, 20036

(202) 223-0077

caepnet.org

Hearing and Speech Sciences Education: Master of Education of the Deaf: Admission

We encourage all interested students to apply for our graduate program. The program will be one year in length (three semesters: fall, spring, and summer including Maymester) for those entering with teacher certification in deaf education and two years (five semesters: fall, spring and summer including Maymester in year 1, fall and spring in year 2) for those entering with teacher certification in an area other than deaf education. The two-year program leads to an endorsement in special education preK-12 hearing.

Admission Requirements

Students entering the Master of Education of the Deaf program are required to have an undergraduate degree in deaf education, special education, early childhood education, or general education and must have teacher certification.

Application Process Application Deadline: January 15

The application, test scores, and all supporting materials must be received by January 15.

Application Fee

Non-refundable \$50.00 application fee

Statement of Purpose (personal statement)

The Statement of Purpose is a required and important part of the application. The DHSS has no set criteria for the personal statement; it should be no less than one page but no more than 1-1/2 pages (single spaced).

Required Materials

Transcripts/Academic information

Official transcripts, which also should be sent after the completion of your degree, must be sent directly to Vanderbilt according to instructions below. You will be prompted to upload your academic record for each college or university you have attended when you officially submit your application. An academic record can be in the form of a legible scanned copy of a transcript or an academic record from the institution's Student Information System portal. If you are currently enrolled, please submit your academic record after your fall semester grades have been posted, if at all possible.

School of Medicine

If you don't have your official transcripts during your application, unofficial transcripts can be provided instead. Official transcripts are required only after an offer of admission is made and accepted. To be considered official, a transcript must be sent directly from your institution to Vanderbilt. Official transcripts should be mailed to Vanderbilt University CDM, PMB 407833, 2301 Vanderbilt Place, Nashville, TN 37240-7833, or securely emailed to cdm@vanderbilt.edu through your school's secure electronic transcript service. All other transcripts are considered unofficial. Please do not mail transcripts to the department office.

Letters of Recommendation

Three letters of recommendation are required and up to five maximum can be submitted. Letters of recommendation should be from individuals who can speak to the applicant's academic abilities and accomplishments and likelihood of the applicant's success in a clinical or research program such as faculty and or supervisors.

Recommenders are strongly encouraged to submit their letters electronically. The application allows the applicant to identify their recommenders and the system notifies them (on the applicant's behalf) by email. When the electronic recommendations are submitted, they are "attached" to the application, and the applicant receives an email message confirming receipt of each recommendation.

Please note: email addresses should be proofed for accuracy before finalizing the application. If an incorrect email address is entered into the system, the recommender will not receive the request for recommendation.

If applicants choose not to use the electronic method, it is their responsibility to contact your recommenders and provide them with the DHSS recommendation link found on the department's website at medschool.vanderbilt.edu/hearing-speech under Academic, M.D.E., Application Information. Paper letters of recommendation should be mailed to Vanderbilt University CDM, PMB 407833, 2301 Vanderbilt Place, Nashville, TN 37240-7833 and should be received in that office by the application deadline.

Test Scores

Official GRE scores come electronically from the Educational Testing Service (ETS) and are required for all applicants. Official TOEFL scores are required for international applicants only, even if you have completed a 4-year degree in a U.S. institution. The scores should be sent to institution code 1871. The department code is not required in order for your official scores to attach to the application.

Important Note: It is the applicant's responsibility to allow sufficient time for the ETS to score and report test results. Please refer to the ETS website (<http://www.ets.org/gre>) to access the Detailed Score Reporting Schedule for the GRE exam.

Resume/CV or Supplemental Materials

You may upload your resume/cv or other documents the committee may review by accessing the status page of the application and adding the documents in the "upload materials" section.

Tuition Scholarships

Given that most graduate students need financial assistance, need is not a factor; financial awards are offered on the basis of merit, using criteria very similar to those used to judge acceptance into the program. There are no additional forms to complete for scholarships.

Special Requirements for International Applicants

Test of English as a Foreign Language is required of all international student applicants.

Financial Resources: In order to meet requirements for entry into the United States, international applicants must demonstrate that they have sufficient financial resources to cover the cost of their education. Please be prepared to provide evidence of this funding.

School of Medicine

Selection Criteria, Offer, and Acceptance

All students must possess GRE scores consistent with Vanderbilt standards, a strong record of past academic achievement, a commitment to hearing health care, excellent oral and written skills, a willingness to work collaboratively, a strong work ethic, perseverance, and organizational and time management skills. The GRE, GPA, and letters of recommendation are components that contribute to our holistic admissions practices, which also consider diversity, leadership, educational background, and research experiences, among others.

Admission Decisions

Admission decisions are mailed by March 15.

Response from Students: April 15

If your written response is not received or you do not accept through the online portal by April 15, the department has the right to rescind the offer of admission and financial award. Confirmed receipt of an email to the director of graduate studies specifying your decision by April 15th can be used to extend our deadline for receipt of the written response.

Transfer Students/Credits

Transfer credit is not accepted for the M.D.E. program. Transfer students may apply and, if accepted, generally start at the beginning of and complete the program's curriculum in its entirety.

Non-degree-seeking Students

Non-degree-seeking students can enroll in M.D.E. courses offered by the School of Medicine with approval from the instructor and vice chair of graduate studies on a case-by-case basis. In many cases, class size and/or resource limitations prevent this approval from occurring.

Visiting Students

Visiting students are not allowed to enroll in M.D.E. courses offered by the School of Medicine.

Hearing and Speech Sciences Education: Master of Education of the Deaf: Contact Information

Additional information may be obtained by contacting program officials at [Contact | Hearing and Speech Sciences | Vanderbilt University](#).

Hearing and Speech Sciences Education: Master of Education of the Deaf: Other Program Policy and Procedure

Program Evaluation

The DHSS chair has regular, town hall type meetings with staff, students, and faculty and the outcomes of these meetings, in combination with curriculum review committee meetings, employer surveys, alumni surveys, and supervisor evaluations, are used to identify areas of potential program improvement. These areas are then discussed in regular meetings (typically monthly) of the full DHSS faculty and considered during annual revisions of department pillar goals.

Leave of Absence

Graduate programs in the DHSS require continuous registration for fall, spring, and summer semesters. Students who want to interrupt their graduate study must apply to the Vice Chair of Graduate Studies (Au.D., M.D.E., and M.S.-S.L.P.) and receive an authorized leave of absence. Any student who feels a medical (including mental health) or family leave of absence may be required should first contact either the vice chair for graduate studies or the Vanderbilt Student Access Services office (vanderbilt.edu/student-access/) to initiate the procedure. For non-medical or family leave request, the student should contact the vice chair for graduate studies. Leave of absence is granted for a maximum of one year. Those without authorized leave who do not register are dropped from the rolls of the School of Medicine and are not considered students. If they want to resume graduate study at Vanderbilt, they must apply for reinstatement.

Reinstatement and degree completion timelines are also governed by policies of the medical school as appropriate.

Attendance and Leave Class

School of Medicine

Students are expected to attend all classes. Attendance regulations are based on the assumption that academic and clinical success is the student's primary goal when pursuing a graduate degree. The weight given to class attendance in determining your course grades are an academic matter; therefore, instructors are responsible for allowing make-up work in the case of absences. If a grade penalty exists, it should be noted in the course syllabus.

Educational Practica

Student attendance is required at every practica session throughout the duration of each practicum assignment unless otherwise scheduled by the supervisor. Only those absences due to illness or similar unanticipated emergencies may be excused; these should be reported immediately directly to the supervisor. For additional information, see your clinic handbook.

Any absences from class or practica due to illness, death of an immediate family member, or similar unanticipated emergencies that affect more than one class or practica period should be reported to the Vice Chair of Graduate Studies as soon as possible. The VCGS will work with the student and affected parties to ensure that adequate and reasonable accommodations are provided for without penalty to the student. In the case of medical issues including mental health difficulties with long-term implications, the student is encouraged to contact the Vanderbilt Student Access Services office directly to arrange accommodations.

Honor Code

Each student will be compliant with the Vanderbilt University School of Medicine Honor Code guidelines. Every academic year, each student will sign, by written or electronic signature, an acknowledgement indicating that the student will follow the Honor Code rules and requirements.

Student Work Policy

All student workers must request approval from the M.D.E. program director prior to beginning student employment.

Transportation

Students may be placed for educational experiences in sites located away from the Vanderbilt University campus. Students should be prepared to drive up to 60 miles from the Vanderbilt University campus to reach off-site placements. Students are responsible for their own transportation to and from all sites for educational experiences, including all costs associated with that travel.

Honors and Awards

Ohde-Grantham Award for Excellence in Student Research. For students who exemplify excellence in research in any of the departmental disciplines.

Laura Knox Humanitarian Award. For students who possess and exemplify compassion for others through service leadership.

Hearing and Speech Sciences Education: Master of Education of the Deaf: Program Overview

The Department of Hearing and Speech Sciences offers a Master of Education of the Deaf program. This one- to two-year program emphasizes skills related to effectively planning and implementing specialized instruction for children and youth with hearing loss.

The DHSS is home to a unique, interdisciplinary approach to teacher training by combining training in audiology, speech-language pathology, and deaf education. Please visit our website at medschool.vanderbilt.edu/hearing-speech for additional information.

Standing Program Committees Admission Committee

This committee has the responsibility of making recommendations concerning admission and scholarships for applicants to the Au.D., M.D.E and M.S.-S.L.P. programs. The committee oversees and continually reviews the admission process. It typically meets twice per academic year. Membership includes all DHSS faculty.

Promotion Committee

School of Medicine

This committee monitors student progress toward completing the M.D.E degree requirements and makes recommendations regarding promotion, remedial action, or dismissal as appropriate for each student. This committee meets at least twice per academic year but is called to meet in addition to these regular meetings, when there is a student of concern identified. Membership includes all DHSS M.D.E. program faculty.

Curriculum Committee

This committee continually monitors and reviews the M.D.E. curriculum. Any recommended changes to the curriculum are made to the DHSS faculty. Membership includes all DHSS M.D.E. program faculty.

Program's Major Facilities

The Mama Lere Hearing School in our National Center for Childhood Deafness and Family Communication serves as one of the practicum placements for the DHSS deaf education program. This early childhood school for children who are deaf or hard of hearing is known for its outstanding work in the areas of speech development, auditory training, cochlear implant habilitation, language, and reading. In addition, M.D.E. students complete practicum hours in urban and rural settings in the greater Nashville area.

Hearing and Speech Sciences Education: Master of Education of the Deaf: Tuition, Fees, and Cost of Attendance

The following university costs are included with tuition:

- professional liability insurance
- verifications
- VUSM student health costs

Academic Year 2021/2022 Tuition

Tuition, 1st year (12 months)	\$43,287
Tuition, 2nd year (9 months)	\$28,858
Hourly rate	1,640

Detailed information pertaining to estimated cost of attendance is found at medschool.vanderbilt.edu/financial-aid/master-of-education-of-the-deaf-cost-of-attendance.

Payment of Tuition and Fees

Students registered for a full-time course load (eight hours or more for fall and spring and six hours or more for summer) are billed at the block tuition rate for the term in which they are enrolled. Students registered for less than a full-time course load (seven hours or fewer in the fall and spring or five 5 hours or fewer in the summer) are billed at the hourly tuition rate for the term in which they are enrolled. Certain courses are designated to trigger full-time enrollment (and block tuition billing) even though the number of credits carried by the course is fewer than eight.

Please refer to the [School of Medicine Tuition, Fees, and Financial Aid](#) section of this catalog for more information about university costs and School of Medicine fees. Additional information can be found at vanderbilt.edu/stuaccts.

Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Academic Policy: Degree Requirements

Requirements to Earn Degree

All candidates for the Master of Science (Speech-Language Pathology) must have satisfactorily completed all residency, academic course, and clinical practica requirements of the program.

For M.S.-S.L.P. students with an undergraduate background in communication sciences and disorders, a minimum of 47 semester hours (including 37 didactic credit hours and 10 clinical practicum credit hours) is required for the master's degree.

For M.S.-S.L.P. students without an undergraduate background in communication sciences and disorders, a

School of Medicine

minimum of 54 semester credit hours (including 43 didactic credit hours and 11 clinical practicum credit hours) is required. Curriculum requirements, course content, and the number and distribution of credit hours are determined by the M.S.-S.L.P. program faculty.

Length and Delivery of Program

The candidate for the M.S.-S.L.P. spends at least five academic semesters of graduate study at Vanderbilt. Candidates for the M.S.-S.L.P. are expected to be enrolled in the School of Medicine during each fall, spring, and summer semester until completion of their degree requirements.

The normal time frame for completion of required course work for the Master of Science in Speech-Language Pathology is two years. If an individual requires additional time due to unusual circumstances (e.g., remediation, personal leave of absence), the degree program may extend the maximum amount of time to complete the degree to three years.

Curriculum and Tracks

Enrollment in clinical practicum is required during each semester of the student's enrollment. Students must have 25 clock hours of guided clinical observation of clinical service provision conducted by or supervised by a person with the Certificate of Clinical Competence (CCC) in speech-language pathology from the American Speech-Language-Hearing Association. If this observation has not been met prior to enrollment in the M.S.-S.L.P. program, the student completes the guided observation during the initial weeks of clinical placements each semester. Sufficient guided observation is completed in each clinical placement before a student participates in direct patient contact. Specialty tracks which provide special training in the areas of Language and Literacy in the Schools, Pediatric Hearing Loss, Research (Master's Thesis) and Autism are available. Details of the additional coursework and experiences required for these tracks are described during orientation.

Internships/Externship

During the final semester of enrollment, the student completes a 10-week full-time externship. Students are expected to have completed a minimum of 300 clinical clock hours prior to initiation of the externship.

Course List

A full list of program courses is provided in this catalog under [Courses by Program](#).

Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Academic Policy: Student Assessment

Grades

The Department of Hearing and Speech Sciences follows School of Medicine policy for grades. See the [Academic Policies for All School of Medicine Programs](#) page of this catalog.

Grade Grievance Procedure

Students should seek redress of a problem with a grade as soon as possible after receiving the grade and in no case later than four weeks after the grade is released. Students with a problem should confer directly with the course director. Every effort should be made to resolve the problem fairly and promptly at this level. If the student cannot resolve the problem through discussion with the course director, the student should request an appeal by writing (email is acceptable) to the program director within two weeks of speaking with the course director. (The course director also should be included on the request for appeal.) In cases where the course director is also the degree program director, the appeal should be made to the assistant dean of health sciences education or his/her designee. If resolution is not achieved by the program director/assistant dean of health sciences education, the case is referred to the senior associate dean of health sciences education or his/her designee, who makes the final decision. At each level of review, the course's assessment practices are reviewed and the individual student's situation taken into account.

Clinical Assessment

All M.S.-S.L.P. students are expected to make good progress in developing clinical skills by participating in clinical practicum throughout their time in the program. The first semester of clinical practicum involves more observation and guidance than actual hands-on experience. Grading in the first semester is primarily based on attendance, punctuality, professionalism, and active engagement in the learning process during clinic assignments. In subsequent semesters, clinical supervisors assess clinical performance/learning for competency areas specific to the clinical setting. Grades for practicum assignments may be reduced for unexcused absences from clinic according to prevailing departmental guidelines.

School of Medicine

Competency Assessment

Each student prepares a formal case report on a client or clinical procedure during the final year of the two-year program, with guidance from a clinical faculty member or clinical supervisor, for presentation to faculty, staff, and student peers. The quality of the case presentation is assessed formally by faculty and staff members regarding a number of elements of content.

Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Academic Policy: Student Support and Advisory Services

Academic Advisory Resources

The program director has an open-door policy for all students in the M.S.-S.L.P. program.

Health and Wellness

See the [Life at Vanderbilt](#) page of this catalog.

Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Accreditation

The master of science (M.S.) education program in speech-language pathology at Vanderbilt University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Blvd., #310, Rockville, MD 20850, (800) 498-2071 or (301) 296-5700.

Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Admission

Admission Requirements

Students with backgrounds in such areas as communication disorders and other health-related professions, biomedical sciences, psychology, and linguistics are encouraged to apply.

It is necessary for all M.S.-S.L.P. applicants to have satisfied the following prerequisites prior to matriculation in the Vanderbilt program.

1. Biological Sciences (at least one college-level course, for example, Intro to Biology)
2. Physics or Chemistry (at least one college-level course in either area, examples, Introduction to Chemistry, Physics I)
3. Statistics (course work must be statistics and not a research methods class)
4. Social/Behavioral Sciences (at least one college-level course in psychology, political science, economics, or anthropology)

The above four areas of study are required by the Council on Clinical Certification of the American Speech-Language-Hearing Association for applicants seeking certification in speech-language pathology. DHSS requires that students complete these prerequisites prior to enrollment in the M.S. program.

Please visit our website at medschool.vanderbilt.edu/hearing-speech/ for additional information.

Application Process Application Deadline: January 15

The application, test scores, and all supporting materials must be received by January 15.

Application Fee

Non-refundable \$50.00 application fee

Statement of Purpose (personal statement)

The Statement of Purpose is a required and important part of the application. The DHSS has no set criteria for the personal statement; it should be no less than one page but no more than 1-1/2 pages (single spaced).

Required Materials

Transcripts/Academic information

School of Medicine

Official transcripts, which also should be sent after the completion of your degree, must be sent directly to Vanderbilt according to instructions below. You will be prompted to upload your academic record for each college or university you have attended when you officially submit your application. An academic record can be in the form of a legible scanned copy of a transcript or an academic record from the institution's Student Information System portal. If you are currently enrolled, please submit your academic record after your fall semester grades have been posted, if possible.

If you don't have your official transcripts during your application, unofficial transcripts can be provided instead. Official transcripts are required only after an offer of admission is made and accepted. To be considered official, a transcript must be sent directly from your institution to Vanderbilt. Official transcripts should be mailed to Vanderbilt University CDM, PMB 407833, 2301 Vanderbilt Place, Nashville, TN 37240-7833, or securely emailed to cdm@vanderbilt.edu through your school's secure electronic transcript service. All other transcripts are considered unofficial. Please do not mail transcripts to the department office.

Letters of Recommendation

Three letters of recommendation are required and up to five maximum can be submitted. Letters of recommendation should be from individuals who can speak to the applicant's academic abilities and accomplishments and likelihood of the applicant's success in a clinical or research program such as faculty and or supervisors.

Recommenders are strongly encouraged to submit their letters electronically. The application allows the applicant to identify their recommenders and the system notifies them (on the applicant's behalf) by e-mail. When the electronic recommendations are submitted, they are "attached" to the application, and the applicant receives an email message confirming receipt of each recommendation.

Please note: email addresses should be proofed for accuracy before finalizing the application. If an incorrect email address is entered into the system, the recommender will not receive the request for recommendation.

If applicants choose not to use the electronic method, it is their responsibility to contact your recommenders and provide them with the DHSS recommendation link found on the department's website at medschool.vanderbilt.edu/hearing-speech/ under Academic, M.S.-S.L.P., Application Information. Paper letters of recommendation should be mailed to Vanderbilt University CDM, PMB 407833, 2301 Vanderbilt Place, Nashville, TN 37240-7833 and should be received in that office by the application deadline.

Test Scores

Official GRE scores come electronically from the Educational Testing Service (ETS) and are required for all applicants. Official TOEFL scores are required for international applicants only, even if you have completed a 4-year degree in a U.S. institution. The scores should be sent to institution code 1871. The department code is not required in order for your official scores to attach to the application.

Important Note: It is the applicant's responsibility to allow sufficient time for the ETS to score and report test results. Please refer to the ETS website (www.ets.org/gre) to access the Detailed Score Reporting Schedule for the GRE exam.

Resume/CV or Supplemental Materials

You may upload your resume/cv or other documents the committee may review by accessing the status page of the application and adding the documents in the "upload materials" section.

Tuition Scholarships

Given that most graduate students need financial assistance, need is not a factor; financial awards are offered on the basis of merit, using criteria very similar to that used to judge acceptance into the program. There are no

School of Medicine

additional forms to complete for scholarships.

Special Requirements for International Applicants

Test of English as a Foreign Language (TOEFL) is required for all international student applicants. Since the M.S.-S.L.P. is a clinical practice degree, it is critical that students have robust written and spoken English skills. Consequently, a TOEFL score of at least 110 is expected for successful applicants.

Financial Resources: In order to meet requirements for entry into the United States, international applicants must demonstrate that they have sufficient financial resources to cover the cost of their education. Please be prepared to provide evidence of this funding.

Selection Criteria, Offer, and Acceptance

All students must possess GRE scores consistent with Vanderbilt's standards, a strong record of past academic achievement, a commitment to perseverance, and exceptional organizational and time-management skills. The GRE, GPA, and letters of recommendation are components that contribute to our holistic admissions practices, which also consider diversity, leadership, educational background, and research experiences, among others.

Admission Decisions

Admission decisions are mailed by March 15.

Response from Students: April 15

If your written response is not received or you do not accept through the online portal by April 15, the Department has the right to rescind the offer of admission and financial award. Confirmed receipt of an email to the director of graduate studies specifying your decision by April 15th can be used to extend our deadline for receipt of the written response.

Transfer Students/Credits

Transfer credit is not accepted for the M.S.-S.L.P. program. Transfer students may apply and, if accepted, generally start at the beginning of and complete the program's curriculum in its entirety.

Non-degree-seeking Students

Non-degree-seeking students are allowed to enroll in M.S.-S.L.P. courses offered by the School of Medicine with approval from the instructor and vice chair of graduate studies on a case-by-case basis. In many cases, class size and/or resource limitations prevent this approval from occurring. Visiting Students Visiting students are not allowed to enroll in S.L.P. courses offered by the School of Medicine.

Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Contact Information

Additional information may be obtained by contacting program officials at [Contact | Hearing and Speech Sciences | Vanderbilt University](#).

Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Other Program Policy and Procedure

Program Evaluation

The DHSS chair has regular, town hall type meetings with staff, students, and faculty and the outcomes of these meetings, in combination with curriculum review committee meetings, employer surveys, alumni surveys, and supervisor evaluations, are used to identify areas of potential program improvement. These areas are then discussed in regular meetings (typically monthly) of the full DHSS faculty and considered during annual revisions of department pillar goals.

Leave of Absence

Graduate programs in the DHSS require continuous registration for fall, spring, and summer semesters. Students who want to interrupt their graduate study must apply to the vice chair of graduate studies (Au.D., M.D.E., and M.S.-S.L.P.) and receive an authorized leave of absence. Any student who feels a medical (including mental health) or family leave of absence may be required should first contact either the vice chair for graduate studies or the Vanderbilt Student Access Services office (vanderbilt.edu/student-access/) to initiate the procedure. For

School of Medicine

non-medical or family leave request, the student should contact the vice chair for graduate studies. Leave of absence is granted for a maximum of one year. Those without authorized leave who do not register are dropped from the rolls of the School of Medicine and are not considered students. If they want to resume graduate study at Vanderbilt, they must apply for reinstatement. Reinstatement and degree completion time lines are also governed by policies of the medical school as appropriate.

Attendance and Leave Class

Students are expected to attend all classes. Attendance regulations are based on the assumption that academic and clinical success is the student's primary goal when pursuing a graduate degree. The weight given to class attendance in determining your course grades are an academic matter; therefore, instructors are responsible for allowing make-up work in the case of absences. If a grade penalty exists, it should be noted in the course syllabus.

Clinic

Student attendance is required at every clinical session throughout the duration of each practicum assignment unless otherwise scheduled by the supervisor. Only those absences due to illness or similar unanticipated emergencies may be excused; these should be reported immediately directly to the supervisor. For additional information, see your clinic handbook.

Any absences from class or clinic due to illness, death of an immediate family member, or similar unanticipated emergencies that affect more than one class or clinic period should be reported to the vice chair of graduate studies as soon as possible. The VCGS will work with the student and affected parties to ensure that adequate and reasonable accommodations are provided for without penalty to the student. In the case of medical issues including mental health difficulties with long-term implications, the student is encouraged to contact the Vanderbilt Student Access Services vanderbilt.edu/student-access/ office directly to arrange accommodations.

Honor Code

Each student will be compliant with the Vanderbilt University School of Medicine Honor Code guidelines. Every academic year, each student will sign, by written or electronic signature, an acknowledgement indicating that the student will follow the Honor Code rules and requirements.

Student Work Policy

Students are typically allowed to work ten hours per week outside of their scheduled classes while school is in session. All student workers need to request the approval of the vice chair of graduate studies prior to beginning employment.

Transportation

Students may be placed for educational experiences in clinical sites located away from the Vanderbilt University campus including counties surrounding Davidson County (Nashville). Students should be prepared to drive up to 60 miles (one way) from the Vanderbilt University campus to reach off-site placements. External placements may be up to three days per week for an entire semester. Students are responsible for their own transportation to and from all clinical sites for educational experiences, including all costs associated with that travel.

Honors and Awards

Russell J. Love Award. For outstanding clinical and academic achievements in speech-language pathology.

Ohde-Grantham Award for Excellence in Student Research. For students who exemplify excellence in research in any of the departmental disciplines.

Laura Knox Humanitarian Award. For students who possess and exemplify compassion for others through service leadership.

Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Program Overview

The Master of Science (M.S.) education program in speech-language pathology is administered through the Vanderbilt University School of Medicine. The program provides clinical education leading to professional certification in speech-language pathology. The five- or six-semester program (depending on background) spans up to two calendar years of full-time study.

School of Medicine

Students without a background in communication disorders require an extra semester. Many clinical opportunities are available throughout the program. The program culminates in a ten-week clinical externship. The program meets or exceeds American Speech-Language-Hearing Association certification requirements.

Cochlear implant, autism, and education courses are a part of the curriculum for students with interests in those areas. There is also a thesis option. At present, Vanderbilt's M.S.-S.L.P. program is ranked #1 in the nation by *U.S. News and World Report*.

Program Mission/Goals/Objectives

The mission of the M.S.-S.L.P. is to present students with an evidence-based education leading to appropriate and effective clinical service in the context of a department engaged in and allowing exposure to cutting-edge research.

Standing Program Committees Admission Committee

This committee has the responsibility of making recommendations concerning admission and scholarships for applicants to the Au.D., M.D.E and M.S.-S.L.P. programs. The committee oversees and continually reviews the admission process. It typically meets twice per academic year. Membership includes all DHSS faculty.

Promotion Committee

This committee monitors student progress toward completing the M.S.-S.L.P. degree requirements and makes recommendations regarding promotion, remedial action, or dismissal as appropriate for each student. This committee meets at least twice per academic year but is called to meet in addition to these regular meetings, when there is a student of concern identified. Membership includes all DHSS S.L.P. program faculty.

Curriculum Committee

This committee continually monitors and reviews the M.S.-S.L.P. curriculum. Any recommended changes to the curriculum are made to the DHSS faculty. Membership includes all DHSS S.L.P. program faculty.

Program's Major Facilities

Practicum sites include the Vanderbilt University Medical Center, Monroe Carell Jr. Children's Hospital at Vanderbilt, and the Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences. Additional sites include the Veterans Affairs Medical Center, hospitals, outpatient clinics, and private practices in the Middle Tennessee area.

Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Tuition, Fees, and Cost of Attendance

The following university costs are included with tuition:

- professional liability insurance
- verifications
- VUSM student health costs

Academic Year 2021/2022 Tuition

Tuition, 1st year	\$43,287
Tuition, 2nd year (6 semester students)	43,287
Tuition, 2nd year (5 semester students)	28,858
Hourly rate	1,640

Detailed information pertaining to estimated cost of attendance is found at medschool.vanderbilt.edu/financial-aid/master-of-science-speech-language-pathology-cost-of-attendance.

Payment of Tuition and Fees

Students registered for a full-time course load (eight hours or more for fall and spring and six hours or more for summer) are billed at the block tuition rate for the term in which they are enrolled. Students registered for less

School of Medicine

than a full-time course load (seven hours or fewer in the fall and spring or five 5 hours or fewer in the summer) are billed at the hourly tuition rate for the term in which they are enrolled. Certain courses are designated to trigger full-time enrollment (and block tuition billing) even though the number of credits carried by the course is fewer than eight.

Please refer to the [School of Medicine Tuition, Fees and Financial Aid](#) section of this catalog for more information about university costs and School of Medicine fees. Additional information can be found at vanderbilt.edu/stuaccts.

Learning Environment: Expectations for Conduct Regarding Examinations and Work Submitted for Academic Credit

Faculty and Students' Responsibilities

1. In order to create and maintain an academic environment that promotes the highest professional standards, it is important to be transparent in the expectations of all students regarding conduct in examination settings and regarding all work submitted for academic credit. As stated in the Vanderbilt School of Medicine Honor Code, "By demanding great responsibility, the Honor System fosters an environment of freedom and trust that benefits the entire Medical School." It is the responsibility of the faculty and staff to help protect the trusting environment created when the students agree to and sign the Honor Code pledge.
2. Students are expected to adhere to the VUSM Compact Between Teachers and Learners in VUSM Programs in all courses. In order to facilitate transparency of expectations, students are apprised of any course-specific expectations on the first day of class or during the first week that a course meets.
3. Appropriate attribution is expected for all work submitted for credit and in all entries to the electronic health record. Students must use proper citation practices and are expected to be aware of appropriate mechanisms to avoid plagiarism. Faculty clarify if an assignment may be collaborative.
4. It is the student's responsibility to be aware of and to adhere to the published guidelines for each course.
5. Incidents going before the Honor Council may be separately incorporated into the competency domain assessment and promotion committee review process as appropriate.

The Expectations for Conduct Regarding Examinations and Work Submitted for Academic Credit policy was reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Learning Environment: Faculty/Educator Roles

Policy on Multiple Roles

Many VUSM faculty members hold multiple roles in our education program, and we believe that our students benefit from rich relationships with various supportive faculty members. However, faculty members engaged in multiple educational roles can face competing demands, which may directly or indirectly affect (or have the appearance of affecting) an individual's professional judgment in exercising any educator duties and responsibilities.

Of particular concern to students is the intersection of roles involving advising students regarding personal or academic struggles with roles in assessment of student performance or assigning grades. Because not all conflicts can be eliminated, it is necessary to establish a plan for managing and minimizing conflict.

Conflict management typically involves ensuring that any individual in an advising role does not serve as the sole assessor of students in any required course. During the academic year, when individuals are proposed for new roles, assignments are reviewed for potential conflicts. Conflict management plans are created by faculty members involved and are reviewed and maintained by the associate dean for undergraduate medical education (M.D. program) and program director (other VUSM degree programs).

Policy on VUSM Faculty Supervising Family

It is the policy of Vanderbilt School of Medicine that students may not be supervised or graded by a parent or family member.

Policy on VUSM Educators Providing Student Health Care

School of Medicine

Vanderbilt University Medical Center physicians occasionally provide clinical care for Vanderbilt students. Some of these faculty members also teach and assess students in the classroom or clinical setting. Should a situation arise in which a Vanderbilt faculty member finds himself/herself in a dual role as care provider and as a teacher/assessor of a Vanderbilt student, he/she must recuse himself/herself from either the teacher/assessor role or the care provider role. Examples of such situations include faculty serving as small group leaders in a course, or as team leaders for clinical learning experiences. Furthermore, if a Vanderbilt faculty member serves as a course or clinical learning experience director, placing him/her in a teacher/assessor role with students in a degree program, he/she should not accept as patients any students in that program.

In order to ensure sufficient sensitivity to the privacy of medical students' electronic health records, their records are equipped with an additional reminder to physicians and other providers regarding the sensitivity of their health records.

When a student has a pre-existing therapeutic relationship as a patient of a faculty member who directs a course or clerkship, the patient-provider relationship should not be disrupted. In these situations, the faculty member must discuss the situation with the student and arrange for an alternative means of assessment in the course or clinical experience.

This arrangement would likely involve identifying a different faculty member to provide the assessment in the course or clinical experience. This policy serves to secure and protect the integrity of the learning environment at the School of Medicine. For questions regarding the implementation of this policy, please contact the senior associate dean for health sciences education.

The Faculty/Educator Roles policy was reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Learning Environment: From the Students of Vanderbilt University School of Medicine: The School of Medicine Honor System

The Honor System at Vanderbilt University School of Medicine is conducted by students for the benefit of students, faculty, staff, and patients. The Honor System, as delineated by the Honor Code, requires students to conduct themselves with honor in all aspects of their lives. By demanding great responsibility, the Honor System fosters an environment of freedom and trust that benefits the entire Medical School. In signing this statement upon enrollment, each student agrees to participate in the Honor System and abide by its code.

As representatives of the Vanderbilt University School of Medicine and the medical professions, students pledge to conduct themselves with honor and integrity at all times. The Promotion Committees and the Honor Council serve to protect the environment of trust created by this Honor System. The Promotion Committees periodically evaluate each student's performance with special attention to work and conduct appropriate for professional practice. The Honor Council serves to educate members of the student body about their responsibilities as outlined in the written code; to conduct investigations and hearings regarding reported violations of the code; and to decide the nature of penalties deemed appropriate for such violations. Decisions reached by the Honor Council do not preclude the discussion of reported violations by the Promotion Committees, as the Committees may examine these incidents in the larger context of a student's general performance.

The School of Medicine Honor Code

All students pledge to conduct themselves honorably, professionally, and respectfully in all realms and aspects of medical education and patient care. Under the Honor System, the student pledges that he or she neither gives nor receives unauthorized aid nor leaves unreported any knowledge of such aid given or received by any other student. Unauthorized aid includes the use of any examinations from previous semesters that have not been pre-approved by the course director and made readily available to all other students taking the course. This pledge applies to all course work, examinations, presentations, or any other activities required for the awarding of any of the graduate degrees offered by the school. This pledge encompasses all clinical work involving patient care and representations of patient care information. Any student taking a course in the School of Medicine, regardless of where registered, is under the jurisdiction of the Honor Council of Vanderbilt University School of Medicine (VUSM) and subject to the penalties it may impose.

School of Medicine

Constitution Article I—Name

The name of the council shall be the Honor Council of Vanderbilt University School of Medicine.

Article II—Purpose

1. To receive and evaluate evidence of Honor Code violations and to assure against false accusations.
2. To determine guilt or innocence.
3. To forward to the dean of the School of Medicine appropriate penalties for the guilty.

Article III—Membership and Officers

1. A faculty member shall be appointed by the dean of the School of Medicine as the Honor Council adviser. His/her roles include ensuring that all the rules are followed. In the case of an accusation, he/she will decide with the co-chairs of the Honor Council whether there is sufficient evidence to proceed with a trial after a formal investigation has been carried out.
2. The Honor Council of the School of Medicine shall be composed of representation from all degree-granting graduate programs under the administrative charge of the school. Currently, this includes Doctor of Audiology (Au.D.), Master of Education of the Deaf (M.D.E.), Master of Science-Speech-Language Pathology (M.S.-S.L.P.), Doctor of Medical Physics (D.M.P.), Master of Science in Medical Physics (M.S.M.P.), Master of Public Health (M.P.H.), Master of Science in Clinical Investigation (M.S.C.I.), Master of Science-Applied Clinical Informatics (M.S.-A.C.I.), Master of Genetic Counseling (M.G.C.), and Doctor of Medicine (M.D.). Any new graduate degree programs created within the school will become eligible by sufficient enrollment, as stipulated below.
3. The minimum student enrollment limit for a single graduate degree program to be eligible to elect an Honor Council representative is ten. If a program falls below that number, it will not be eligible to have a representative. It will regain eligibility when its enrollment reaches a minimum of ten students. However, some of the programs are closely affiliated; if, in the judgment of the program director(s) of these programs, there is sufficient overlap in required courses, these programs may be thought of as a unit (a.k.a., “affiliated degree programs”) for purposes of Honor Council representation. In these cases, the degree programs will be grouped for representation purposes, and allowed to elect an Honor Council representative on behalf of the affiliated degree programs. Current affiliated degree programs are the Au.D., M.D.E., and M.S.-S.L.P. programs, which will elect two representatives from their combined student cohorts, and the D.M.P. and M.S.M.P. programs, which will elect one representative from their combined student cohorts. All other non-M.D. programs will elect one representative. The M.D. program will follow its traditional practice of electing two representatives from each of the four classes.
4. In the non-M.D. programs, students will vote for Honor Council candidates within their own graduate program or affiliated degree programs. In the M.D. program, students will vote for Honor Council representatives within their own medical student class. Honor Council representatives are elected for one-year terms.
5. Honor Council members will select their own co-chairs. Two co-chairs will be elected from the M.D. program Honor Council representatives, for which all Honor Council representatives will vote, and one co-chair will be elected from the non-M.D. Honor Council representatives, for which all Honor Council representatives will vote. In both cases, co-chairs will be elected by simple majority. Co-chairs are elected for one-year terms and must have served at least one year on the council to be eligible.
6. Voting for Honor Council representatives will be completed no later than April 1 of each year. The new Honor Council will convene to elect its co-chairs no later than April 30. It is the duty of the outgoing Honor Council co-chairs to assure a successful transition. The exception for the April 1 deadline for election of representatives is for incoming medical students who will elect their representatives in September, and for the entering cohort of students in any one-year degree programs, as long as there are at least ten enrolled students in that program.

Article IV—Duties of Officers

1. It shall be the duty of the co-chairs to preside at all meetings of the Honor Council, to arrange for the hearing of any student accused, and to perform all duties common to their office.
2. The co-chairs shall keep full minutes of all meetings and full proceedings of all hearings, which must be kept in permanent. The co-chairs shall notify all members of all hearings, meetings, and retreats and shall perform any other related duties. These responsibilities will be rotated among the three co-chairs throughout the year.
3. Honor Council representatives for each program, together with the co-chairs, will have primary responsibility for conducting an annual program to educate their fellow students about the Honor Council and its processes, and for assuring the timeliness of elections. Program directors and the Honor Council faculty adviser will act in a supportive and advisory capacity.

Article V—Meetings

School of Medicine

1. One regular meeting shall be held within four weeks of the start of the school year. At this meeting, the co-chairs of the Honor Council and the faculty adviser will explain the duties and procedures of the Honor Council to the
2. Special meetings may be called by the co-chairs at any time and must be called within ten working days when requested by two or more members of the Honor
3. All meetings shall be conducted according to *Roberts Rules of Order, Newly Revised*.
4. A meeting by the Honor Council to re-evaluate and review the Honor Code should be convened a minimum of every four years.

Article VI—Quorum

A quorum for an Honor Council hearing concerning a violation of the Honor Code is nine. This quorum may be adjusted by the co-chairs in circumstances in which students recuse themselves because the hearing concerns a faculty member who is, or will be, in a supervisory position over them. The absolute minimum for an Honor Council quorum shall be seven. In rare circumstances when a quorum is otherwise unavailable, the senior associate dean for health sciences education will appoint a temporary student member or members to assure a quorum is present to meet the timeline requirements for due process.

Article VII—Hearings

1. A hearing shall be called by the co-chairs of the Honor Council, if appropriate.
2. The accuser and the accused must be present at all hearings during the presentation of evidence and the accused has a right to question the accuser and any witnesses and make a statement to the Council.
3. Legal counsel will not be allowed for any party at a hearing, but the accused may have present a character witness or non-legally trained faculty adviser if he or she so chooses.
4. Any member of the Honor Council related by birth or marriage to the accused or the accuser or who has any other personal interest in the hearing shall relieve himself/herself from participation in that hearing.
5. The proceedings of the hearing are Any member present at a hearing is not at liberty to discuss its proceedings with anyone other than the members of the Honor Council present at the hearing or other persons with a legitimate need to know, e.g., law enforcement agents.
6. In the event a hearing concerns a charge against a graduate student, a medical student or a faculty member who is in a supervisory role for any Honor Council members, those members shall recuse themselves from participation in the hearing.
7. Upon completion of the review of evidence, the Honor Council in closed executive session shall reach a decision of “guilty” or “not guilty” of violation of the Honor Code by simple majority vote. The Honor Council shall make its determination using an evidentiary standard of “beyond a reasonable doubt.” The co-chairs have a vote in all decisions unless contraindicated by *Roberts Rules of Order*.
8. Written notice of the Honor Council decision will be sent to the accused and to the dean of the School of Medicine. The dean will also receive the vote count, a written summary of the case, and an oral report of the case from the co-chairs. The Promotion Committee will not be notified unless a verdict of “guilty” has been found. In the case of a “guilty” verdict, the Promotion Committee will receive a written summary of the proceedings. The written summary also will be kept in the permanent records of the Honor Council.
9. When the Honor Council reaches a decision of “guilty,” the penalty, representing the majority opinion of the Honor Council, shall be sent to the dean of the School of The recommended penalties should conform to the severity of offenses and may include expulsion from the School of Medicine, and may also include lesser penalties such as failure of a course, or suspension for a designated period of time.

Article VIII—Publicity

1. Each new student entering the School of Medicine will be informed by the Honor Council as to the functions of the Honor System and his or her obligations to the Honor Each student will be provided a copy of the Constitution and Bylaws of the Honor System and the Honor Code.
2. At the commencement of each academic year, all students shall reaffirm their commitment to the honor system by signing the Honor Code.
3. Names of the members of the Honor Council will be made known to all students upon commencement of each academic year. The Honor Council members will be accessible to any student to address concerns or questions regarding protocol, violations, or other Honor Council issues.

Article IX—Miscellaneous

In case a student withdraws from the School after a charge has been made against him or her and before the hearing, the Honor Council shall record the facts and the accused shall not be allowed to re-enter until he or she has had a hearing before the Honor Council.

Article X—Amendments

Amendments to this Constitution shall require for their adoption the approval of a majority of the total membership of the Honor Council and ratification by a majority of the voting student body. These amendments

School of Medicine

must be approved by the dean of the School of Medicine and the faculty adviser before becoming final.

Bylaws Article I—Reporting an Incident

1. If a student or an instructor has reason to believe that a breach of the Honor Code has been committed, he/she must, within seven class days, report the incident in signed written form in one of the following ways:
 1. Directly to one or both of the co-chairs of the Honor Council, or
 2. By way of the faculty adviser who will notify the co-chairs of the Honor Council, or
 3. To any member of the Honor Council, who will report directly and only to either the co-chairs or the faculty adviser.
2. Failure to take action on an incident is a breach of the Honor Code. Students are required to report in writing any suspected violations of the Honor Code.
3. Once an incident is reported, it shall be the responsibility of the Honor Council, not the student or instructor, to investigate the incident and determine the next course of action. The student or instructor who reports a violation is charged with maintaining confidence of his or her accusation; the accused is also required to maintain the confidence of the accusation and the Such confidence can be broken only as required in response to law enforcement agencies and to assure access to appropriate advice.
4. Perjury before the dean or any Honor Council member regarding the reporting of or investigation into an incident is a breach of the Honor Code and is subject to punishment.
5. Once an incident has been reported, the co-chairs and the faculty adviser will meet to discuss the The co-chairs shall appoint a committee of two members from the Honor Council to investigate the case and report their findings to the faculty adviser and the co-chairs. These two members shall be ineligible to vote in the event the Honor Council is convened. At the conclusion of the investigation, the co-chairs and faculty adviser will then decide whether to convene the Honor Council. If the decision is made to convene the Honor Council, the student in question will be notified that he/she has been formally accused of a violation of the Honor Code. The Honor Council should be convened within ten class days from the initial reporting of the incident. Both the accuser and the accused will be notified of the nature of the charge as well as the time and place of the assembly of the Honor Council.
6. Once the Honor Council is assembled, the accusation will be presented by the co-chairs, and a hearing will be held by the Honor Council.
7. A student who reports his or her own Honor Code violation will be given consideration for his or her initiative in self-reporting the transgression. The co-chairs, with advice of the faculty adviser, will decide if an investigation is warranted.

Article II—Penalties

1. Penalties given to those declared “guilty” will be recommended by the Honor Council and enforced by the dean of the School of Medicine as he/she sees fit. The final decision and penalty will be reported by the dean to the student involved, to the reporting individual, and to the Honor Council.
2. Penalties may range from the minimum of failure of the assignment to the maximum of expulsion from Vanderbilt University School of Medicine.
3. If the violation was committed under extenuating circumstances, the Honor Council may, by a majority vote, recommend a suspension of the sentence. However, suspension of the sentence shall in no way alter the findings of “guilt” under the Code.

Article III—Appeals

Appeals to any final actions that result from Honor Council hearings can be made with a petition to the Vanderbilt University Appellate Review Board as follows:

1. The appeal petition must be in writing.
2. It must specify the grounds for appeal.
3. It must be filed within seven class days of the original notification of the verdict or within two weeks if school is not in session for seven days following the notification.

Article IV—Summer Honor Council

1. The Summer Council will have official functions from the day following university Commencement exercises until the day class registration begins for the fall semester.
2. In the event that a designated member will not be in Nashville during the summer, the respective program representative should appoint a member of his/her class who will be in Nashville, to be approved by the Honor Council.
3. In the event that both co-chairs will not be in Nashville during the summer, then the faculty adviser should recommend a chair from the members of the Honor Council, subject to Honor Council approval.

Learning Environment: Standard of Behavior for Interactions with Vanderbilt University

School of Medicine

School of Medicine Students

Standard of Behavior for Interactions with Vanderbilt University School of Medicine Students¹ Statement of Standards

All faculty and staff involved with educating Vanderbilt University School of Medicine students are held to high standards of professionalism and patient care. The learning environment is expected to facilitate students' acquisition of the professional and collegial attitudes necessary for effective, caring, and compassionate health care. The development and nurturing of these attitudes requires mutual respect between teachers (including faculty, residents, and staff) and students, and between each student and his or her fellow students.² Mutual respect between student and teacher, and between fellow students, may be expressed in many ways but all interactions shall include honesty, fairness, and evenhanded treatment. Behavior that is inimical to the development of mutual respect shall be prohibited. Such behavior may include but is not limited to:

- Harassment of a sexual nature;
- Discrimination or harassment based on race, sex, religion, color, national or ethnic origin, age, disability, military service, sexual orientation, or gender identity.
- Grading, promoting, or otherwise evaluating any student on any basis other than that student's performance or merit.

1 All Vanderbilt University policies concerning VUSM student interactions with faculty and staff as set forth in the Vanderbilt University Student Handbook, the Faculty Manual, and any other Vanderbilt University publication remain in full force and effect.

2 By their express terms, these Standards apply only to interactions which involve one or more students; however, it is hoped that these Standards serve as a guide to all members of the Vanderbilt University School of Medicine community, in all workplace interactions. The reporting procedure outlined herein shall apply only to allegations of the violation of these Standards in interactions involving VUSM student(s).

Comments

The following delineates more clearly the behavior enumerated above that may be inimical to the development of mutual respect between students and teacher, and between fellow students. For purposes of these Comments, the term "person" shall refer to a student in interactions between fellow students or, in student-teacher interactions, to the student or teacher, as appropriate.

- Harassment of a sexual nature may include:
 - Denying the opportunity for training or rewards because of a student's gender;
 - Requesting sexual favors in exchange for grades or other awards;
 - Making unwanted sexual advances;
 - Unreasonable and inappropriate sexual or sexist conduct directed towards any person;
 - Displaying in an unreasonable and inappropriate manner sexually suggestive or pornographic materials; or
 - Grading or evaluating a student based upon gender rather than performance or merit.
- Discrimination and harassment may include:
 - Denying the opportunity for training or rewards because of a student's age, race, religious affiliation, gender, or any other attribute of the student other than merit or performance;
 - Unreasonable and inappropriate conduct directed towards any person which is intended to insult or stigmatize that person;
 - Exclusion of a student from any usual and reasonable expected educational opportunity for any reason other than as a reasonable response to that student's performance or merit;
 - Requiring a student to perform personal services such as shopping or babysitting;
 - Showing favoritism among students based upon any attribute of the student(s) other than performance or merit and thereby reducing educational opportunities available to the nonfavored student(s);
 - Grading or evaluating a student based upon any attribute of a student other than that student's performance or merit;
 - Any physical mistreatment, such as hitting, slapping or kicking, or threatening such physical mistreatment; or
 - Requiring a student to perform menial tasks with the intent to humiliate the student.

Any perceived violation of these Standards of Behavior ("Standards") should be reported in accordance with the following procedure. Violations of these Standards may subject the offender to disciplinary action. These Standards may be amended at any time by the Executive Faculty. The Standards Committee shall be composed of such members as the dean shall appoint from time to time. In cases where there is a potential conflict between the Standards and university policy, university policy prevails.

School of Medicine

Reporting Procedure

When a student feels that he or she has been mistreated, the student is encouraged to report the incident to university and/or medical school officials through a variety of reporting mechanisms (these include RISE, Veritas, Origami, trained faculty members, and the Vanderbilt University Title IX office). Students are provided information about resources for such reports during orientation. When the mistreatment involves an allegation of discrimination and/or harassment, including sexual misconduct and/or intimate partner violence, Vanderbilt University faculty and staff members must report the incident to the Vanderbilt University Title IX office. If there is a report of sexual misconduct and/or intimate partner violence involving a student, the Sexual Misconduct and Intimate Partner Violence Policy, which can be found in the *Vanderbilt University Student Handbook* (vanderbilt.edu/student_handbook/sexual-misconduct), applies to all Vanderbilt students, including students in the School of Medicine. Please consult that policy for more information.

The Standards of Behavior for Interactions with Students in the Vanderbilt University School of Medicine policy was reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Learning Environment: Student Responsibility for Adherence to Policy

This VUSM catalog contains Vanderbilt University, School of Medicine and its constituent programs' policies, procedures, and resources intended to inform and guide students, faculty, and staff in their work related to VUSM programs. Several other VU-related resources contain similarly important information. The policies and procedures presented in the VUSM catalog, as well as those presented in each of the following resources, are designed to function in alignment with one another, and students, faculty, and staff are required to be familiar with them:

- **Vanderbilt University Student Handbook.** The handbook covers university policies and regulations on a wide range of topics, including (but not limited to) student conduct, alcohol and controlled substances, student engagement, and sexual misconduct and intimate partner violence. The university-wide policies and procedures in the handbook apply to all Vanderbilt University students, including School of Medicine students. The *Student Handbook* may be found at vedu/student_handbook.
- **Vanderbilt University Enrollment Bulletin.** The bulletin is intended as a single point-of-entry for students to access policies and procedures important to their Vanderbilt University student. This resource is most helpful for accessing university-level resources. For areas where relevant information is provided via school-level or program-level documents/outlets, the bulletin makes references to those resources. The *Enrollment Bulletin* may be found at vanderbilt.edu/enrollmentbulletin/.
- **Explore** This website (<https://medschool.vanderbilt.edu/explore-vusm/>) provides all VUSM students with easily accessible information about the School, as well as links to a variety of university and program-specific resources.
- **Program Websites.** All VUSM programs maintain websites containing information important for students, faculty, and staff, as well as applicants and
- **Program Handbooks/MD Gateway.** VUSM programs provide their students with program handbooks containing day-to-day information about the program, with a focus on practical information and procedures. The MD Program offers its students this information via the MD Gateway (<https://medschool.vanderbilt.edu/md-gateway/>).

STUDENT RESPONSIBILITY FOR ADHERENCE TO POLICY:

All students enrolled in Vanderbilt University programs are bound by all applicable Vanderbilt University, School of Medicine, and degree program policies. By enrolling in a VUSM program, every student acknowledges his or her responsibility to abide by and adhere to all institutional and programmatic policies and procedures. Students, therefore, have the responsibility of being familiar with the policies and procedures described in the documents outlined above.

Learning Environment: The Vanderbilt University Statement of the Honor Code

Vanderbilt University students pursue all academic endeavors with integrity. They conduct themselves honorably, professionally, and respectfully in all realms of their studies in order to promote and secure an atmosphere of dignity and trust. The keystone of our honor system is self-regulation, which requires cooperation and support from each member of the university community.

School of Medicine

Learning Environment: VUSM Compact Between Teachers and Learners in VUSM Programs

Preamble

As a community of teachers and learners, we acknowledge the fundamental importance of our professional values in creating and maintaining an environment that promotes the highest standard of learning and the highest quality of research, service and patient care. The following principles characterize this environment and guide us in making daily decisions: Respect, Service, Integrity, Accountability, Scholarship, and Compassion. Recognizing that in an academic community we are teachers and learners simultaneously, we make the following commitments with the understanding that each applies to all of us, regardless of our status, whether faculty, resident, clinical staff, or student.

Commitments of Teachers

- We will respect students, colleagues, staff and patients as individuals.‡
- We will strive to provide the highest quality instruction, by preparing adequately for all teaching sessions, using evidence-based content, arriving on time, and admitting any gaps in We will strive for continuous improvement in our teaching efforts by responding to feedback and evaluation.
- We will demonstrate respect for our learners by turning off cell phones and silencing pagers during sessions we teach, unless they are required for service responsibilities.
- We will clearly express learning objectives for all courses and teaching sessions, and understand how these promote the learning objectives of the school. We will clearly define any specific academic and behavioral expectations for our classes.
- We will be aware of institutional and national policies, such as duty hours, and make sure that our expectations are consistent with those policies.
- We will assign tasks that are appropriate for the stage of learning, level of responsibility, and status as If an assigned clinical task conflicts with the personal ethics of a learner, we will discuss this with the learner and attempt to resolve the conflict in a manner that respects the learner while placing priority on the interests and well-being of the patient. We will seek not to require our learners to take actions inconsistent with their personal values.
- We will recognize the responsibilities implicit in our roles as mentors and coaches, and in the spirit of cultivating excellence in our learners, provide timely and constructive feedback.
- We will recognize our status as role models, and in our interactions with patients, staff, students, and colleagues, we will exhibit the same standard of professional behavior that we expect from others.
- We acknowledge that the teacher-learner relationship is a model for the clinician-patient relationship, and will strive to know our students as individuals, answer their correspondences promptly, exercise concern for their well-being, and treat them with compassion.
- We will respect the intellectual property of others and will use online resources, such as VSTAR and Brightspace, in a manner that is consistent with that respect.
- We will demonstrate honesty and integrity in all academic endeavors, including examinations, research efforts, and patient care entries.
- We will strive to create a culture of This culture includes evaluation for disclosure, event analysis, and process change when a safety concern is identified.

Commitments of Learners

- We will respect students, colleagues, staff, and patients as individuals‡
- We will strive for excellence in attaining the knowledge, attitudes, and skills needed for the highest standards of practice.
- We will attend all learning sessions designated as required by our programs' We will demonstrate respect towards teachers and peers by arriving on time, turning off cell phones, silencing pagers, and complying with other specific expectations defined by the faculty.
- We will wear appropriate attire. In the classroom setting, our attire should not cause distraction. In practice settings, it should comply with the standards published by the institution.* We will adhere to any additional attire requirements of our programs and courses.
- We will work effectively in teams, respecting the contributions of all members, assuming a fair share of responsibility, and performing leadership tasks with a sense of service to others.
- In practice settings we will acknowledge and seek help if assigned a task that is beyond our level of If an assigned task conflicts with personal ethics, we will discuss this with the supervising faculty or staff member and strive to reach a resolution that places priority on the interests of the patient.
- We will recognize our obligations as a collegial community, sharing knowledge and assisting peers in their quest to achieve professional and personal goals. We will assist our colleagues in distress.
- We will establish the habit of critical reflection, acknowledge gaps in our knowledge, recognize our limitations, and strive for constant self-improvement.
- We will respect the intellectual property of others and will use online resources, such as VSTAR and

School of Medicine

Brightspace, in a manner that is consistent with that respect.

- We will demonstrate honesty and integrity in all academic endeavors, including examinations, research efforts and patient care entries.
- We will strive to create a culture of safety. We will accept responsibility for errors and near-errors by disclosing them, analyzing them and implementing changes that would prevent similar events in the future.
- In the spirit of continuous quality improvement, we will accept the responsibility of constructive evaluation of our courses and teachers.

Acknowledgements

This document draws heavily from the following sources:

1. Association of American Medical Colleges, Compact Between Teachers and Learners of Medicine.
2. National Board of Medical Examiners, Center for Innovation, The Behaviors of Professionalism.
3. ABIM Foundation, ACP-ASIM Foundation, and European Federation of Internal Medicine, Medical Professionalism in the New Millennium: A Physician Charter, *Annals of Internal Medicine*, 136:3, 243-6, 2002.

‡Vanderbilt University's nondiscrimination statement may be found at [VU Nondiscrimination Statement](#)

*Vanderbilt University Medical Center dress code may be found at vanderbi.lt/vumcdresscodef.

The VUSM Compact Between Teachers and Learners in VUSM Programs policy was reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Master of Genetic Counseling: Academic Policy: Degree Requirements

Requirements to Earn Degree

1. Minimum of 60 hours of didactic course work, with an overall grade point average of at least a 'B';
2. Successful completion of required practica; and
3. Successful completion of a research project.

Length and Delivery of Program

Candidates for the M.G.C. degree normally spend five academic semesters at Vanderbilt and are expected to be enrolled in the School of Medicine during each fall, spring, or summer semester until completion of the degree.

The normal time for completion of the required course work for the M.G.C. degree is 21 months, over five consecutive terms. If an individual requires additional time due to unusual circumstances (e.g., remediation, personal leave of absence), a student may, with approval of the M.G.C. program director, take up to three years to complete the degree.

Curriculum

Vanderbilt M.G.C. students participate in a wide range of activities during their time in the program to prepare them for the American Board of Genetic Counseling (ABCG) certifying exam, including course work, practicum experiences, and research experiences.

The normal progression of a student through the M.G.C. curriculum is outlined at medschool.vanderbilt.edu/mgc.

The curriculum draws its content from various departments, and courses are taught by faculty members from multiple disciplines. The curriculum is subject to annual review and revision by the Curriculum Committee.

Course Work

A complete listing of the courses with descriptions can be found on the [Courses by Program](#) page of this catalog and on the program website: medschool.vanderbilt.edu/mgc/academics/timeline.

Practica

School of Medicine

Practicum experiences are an integral part of training genetic counseling professionals. Starting in the spring semester of the first year, students complete 50 weeks of practicum experience. Over ten 5-week blocks, students work with certified genetic counselors and Ph.D. and/or M.D. geneticists in the ABGC-defined practice areas of adult, cancer, pediatric, and prenatal. Experiences in specialty clinics and genetics laboratories are part of the practica. There is also opportunity to work in industry and philanthropic settings.

Thesis

Vanderbilt M.G.C. students are required to complete a research project during their 21-months of training. As part of this requirement, students are enrolled in a two-part course, Research for Genetic Counselors 1 (GC6610) and Research for Genetic Counselors 2 (GC6615), during the first year. These courses explore the research process, with a focus on articulating the value of research to the practice of genetic counseling. The courses introduce the research knowledge and skills students need to develop and complete their thesis research, including principles of study design, critical reading of the literature, developing a statistical plan, quantitative and qualitative research methods, collection and management of data, human subjects research and the IRB, the informed consent process, and research ethics. As topics are discussed in class, students apply what they have learned to the development of their theses.

More information about the research program is available online, at medschool.vanderbilt.edu/mgc.

Master of Genetic Counseling: Academic Policy: Progress and Promotion

The M.G.C. program follows the School of Medicine policy on the [Academic Policies for All School of Medicine Programs](#) page in the Student Progress and Promotion section of this catalog. Additional program specific policy follows.

The M.G.C. program has a continuous process of student feedback and assessment, so that if a student's performance is below expectations this is identified early in the development of knowledge, skills, and attitudes in order to mitigate barriers to achieving mastery. The Academic Progress and Promotion Committee (APPC) is the main mechanism for this process and an ad hoc meeting can be convened if pressing issues arise.

Periodic Reviews

The academic progress of each M.G.C. student is reviewed by the M.G.C. APPC twice each academic year, once in the fall semester and once in the spring semester.

During each APPC meeting, one of the following promotion determinations is made for each student:

Satisfactory Progress

Student is determined to be maintaining satisfactory academic progress

- In spring term, decision to promote [1st year] or graduate [2nd year]

Satisfactory Progress with Concerns

Student is determined to be maintaining satisfactory academic progress, but requires formal remediation

- In spring term, establish contingencies to promote [1st year] or graduate [2nd year]

Probation with Formal Remediation

Student is determined not to be maintaining satisfactory academic progress

- In spring term, establish contingencies to remove probation and to promote [1st year] or graduate [2nd year]

Dismissal

Recommendation of student dismissal from the program is made to the dean of the School of Medicine

- Dismissal follows a period of academic probation if the student does not return to making satisfactory academic progress through prescribed remediation.

School of Medicine

Satisfactory Academic Progress and Good Standing

M.G.C. students must maintain satisfactory academic progress in all program learning activities (course work, thesis, and clinical experiences) at all times.

In order to be promoted and to graduate, students must maintain the following satisfactory academic progress standards:

Course work: 'B' or above grade average While a student may obtain a 'B-' in an individual course, maintenance of at least a 'B' grade average overall is required to maintain satisfactory academic progress.

Thesis development: Expectations of progress met

Clinical skills: Progress in ascertainment of clinical skills/competencies

In addition any unexcused absence(s) during a term are considered as part of the promotion review process and may negatively affect student academic progress and promotion or commencement.

Students are notified in writing of any APPC determination that the student is not making satisfactory progress. The basis for the decision and the requirements for promotion are documented. The decision is also reviewed biannually in the student's meeting with the program director.

The M.G.C. program student support and advisory systems work collaboratively with students on remediation plans and to facilitate students' access to resources to assist the student in returning to satisfactory academic progress status.

Graduation Promotion Committee Endorsement

In the spring term, the APPC is charged with making recommendations to the program director regarding progress, promotion, or graduation of students.

Allowance for Delaying Graduation

If an individual requires additional time due to unusual circumstances (e.g., remediation, personal leave of absence), a student may, with approval of the M.G.C. program director, take up to three years to complete the degree.

Program Commencement

Degrees are granted by the university in May, August, and December. Those students who wish to "walk" but did not complete all degree requirements by May of that year are permitted to walk during the School of Medicine Commencement of the following year.

Formal Remediation and Probation

The M.G.C. Academic Progress and Promotion Committee may require a student to engage in a process of formal remediation in order to return to making satisfactory academic progress.

Formal Remediation Plan

In such cases, the student works with the M.G.C. program director to develop an individualized plan and timeline for remediation. Others who may provide input into or participate in the development and implementation of a student's remediation include the M.G.C. practicum coordinator, the APPC, the student's academic adviser and research adviser.

The formal remediation process is intended to be supportive of struggling students, not punitive. Depending on the nature of the academic challenges cited by the APPC, a plan for remediation might include, but is not limited to:

School of Medicine

- Completion (or re-completion) of past assignments,
- Completion of additional assignments,
- Clinical cases with specific indications, or
- Other clinical experiences.

Referral to Vanderbilt University resources for academic and/or personal counseling, such as the Student Care Network.

Documentation related to the APPC determination (including noted performance deficiencies), the remediation plan, and the outcome of remediation are documented in the student's file.

Probation

Students who do not successfully complete formal remediation, as required by the M.G.C. Academic Progress and Promotion Committee, may be placed on probation. Students placed on probation by the APPC are notified through a letter from the program director that outlines the reasons for the probation, the requirements and recommendations for addressing deficiencies, conditions for removal of probation, expected time frame, and actions that are taken if conditions are not met. Students placed on probation for any reason are required to complete a specific remediation plan that has been approved by the program director and the APPC. The remediation plan may include requirements placed on the student, such as regular meetings with advisers, elimination of extracurricular activities that may be interfering with satisfactory academic progress, etc.

All students on probation are reviewed by the program director and the APPC at least once each semester to determine whether satisfactory academic progress has been made. At that time the program director and the APPC may take the following actions:

Remove probation

Probation may be removed if the student has adequately addressed deficiencies, even if this is before the designated time frame cited in the remediation plan.

Continue probation

Progress is being made.

Recommend dismissal

Performance continues to be unsatisfactory. Written notification is provided to the student regarding the outcome of this review. Probation is considered an adverse action and may be reported in future graduation verifications and other requests for information.

Dismissal

Dismissal for unsatisfactory academic progress takes place only after a student has been given a reasonable probationary period to address deficiencies. For the master of genetic counseling, this reasonable period usually consists of one academic term. The M.G.C. program follows School of Medicine policy for formal remediation, probation, dismissal, and appeals. See the [Academic Policies for All School of Medicine Programs](#) page of this catalog for more information on these topics.

Eligibility to Reapply

Students dismissed from the program for academic reasons may re-apply through the GC National Match process.

Master of Genetic Counseling: Academic Policy: Student Assessment

Grades

In addition to the School of Medicine policy found on the [Academic Policies for All School of Medicine Programs](#) page in the Student Assessment and Grading section, the M.G.C. program has the following numerical equivalents for letter grades:

School of Medicine

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C	75-79
F	74 and below

Courses in which a student earns less than a 'B-' do not count toward degree completion and must be repeated. While a student may obtain a 'B-' in an individual course, maintenance of at least a 'B' grade average overall is required to maintain satisfactory academic progress. Students can track their course work grades online through the course management system.

Grade Grievance Procedure

Students should seek redress of a problem with a grade as soon as possible after receiving the grade and in no case later than four weeks after the grade is released. Students with a problem should confer directly with the course director. Every effort should be made to resolve the problem fairly and promptly at this level. If the student cannot resolve the problem through discussion with the course director, the student should request an appeal by writing (email is acceptable) to the program director within two weeks of speaking with the course director. (The course director also should be included on the request for appeal.) In cases where the course director is also the degree program director, the appeal should be made to the assistant dean of health sciences education or his/her designee. If resolution is not achieved by the program director/assistant dean of health sciences education, the case is referred to the senior associate dean of health sciences education or his/her designee, who makes the final decision. At each level of review, the course's assessment practices are reviewed and the individual student's situation taken into account.

Practica Assessment

Successful completion of required practica is assessed by acquisition of clinical skills and collection of diverse and robust rotation experiences which satisfy ACGC and ABGC requirements. Clinical skill acquisition is assessed by the end of each five-week rotation block. Rotations experiences are tracked and managed through an on-line tracking system (see medschool.vanderbilt.edu/mgc for additional assessment detail and procedural guidance).

Competency Assessment

In accordance with ACGC Standards and Guidelines, students will gain skills and knowledge and will complete clinical cases required to be eligible for the ABGC genetic counseling board exam. Professional competencies set forth by the ABGC can be found at abgc.net/for-diplomates/practice-standards.

Research Progress Assessment

The thesis requirement is met by satisfying the criteria set forth by the Research Review Committee and the Academic Progress and Promotion Committee (APPC), below. Completion of the following goals demonstrates progress towards this requirement unless otherwise agreed by the APPC.

By the end of the following terms the student:

First year—Fall

Completes successfully the course Research for Genetic Counselors 1 (GC6610), including timely submission of all required assignments.

First year—Spring

Completes successfully the course Research for Genetic Counselors 2 (GC6615), including timely submission of all required assignments. This includes completion of thesis proposal and its approval after presenting it to the student's thesis committee.

School of Medicine

Second year—Fall

Completes predetermined goals set jointly with the student's thesis committee by the end of the summer. These goals may include Institutional Review Board Approval, plan for data analysis, submission of first figure, and completion of an outline of manuscript.

Second year—Spring

Submits to committee for approval a manuscript formatted for the target journal and Presents thesis to committee and other invited members of faculty. Publication is encouraged, but not a graduation requirement.

Board Exams

Graduates of ACGC-accredited programs are eligible to apply for Active Candidate status from the ABGC and apply to sit for the certifying exam. Please visit ABGC.net for details regarding the certification exam.

Master of Genetic Counseling: Academic Policy: Student Support and Advisory Services

Academic and Career Advisory Resources

The goal of the Vanderbilt M.G.C. Advising Program is to support students in achieving their maximum educational potential while fostering professional development and clinical competency.

Objectives

- To enhance open lines of communication between students and the program director, administration, and faculty.
- To provide the student an adviser with whom they can discuss academic questions, progress, concerns, etc.
- To enhance professional development.
- To address issues in a constructive manner.

Advisers work with students to:

- Promote student growth and development.
- Assist students in assessing their interests and abilities, examine their educational goals, decision making, and developing short- and long-term plans to meet their objectives.
- Discuss and clarify educational, career, and life goals.
- Provide accurate and timely information and interpret professional, institutional, and program education requirements.
- Aid in understanding the educational context within which the student is enrolled.
- Advise on the selection of appropriate courses and other educational experiences.
- Clarify institutional and program policies and procedures.
- Evaluate and monitor student academic program and achievement of goals.
- Reinforce student self-direction and self-sufficiency.
- Identify appropriate resources relating to educational, career, personal concerns, or skill/learning deficiencies when necessary.
- Identify educational, institutional, and community resources (e.g., internships, scholarships, etc.).
- Collect and distribute relevant data about student needs, preferences, and performance for use in program decisions and policy.

Acknowledgement: Modified from the Council for Advancement of Standards in Higher Education
<https://www.cas.edu/>.

Approach

The M.G.C. Advising Program uses a combined prescriptive and developmental approach. A prescriptive approach is utilized to ensure students enroll in all required courses. A developmental approach is utilized to help promote student growth and professional development. The following tenets are assumed:

- The individual student must be considered as a whole.
- Each student is a unique person and must be treated as such.
- The total environment of the student is educational and must be used to help the student achieve full

School of Medicine

development.

- The major responsibility for a student's personal and social development rests with the student and his/her personal resources.

Logistics

Students are matched with an academic adviser who guides and monitors their progress throughout their time in the M.G.C. program. Advisers keep documentation of meetings with students. Summary of all meetings are kept in the student's file.

Adviser Responsibilities

- To meet with student as recommended/requested and no less than prior to each APPC meeting
- To listen to student concerns
- To provide constructive feedback
- To assist in finding on- and off-campus resources for academic success (e.g., tutoring, counseling, etc.)
- To communicate student concerns or concerns regarding the student to program director or appropriate program administration
- Present student progress to Academic Progress and Promotion Committee for review

Student Responsibilities

- To meet with adviser as recommended/requested and no less than prior to each APPC meeting
- To keep adviser informed of academic performance and potential problems
- To discuss with adviser any issues with clinical rotations, supervisors, etc.
- To keep adviser informed of thesis progress

Schedule for Adviser Meetings

Advisers and students are required to meet at least once each term. Meetings are required near the end of the term so that information from the meetings can be included in promotion committee discussions (promotion committee meetings take place in all terms except summer).

Recommended Schedule:

- First Year—Fall: Introductions and goal-setting meeting (during weeks 1-2)
- First Year—Fall: Mid- to late-semester advising meeting
- First Year—Spring: Mid- to late-semester advising meeting
- End of First Year—Summer: Review of clinical and research milestones/progress
- Second Year—Fall: Mid- to late-semester advising meeting
- Second Year—Spring: Early- to mid-semester advising meeting (at least 3 months prior to graduation, to ensure student is on track for on-time graduation)
- Second Year—Spring: Career advising, as needed

Advising meetings may happen as frequently as advisers and students feel appropriate to address student needs. Students may also meet with other members of the program leadership as appropriate to the need.

Health and Wellness

In addition to the Student Care Network and other useful student resources found on the [Life at Vanderbilt](#) page of this catalog, M.G.C. faculty members and those in the program leadership are available as resources to students to discuss challenges related to work-life balance and other stressors that can accompany launching a new career, as well as life in general. Faculty members are trained during their faculty orientation about the limits to this professional role and how to recognize when students may be in need of more specialized resources, such as those provided through VU student health or the Title IX office. Faculty members are also trained to make referrals to available resources, whether doing so directly or by providing resources to students who wish to self-refer.

The M.G.C. program director is available at all times to consult with faculty members who have concerns regarding a student's well-being. By the same token, members of the Vanderbilt University School of Medicine administration, including the assistant dean for health sciences education and the senior associate dean for health sciences education, are available to the program director to consult on questions that may arise regarding student welfare.

Conflicting Faculty Roles

School of Medicine

The M.G.C. program Educator Role Matrix (<http://vanderbi.lt/mgcrolematrix>) demonstrates faculty/administration dual roles that can lead to potential conflicts of interest. Incompatible roles are avoided, if at all possible, when assigning advisers. Roles for potential conflict should be mitigated with an action plan.

Master of Genetic Counseling: Accreditation

The Vanderbilt University Master of Genetic Counseling program has been granted accreditation as a New Program by the Accreditation Council for Genetic Counseling (ACGC) effective January 31, 2019. Additional information may be found on the ACGC website at gceducation.org and on the VUSM website at medschool.vanderbilt.edu/mgc.

7918 Jones Branch Drive Suite 300

McLean, VA 22102 USA

(703) 506-7667

<http://www.gceducation.org>

Master of Genetic Counseling: Admission

Admission Requirements

Eligibility

1. Eligible candidates for the Vanderbilt M.G.C. program are required to meet the following criteria:
 - Completion of a four-year baccalaureate degree from an accredited institution is required. Course work in biology, chemistry, biochemistry, general or human genetics, statistics, and psychology is highly recommended.
 - To support prospective students and their families during the ongoing global pandemic, Vanderbilt University Master of Genetic Counseling program will not require scores from the GRE exams for students applying to enter the program in the fall of 2021. Please see our website medschool.vanderbilt.edu/mgc/admission/ for details.
1. Applicants are encouraged to have had experiences that demonstrate an interest in and familiarity with the field of genetic counseling. This experience could be obtained through volunteer work, employment, or observation in a clinical setting of a board-certified genetic counselor and/or medical geneticist.
2. Applicants are also expected to possess an ability to communicate clearly and compassionately with others. Individuals for whom English is not their native language are required to provide scores from the Test of English as a Foreign Language (TOEFL), which is administered by the Educational Testing Service in Princeton, New Jersey. Information about this exam is available at <http://www.ets.org/toefl/>. The minimum acceptable score on the paper-based TOEFL is 570, and for the Internet-based test, 88. The Vanderbilt Institution Code for TOEFL is 1871.
3. The Vanderbilt Master of Genetic Counseling is unable to accept international students at this time. Students who are permanent residents (Green Card holders) are eligible to apply.

Application Process

1. Apply through the online Vanderbilt University application apply.vanderbilt.edu/apply/.
2. Register with the Genetic Counseling Admissions Match through National Matching Services at natmatch.com/gcadmissions/index.html.

Complete information about the application process is available online at medschool.vanderbilt.edu/mgc/admission/apply.

Providing Transcripts

Applicants must upload an unofficial copy of transcripts from prior undergraduate and graduate work as part of their online application for admission. This is used to pre-screen for completion of recommended courses.

An official transcript, documenting degree(s) and completed course work, is required before February 15th.

School of Medicine

Email:

CDM@vanderbilt.edu

Mail:

CDM

Vanderbilt University

PMB 407833

2301 Vanderbilt Place

Nashville, TN 37240-7833

Selection Criteria, Offer, and Acceptance

The M.G.C. Admission Committee values diverse academic backgrounds in its applicants. Applicants should have an academically rigorous undergraduate experience, to ensure they are well prepared for graduate work.

The M.G.C. program does not have a minimum GPA requirement. Graduate Record Examination (GRE) scores are not part of the application review and should not be submitted. The M.G.C. Admission Committee takes a holistic approach (including grades and test scores, in addition to other factors) to ensure each applicant's potential to be academically equipped to succeed in the M.G.C. program.

In addition to evidence of academic rigor, the MCG Admission Committee considers the following experiences and applicant characteristics when reviewing applications:

- Understanding of the field of genetic counseling
- Unique interests
- Leadership skills
- Life experiences
- Communications skills
- Community involvement
- Exposure to research process
- Clinical exposure
- Work experience
- Cultural understanding

Transfer Students/Credits

In general, the M.G.C. program is unable to allow transfer credits; however, on occasion students may transfer graduate credit with express approval of the program director.

Non-degree-seeking Students

With permission of the program director, non-degree-seeking students may audit or enroll for credit in courses offered by the M.G.C. program.

Visiting Students

Students enrolled in an ACGC accredited program may contact program director for information about clinical rotations at VUMC affiliated sites. Institutional agreements are arranged through VUMC.

Master of Genetic Counseling: Contact Information

Additional information may be obtained by contacting program officials at [Contact | Master of Genetic Counseling | Vanderbilt University](#).

Master of Genetic Counseling: Other Program Policy and Procedure

Program Evaluation

Note: The term "evaluation" is used to refer to the measurement of effectiveness of the curriculum, including

School of Medicine

courses and other learning activities, as well as M.G.C. program faculty and administrators, not individual student performance.

The purpose of evaluation at Vanderbilt University School of Medicine M.G.C. program is to provide timely information that can be used to determine the effectiveness of the M.G.C. curriculum and teaching. The evaluation ultimately measures whether the program is accomplishing its mission. The evaluation process supports continuous improvement of all program components.

Curriculum and teaching improvement is a community effort. All M.G.C. students, faculty, and staff have a role in identifying needs and implementing strategies for improvement. For that reason, every M.G.C. student is required to complete each M.G.C. curriculum, program and faculty/administrator evaluation survey.

The M.G.C. leadership and committee chairs, with guidance from the M.G.C. Advisory Board, broadly oversee the system of program and faculty evaluation. However, it is important to the program that students are included in the review, synthesis and discussion of evaluation data, as well as the development of program changes that result from that data. Therefore, a recent graduate (once the program graduates a class) and at least one currently enrolled student are part of the evaluation team. Student representatives discuss program outcomes with their student colleagues, provide reports and interpretations, and make recommendations for improvement.

Types of Evaluations

Program evaluation examines the impact of overall curriculum and the interaction of its components and the learning environment on student learning. At VUSM, program evaluation activities include but are not limited to:

- *Course evaluations.* These evaluations are completed by all students for each course. Course evaluations cover important course quality indicators, including level of difficulty, course structure/organization, instructor effectiveness, text quality and give the student an opportunity to provide an overall course rating.
- *Rotation evaluations.* These evaluations are completed by all students for each rotation. Rotation evaluations allow students to provide meaningful feedback pertaining to the quality of supervision and mentorship they received at the rotation site. This feedback allows M.G.C. program administrators the opportunity to assess the quality of training sites and to develop targeted training for site supervisors and mentors.
- *Overall program evaluations (surveys).* These surveys and focus groups are used to gather data regarding evaluation of the overall program. Students, faculty, leadership, alumni and employers are asked to complete these evaluation tools.
- *Faculty and administrator evaluations.* These evaluations are conducted by all key program personnel, including the program leadership and primary instructional faculty/course directors. Feedback from faculty is elicited on how Program Leadership can better support instructional faculty. Leadership receives feedback on their delineated job responsibilities from students and faculty. Students provide feedback via exit survey and alumni survey. Program faculty, course directors, and clinical supervisors have the opportunity to provide feedback about Program Leadership annually on an anonymous survey.
- *Focus groups.* The Center for Teaching conducts focus groups of the students and faculty as needed by the program to evaluate if program is meeting the mission, goals and strategic plan. This approach is used as part of the end of year program evaluation. In the first few years of the program the focus groups are conducted at the end of the first semester for more rapid cycle review and implementation of improvements. More informally the program director meets with the students monthly to hear any concern or suggestions.
- *Data from student assessments.* Student performance in courses is used to assess curriculum and the program annually. In addition the American Board of Genetic Counselors reports aggregate data to the program regarding alumni's performance on the certifying exam. The overall scores and the breakdown of performance of alumni in the different domains and competencies are reviewed by the Curriculum Committee. These data factor into the program and curriculum evaluation process.
- *Evaluation data and the Program Improvement Process.* Data from the above describe evaluations are compiled annually by the program coordinator under the direction of the program director.

Data are distributed for review. Responsible individuals and/or committees summarize data. Areas of improvement are addressed with action plans and measurable goals to assess progress toward improvement.

Leave of Absence

A student may request a leave of absence (LOA) from school for any reason (personal, medical, etc.). All LOAs

School of Medicine

must be approved by the M.G.C. program director. A student wishing to request an LOA should make an appointment to speak with the M.G.C. program director about the request (unless an emergency LOA). Following that meeting the student is required to submit a written request to the M.G.C. program director, outlining the nature of the requested leave and providing the starting and ending dates. Students may consult with Vanderbilt University Student Access Services (vanderbilt.edu/student-access/) when contemplating a leave of absence, and program administrators may consult with student access services when evaluating a request for leave of absence.

The program director may grant the student a leave of absence for up to one year as long as the student is in good academic standing. Prior to leave, a plan for re-entry into the curriculum and meeting requirements for graduation should be outlined with the program director, with the assistance of the student's adviser, as needed.

Students who are not in good academic standing may request a leave of absence using the request procedure described above, but approval of the leave may be granted only by the M.G.C. Academic Progress and Promotion Committee. The request is presented to the APPC by the M.G.C. program director.

Attendance and Leave

Attendance is required at all M.G.C. program activities unless prior approval for absence is provided by a course instructor or clinical supervisor (for single session absences) or the M.G.C. program director (for multiple-session or multiple-day absences).

Classroom Attendance Policy

Students are required to attend all class sessions, unless otherwise directed. A course instructor may choose to make an exception for a student with extenuating circumstances. The student must contact the instructor to request an exception before the anticipated absence. The following guidelines may be used by M.G.C. faculty to guide decisions about approving absences from classroom sessions:

- 4 credit hour courses: 1-2 absences may be permitted (only with prior instructor notification and approval)
- 3 credit hour courses: 1-2 absences may be permitted (only with prior instructor notification and approval)
- 2 credit hour courses: 1 absence may be permitted (only with prior instructor notification and approval)
- 1 credit hour courses: For courses that meet 4-6 times during a semester, attendance is required in every class (unless specific arrangements have been made in advance of enrolling in the course).

Clinical Rotation Attendance Policy

Each student is expected to attend clinical learning opportunities, in each rotation, on designated days as scheduled. Clinics generally operate Monday through Friday with specific dates/times designated. Due to clinic start times, this may mean arriving to clinic prior to 8:00 a.m. and occasionally not leaving until after 5:00 p.m., to ensure that all clinic preparation and assignments have been completed. Students are expected to maintain regular contact with rotation supervisors to be aware of any changes to the clinical schedule.

Procedures for Requesting Absences

Planned Absences

Students who anticipate being absent for more than one class or clinical session are required to email a request to the M.G.C. program director in advance outlining the need for the absence. In these circumstances, students are responsible for notifying their instructors (classroom and clinical) in advance about their planned absence, and they are responsible for making arrangements to make up any work missed during the absence.

Emergency Absences

In the case of an emergency absence (i.e., illness, emergency, death in family), the student is required to contact the M.G.C. program director as soon as the student becomes aware of the need to be absent. The program director contacts the student's course instructors and/or clinical supervisors. If the absence extends beyond one day, the student must keep the program director updated regarding the anticipated duration of time away. Any absence due to illness greater than three days requires a doctor's note, to be provided to the Program Director.

Students should not attend any program activities, including lectures/student laboratory and clinical practica if they experience any of the following:

School of Medicine

- Vomiting
- Diarrhea
- Fever greater than 101 degrees F
- Diagnosis of a communicable illness

Upon returning from an emergency absence, students are responsible for completing all work and/or assignments missed during the absence, as required the instructor/supervisor. This may require the student to arrive early or stay late in order to make up missed work.

Unexcused Absences

All absences from mandatory sessions that are not excused (using processes above for planned and emergency absences) are considered unexcused absences. Unexcused absences are unacceptable and may have a negative effect on the student's overall academic progress through the program. All sessions/educational activities are mandatory unless otherwise indicated in the course syllabus/clinical expectations materials. Please contact the course or program director with any questions.

Make-Up Policy

Each M.G.C. program course director is responsible for establishing policies concerning make-up policies. Any such policies, including points for attendance and/or participation, penalties for absences, limits on excused absences, total allowable absences, etc., are specified in the course syllabus provided to students at the beginning of the course term.

Weather Policy

It is very rare for VUSM educational activities to be cancelled for weather-related reasons. However, there are days in which the weather is severe and dangerous for travel. If VU classes are cancelled by the chancellor, M.G.C. students and faculty receive an email from the M.G.C. program director with instructions.

Safety is our primary concern. Winter weather may make road conditions unsafe, even if classes are not cancelled by the university. In this situation, students are urged to use their best judgment about commuting in inclement weather. If a student is unable to get to campus due to weather conditions, he or she should notify the course instructor/clinical supervisor prior to class or clinical session, and make arrangements with the instructor to make up any missed work.

Faculty members may cancel class sessions if they feel that it is appropriate. The M.G.C. program assists faculty in scheduling make-up classes for all canceled class sessions.

Honor Code Attestation

Each student will be compliant with the Vanderbilt University School of Medicine Honor Code guidelines. Every academic year, each student will sign, by written or electronic signature, an acknowledgement indicating that the student will follow the Honor Code rules and requirements.

Student Work Policy

Vanderbilt University Master of Genetic Counseling program students are not offered paid employment opportunities as a function of their student enrollment. However, enrolled students have access to resources available through Vanderbilt University Student Employment. More information is available at vanderbilt.edu/studentemployment/. It is recommended that students not work more than ten hours a week during academic terms.

Transportation

During their participation in the M.G.C program, students may be required to travel off campus for educational experiences. Generally speaking, local travel to off-campus sites is limited to one-way trips of not more than 35 miles.

M.G.C. students may be placed in locations outside of the local area in rotational experiences for an extended (several weeks) period of time. In which case, students are responsible for all travel expenses during this time.

School of Medicine

Master of Genetic Counseling: Program Overview

The Master of Genetic Counseling (M.G.C.) is built on a foundation of medical education excellence, broad clinical expertise and innovation in genetics research through collaboration with Vanderbilt University and Vanderbilt University Medical Center. The M.G.C. is awarded by Vanderbilt University School of Medicine, with academic administrative oversight provided by the Vanderbilt University School of Medicine Office of Health Sciences Education. The program is offered in collaboration with the Vanderbilt Genetics Institute of Vanderbilt University Medical Center. More information about the Vanderbilt M.G.C. program is available online, at medschool.vanderbilt.edu/mgc.

Program Mission/Goals/Objectives Vanderbilt Genetics Institute Mission

The mission of the Vanderbilt Genetics Institute is to promote genomic discovery and advance understanding of the human genome. Application of new discoveries will ultimately translate into improved patient care through better diagnosis, treatment, and prevention of human disease.

Vanderbilt Master of Genetic Counseling Program Mission

The mission of the Vanderbilt M.G.C. program is to graduate genetic counseling leaders in the field of genetics and genomic medicine.

The program goals are to:

- Matriculate diverse graduate students in genetic counseling who are empowered to succeed in the expanding field of genetics, genomics, and personalized medicine.
- Facilitate faculty and student collaboration with Vanderbilt researchers to enable significant contributions in the areas of genetics and genomics, genetic counseling, and personalized medicine.
- Improve access to genetic services by increasing the number of providers and expanding awareness about the field.

Graduates of the MGC program will:

- Expand their knowledge about genetics and genomics and practice the application of this understanding in medicine as set forth by the Accreditation Council for Genetic Counseling (ACGC) standards.
- Develop skills to sensitively convey complex medical information to health care consumers and providers, utilizing appropriate evidence-based approaches to practice, as outlined in the ACGC competencies.
- Evaluate and analyze research to formulate important questions, and apply critical thinking and appropriate investigational methods to pursue answers to those questions.

Vision

The vision of the Vanderbilt M.G.C. program is to be on the forefront of genetics and genetic services research, to create a nurturing environment to foster genetic counseling training, and to nest the program in a strong, connected academic and medical community.

Standing Program Committees Vanderbilt Genetic Counseling Program Advisory Board

The Vanderbilt Genetic Counseling Program Advisory Board has an overarching responsibility to assist in the development and ongoing evaluation of the graduate program. The board is responsible for ensuring that the curriculum is in line with the program's mission and with the ACGC accreditation standards for the genetic counseling profession. The advisory board consists of the following individuals:

Martha Dudek, Laura Duncan, Melinda New, Tuya Pal, Dan Roden, Donna Rosenstiel, Donald Brady, Nancy Cox, Jill Slamon, Carly Smith, Ellie Jacoby, Toni Lewis, Angela Grochowski, Samantha Smith, Randa Newman, Sonia Mitchell

Program Implementation Committee

The Program Implementation Committee includes the program director, medical director, assistant program director, practicum coordinator and program coordinator. This committee convenes regularly to ensure smooth program operations.

Martha Dudek, Elly Brokamp, Randa Newman, Jill Slamon, Sonia Mitchell

Admission Committee

School of Medicine

The Admission Committee is responsible for reviewing applications for the M.G.C. program, for inviting applicants to interview, and for making recommendations of candidates for admission to the program.

The Admission Committee is appointed and chaired by the program director. It consists of seven to nine M.G.C. faculty members (one of which is also a member of the Diversity Committee). Members may include individuals from the program leadership. Committee members serve a three-year term, with inaugural committee members appointed for a three-year term within a staggered succession schedule.

Martha Dudek, Laura Duncan, Brighton Goodhue, Caitlin Mann, Sonia Mitchell, Randa Newman, Jill Slamon, Kelly Taylor, Brenda Zuniga

Curriculum Committee

The Curriculum Committee is charged with development and oversight of the M.G.C. program curriculum. The Curriculum Committee is appointed by the program director.

Martha Dudek (Chair- ex officio), Jill Slamon (Vice-Chair), Caitlin Mann, Randa Newman, Mackenzie Mosera, Kelly Taylor, Laura Duncan, Ferrin Wheeler, Gillian Hooker,

Research Review Committee (RRC)

The role of the Research Review Committee is to establish and ensure adherence to policies and procedures for the M.G.C. thesis requirement. The RRC develops guidelines and recommends resources to ensure the success of each student in thesis development and completion. The RRC is appointed by the program director and consists of at least three M.G.C. faculty members. The RRC is responsible for 1) oversight implementation of the thesis process into the curriculum and 2) supervision of the faculty research advisers.

Gillian Hooker, Chair, Janet Talbert, Kelly Taylor

Diversity Committee

The purpose of the Diversity Committee is to increase the number of underrepresented students in the field of genetics counseling. The committee meets annually to establish and review M.G.C. program diversity goals and its progress toward meeting them. Committee members are appointed by the M.G.C. program director. The Diversity Committee includes at least one member from each of the following groups: M.G.C. program leadership, M.G.C. Advisory Board, M.G.C. faculty, and at least one former or current student.

- Martha Dudek, Chair (Ex officio), Tuya Pal, Brenda Zuniga, Randa Newman, Mryia Hubert, Gianna Petrelli, Sherrell Johnson

Academic Progress and Promotion Committee (APPC)

The APPC meets twice per academic year to review each student's academic progress through the program curriculum. The APPC has the responsibility to make recommendations to the program director concerning promotion, remedial action, or dismissal, as appropriate, for each student in the program.

The Academic Progress and Promotion Committee consists of six members with a quorum being at least 3 voting members present. The six voting members are program faculty members, all whom are board certified in genetics/genetic counseling or have extensive experience in training or working with genetic counselors. Voting members would serve for three years. The program director is a non-voting member, ex officio.

The fall meeting of the APPC each year reviews academic progress for both cohorts of students. The spring meeting reviews academic progress for both cohorts and also makes promotion decisions (for first-year cohort, decisions include promotion to second year; for second-year cohort, decisions include recommendation of students to the dean for graduation).

Program's Major Facilities

School of Medicine

The M.G.C. office is located in Light Hall room 510. Classes are held as assigned on the 4th or 5th floor of Light Hall. Students complete the majority of their rotations at Vanderbilt University Medical Center sites. Students may consider an off-campus rotation as an elective. Please visit medschool.vanderbilt.edu/mgc/practicum for more information about practica.

Master of Genetic Counseling: Tuition, Fees, and Cost of Attendance

The following university costs are included with tuition:

- professional liability insurance
- verifications
- VUSM student health costs

Academic Year 2021/2022 Tuition

Tuition, first and second year	\$41,200
Hourly rate	1,650

Detailed information pertaining to cost of attendance is found at medschool.vanderbilt.edu/financial-aid/master-of-genetic-counseling-cost-of-attendance.

Payment of Tuition and Fees

Students registered for a full-time course load (eight hours or more for fall and spring and six hours or more for summer) are billed at the block tuition rate for the term in which they are enrolled. Students registered for less than a full-time course load (seven hours or fewer in the fall and spring or five hours or fewer in the summer) are billed at the hourly tuition rate for the term in which they are enrolled. Certain courses are designated to trigger full-time enrollment (and block tuition billing) even though the number of credits carried by the course is fewer than eight.

Please refer to the [School of Medicine Tuition, Fees, and Financial Aid](#) page of this catalog for more information about university costs and School of Medicine fees. Additional information can be found at vanderbilt.edu/stuaccts.

Financial Aid

No program scholarship funds are provided to students enrolled in the Vanderbilt University Master of Genetic Counseling program. Vanderbilt University School of Medicine participates in the Federal Direct Student Loan Program. Prospective and admitted M.G.C. students may apply for federal loans to help support their attendance at Vanderbilt University. Information about federal loans and how to apply for them may be found on the [VUSM Office of Student Financial Aid](#) website.

Master of Public Health: Academic Policy: Degree Requirements

Requirements to Earn Degree

Candidates for the M.P.H. degree must complete 42 academic credit hours of course work over five academic terms. The 42 credit hours include core and track-specific courses, as well as courses associated with the public health practicum and culminating experience. Satisfactory completion of the public health practicum, an interprofessional education activity, and the culminating experience is required for all students.

Length and Delivery of Program

The M.P.H. program is a full-time, two-year (five terms) degree program. The typical time to complete the M.P.H. is two academic years. The maximum time allowed to complete the degree is four years, unless there are unusual circumstances which merit an extension of this limit. The M.P.H. program has applied to the School of Medicine to begin offering, in the 2022-2023 academic year, a part-time option for obtaining the M.P.H. degree. Options for completion of the degree in three years and four years are being considered.

M.P.H. Program Competencies and Curriculum

The M.P.H. program faculty members teach and assess 22 foundational competencies and 5 track specific competencies required for accreditation by the Council on Education for Public Health. Students are assessed and demonstrate competencies through course work and other degree requirements.

Foundational Competencies Evidence-based Approaches to Public Health

School of Medicine

- Apply epidemiological methods to the breadth of settings and situations in public health practice.
- Select quantitative and qualitative data collection methods appropriate for a given public health context.
- Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
- Interpret results of data analysis for public health research, policy, or practice.

Public Health and Health Care Systems

- Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings.
- Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels.

Planning and Management to Promote Health

- Assess population needs, assets, and capacities that affect communities' health.
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
- Design a population-based policy, program, project, or intervention.
- Explain basic principles and tools of budget and resource management.
- Select methods to evaluate public health programs.

Policy in Public Health

- Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
- Advocate for political, social, or economic policies and programs that will improve health in diverse populations.
- Evaluate policies for their impact on public health and health equity.

Leadership

- Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making.
- Apply negotiation and mediation skills to address organizational or community challenges.

Communication

- Select communication strategies for different audiences and sectors.
- Communicate audience-appropriate public health content, both in writing and through oral presentation.
- Describe the importance of cultural competence in communicating public health content.

Interprofessional Practice

- Perform effectively on interprofessional teams.

Systems Thinking

- Apply systems thinking tools to a public health issue.

Track-Specific Competencies

Epidemiology Track

1. Understand the strengths and weaknesses of the major study designs for population-based research and the circumstances in which each would be the preferred approach for addressing an important gap in health-related knowledge.
2. Recognize sources of bias, including selection and information bias, and bias due to confounding, and know that bias can distort measures of association between a factor (i.e. exposure) and a health-related state or event (i.e. outcome).
3. Demonstrate proper application of principles for building of multivariable regression models, and how to make inferences from these models.
4. Perform regression diagnostics, including residual analyses to assess how well models fit the data, inspect the presence of outliers, and assess the fulfillment of model
5. Understand the ethical foundation for research regulations and their principles as applied to human subjects research, including autonomy, beneficence, and

School of Medicine

Global Health Track

1. Identify historical and emerging issues of significance in global health from an interdisciplinary vantage
2. Demonstrate knowledge of research methodologies and programmatic interventions used to ameliorate health and developmental problems, particularly in low-resource
3. Describe fundamentals of organizational behavior and change, particularly in low-resource
4. Recognize the role of policy development and advocacy in global
5. Demonstrate cultural competence and promote diversity in global health research, policy and

Health Policy Track

1. Identify the main features and challenges related to the financing, incentives, and delivery of health care services and public health systems in the United States.
2. Describe the complementary roles of individualized health care services and population-based interventions in maintaining and improving health
3. Evaluate policies and apply theories of health insurance and the incentives that various approaches to coverage and provider payment create in the health
4. Analyze the impact of changes in public health policy and health care financing and service delivery on health care cost growth, quality of care, and access to
5. Conceptualize the data and research methods necessary to address questions of significance to policymakers and other relevant system

Public Health Practicum

All students in the M.P.H. program complete a public health practicum. The public health practicum is a supervised practical field experience designed to provide students the opportunity to develop and apply the knowledge and skills acquired in the academic program in a public health agency or other environment in which a public health function is performed. Students work with the practicum director on an individual basis to identify, arrange, and complete a satisfactory field experience that fulfills the program's practicum requirements. Additional information about the Public Health Practicum can be found at medschool.vanderbilt.edu/mp/academics/practicum.

Interprofessional Education

Interprofessional Education (IPE) is an integral part of public health and a required component of the M.P.H. program. The IPE requirement is composed of a didactic foundation, which is delivered as part of PUBH 5516 Public Health Practice, as well as a practical experience. For the practical experience, students participate in an interprofessional activity. Students may select an IPE activity from a list of pre-approved options or they may propose their own.

Culminating Experience

The culminating experience is a graduation requirement for all students in the M.P.H. program. The culminating experience allows each student to demonstrate synthesis of the M.P.H. foundational and track-specific competencies and produce a high-quality written product that is developed and delivered in a manner that is useful to external stakeholders. The culminating experience is completed at the end of the course of study, with final deliverables due in the student's final term (typically the spring of the second year). Students have two options for their culminating experience.

Option 1: Thesis

All students who choose the thesis option take protocol development and thesis courses. Students engage in mentored research or other original scholarly work. The final product may take the form of a manuscript to submit for publication, a grant application, program evaluation report, training manual, strategic plan, policy paper, or other format appropriate to the student's educational and professional goals and approved by the thesis adviser. Research is typically based on secondary data analysis. Additional information about the thesis can be found at medschool.vanderbilt.edu/mp/academics/thesis.

Option 2: Capstone

All students who choose the capstone option take the Capstone Portfolio Development course. This course is designed to guide students through the preparation of their capstone products. Students also take a series of specific graduate- or professional-level courses in a designated focus area that aligns with the student's educational and professional goals. The capstone provides students an opportunity to further hone their practical public health skills in an area of interest. Students develop an ePortfolio which includes a written product that describes their capstone deliverable which is either: 1) a resource tool kit, or 2) a specific tool for an external

School of Medicine

organization. Examples of public health tools include a needs assessment, monitoring and evaluation plan, program evaluation report, strategic plan, training manual, policy statement, grant, etc. Additional information about the Capstone can be found at medschool.vanderbilt.edu/mp/capstone.

Course List

A full list of program courses is provided in this catalog under [Courses by Program](#).

Master of Public Health: Academic Policy: Progress and Promotion

Periodic Reviews

Each student meets with their academic adviser at least twice per year. Academic advising meetings provide the opportunity to discuss course selection, progress toward meeting the degree requirements, and any academic challenges and how they may be addressed. Additional meetings may take place as needed at the student or adviser's request.

Satisfactory Academic Progress and Good Standing

A cumulative grade point average of at least 3.0 is required for graduation. A semester average of at least 3.0 is required to remain in good academic standing. A student whose cumulative grade point average falls below 3.0 may be placed on probation for one semester. If at the end of the semester the grade point average is still below 3.0, the student may be dismissed from the program based on unsatisfactory academic performance. Students may withdraw in lieu of dismissal.

Repeating a Course

Students who receive a final course grade of C+ or lower may be required to retake the course or complete additional course requirements before progressing in the program.

Graduation Promotion Committee Endorsement

In the spring term, the Admission and Promotion Committee is charged with making recommendations to the program director regarding progress, promotion, or graduation of students.

Allowance for Delaying Graduation

Students who need more than two years to complete the M.P.H. degree requirements may propose a revised degree completion plan. This plan should include a term-by-term list of completed, in progress, and anticipated degree requirements, along with a reasonable timeline for completing the degree requirements. The revised degree completion plan must be approved by the track director and program director, in writing. For incomplete courses, the relevant course director's written approval is also required.

Program Commencement

The university holds its annual Commencement ceremony following the spring semester. Degree candidates must have successfully completed all curriculum requirements by the published deadlines in order to participate in the ceremony. A student completing degree requirements in a summer or fall semester may participate in Commencement the following May, and ordinarily the degree will be conferred at the end of the term in which requirements are completed. Any student unable to participate in a Commencement ceremony will receive his/her/their diploma by mail.

Formal Remediation and Probation Probation

A student may be placed on academic probation if the student's cumulative grade point average falls below 3.0, or their course grades include any failures. If at the end of the semester of academic probation the grade point average is still below 3.0, the student may be dismissed from the program based on unsatisfactory academic performance.

Students placed on probation are notified in a letter from the program director that outlines the reasons for the probation; the requirements and recommendations for addressing deficiencies; the conditions for removal of probation, including an expected time frame; and actions that will be taken if conditions are not met.

Students placed on probation for any reason will be required to complete a specific remediation plan that has been approved by the track director and program director. The remediation plan may include requirements of

School of Medicine

the student, such as regular meetings with advisers, elimination of extracurricular activities that may be interfering with satisfactory academic progress, etc.

All students on probation will be reviewed by the M.P.H. program's director at least once each semester to determine whether satisfactory academic progress has been made. At that time the program's director may take the following actions:

1. Remove probation: Probation may be removed if the student has satisfactorily addressed deficiencies, even if this is before the time frame originally designated by the program director.
2. Continue probation: Progress is being made.
3. Recommend dismissal: Performance continues to be unsatisfactory.

Written notification is provided to the student regarding the outcome of this review.

Probation is considered an adverse action and may be reported in future graduation verifications and other requests for information.

Dismissal

Typically, students will be recommended for dismissal only after they have been given a reasonable probationary period to address deficiencies. The M.P.H. program follows School of Medicine policy for formal remediation, probation, dismissal, and appeals. See the [Academic Policies for All School of Medicine Programs](#) page of this catalog for more information on these topics.

Eligibility to Reapply

If a student withdraws from the M.P.H. program, reentry is possible only through the application process.

Master of Public Health: Academic Policy: Student Assessment

Student performance is assessed in every course and program requirement. Program faculty bring any significant performance concerns during a required course to the attention of the student early enough to allow sufficient time to develop a remediation plan. A student for whom major concern persists despite coaching may be given a failing grade (F) for the course and/or may not be promoted despite satisfactory performance in other courses. Course requirements and grading information are detailed in the course syllabus.

Grades

The M.P.H. program uses the VUSM grading scale, presented on the page of this catalog titled [Student Assessment and Grading](#).

Grade Grievance Procedure

Students should seek redress of a problem with a grade as soon as possible after receiving the grade and in no case later than four weeks after the grade is released. Students with a concern should confer directly with the course director. Every effort should be made to resolve the problem fairly and promptly at this level. If the student cannot resolve the problem through discussion with the course director, the student should request an appeal by writing (email is acceptable) to the program director within two weeks of speaking with the course director. The course director also should be included on the request for appeal. In cases where the course director is also the degree program director, the appeal should be made to the assistant dean of health sciences education or his/her designee. If resolution is not achieved by the program director/assistant dean of health sciences education, the case is referred to the senior associate dean of health sciences education or his/her designee, who makes the final decision. At each level of review, the course's assessment practices are reviewed and the individual student's situation taken into account.

Master of Public Health: Academic Policy: Student Support and Advisory Services

Academic Advisory Resources Academic Adviser

Each student meets with their academic adviser at least twice per year. Academic advising meetings provide the opportunity to discuss course selection, progress toward meeting the degree requirements, and any academic challenges and how they may be addressed. Additional meetings may take place as needed at the student or adviser's request.

School of Medicine

Mentoring Committee

Each student has a mentoring committee of three to four members (faculty, community/governmental professionals and professional staff) during their time in the M.P.H. program. The student is responsible for scheduling a full meeting of their mentoring committee at least once per term. The meetings are an opportunity for the student to garner insight from an interdisciplinary team of experienced professionals on long-term directions for the student's training and career.

While the process of identifying members of the mentoring committee may vary from one track to another, students are expected to submit a confirmed list of their mentoring committee members by December of the first year. Changes to mentoring committees may be approved by the track director, if needed.

Practicum Advising

Starting in the fall of their first year, students meet periodically with the practicum director on an individual basis to discuss the types of skills and experiences they would like to develop during the public health practicum, and potential sites and activities that align with their goals.

Thesis and Capstone Advisers

The thesis and capstone advisers serve as the course directors for the course or series of courses associated with the thesis or capstone, respectively. In this role, the adviser guides students through the planning, development, and writing of the final thesis or capstone product. Each student also has a primary thesis or capstone mentor who is directly connected to the student's thesis or capstone and who can provide more content-specific support.

Career Advisory Support Career Advising

Students may meet with their track director and/or the practicum director for individual career advising meetings to discuss topics such as creating a targeted job search plan, resumes, CVs, and cover letters, LinkedIn and online networking, preparing for interviews, applying to advanced degree programs, fellowships, and letters of recommendation. These meetings are scheduled as needed, at the student's request.

In addition to individual career advising meetings, career development offerings for students in the M.P.H. program include:

- M.P.H. Career Development Series
- Edge Seminar Series
- Newman Society Seminar Series

Additional information about M.P.H. program career development offerings can be found at medschool.vanderbilt.edu/mpH/current-students/career-development.

Health and Wellness

See the [Life at Vanderbilt](#) page of this catalog.

Conflicting Faculty Roles

In addition to the information about faculty and educator roles on the [Education at the Vanderbilt University School of Medicine](#) chapter of this catalog, M.P.H. track directors are responsible for avoiding conflicts of interest when assisting students in identifying professional members for their mentoring committee.

Master of Public Health: Accreditation

The Master of Public Health program is accredited by the Council on Education for Public Health, 1010 Wayne Avenue, Suite 220, Silver Spring, MD 20910.

Master of Public Health: Admission

Admission Requirements

Eligible candidates include those with bachelor's, master's, or doctoral degrees. At least two years of relevant, post- undergraduate professional experience is strongly preferred, but is not required.

Application Process

School of Medicine

Applications are submitted through SOPHAS (sophas.org), the centralized application for programs of public health. The SOPHAS application requirements for the M.P.H. program at Vanderbilt University are listed below:

- Current curriculum vitae or resume
- Three letters of recommendation
- Statement of purpose and objectives
- Official transcripts for all prior academic degrees and post-secondary course work
- Official standardized test score reports:
 - TOEFL scores are required for international applicants; this requirement is waived for applicants who have received an academic degree from an institution where English was the language of instruction.
 - Applicants are not required or expected to submit GRE or MCAT scores with their application in SOPHAS. Applications without scores will not be penalized in the review process. Applicants may choose to self-report their GRE or MCAT scores in SOPHAS.

Interviews are not required as part of the application process. To view application deadlines and additional information about the admission process, please visit medschool.vanderbilt.edu/mpH/admissions.

Selection Criteria, Offer, and Acceptance

The Admissions Committee evaluates the application materials and decides which applicants are invited to join the entering class. The program seeks applicants with strong academic backgrounds and clear public health goals. Applicants should be able to articulate how the Vanderbilt M.P.H. relates to their career aspirations.

Admission notifications and offers of program scholarship funding are sent to applicants by email in the spring. Admitted applicants are asked to confirm their intention to matriculate no later than April 15.

A criminal background check is required and must be completed over the summer, before matriculation. Additional information about the background check and other new student requirements is sent by email during the summer.

Transfer Credits

Up to 15 academic credit hours of prior graduate-level course work from other schools at Vanderbilt or other accredited universities may be applied to the required 42 credit hours needed for the degree, conditional upon the approval of the Admission Committee and the relevant course directors. Only those courses for which a student has received a grade of B or its equivalent will be considered for incoming credit transfer.

Students in the M.P.H. program may audit courses offered by other departments and programs with the approval of the course instructor. Students may take graduate- and professional-level courses relevant to their M.P.H. degree offered by other departments and programs for credit toward their degree with the approval of their M.P.H. track director.

Non-degree-seeking Students

Non-degree-seeking students may take courses in the M.P.H. program as long as they meet the program's admission requirements (i.e., completion of bachelor's, master's, or doctoral degree). Registration in a course is contingent upon completion of any course prerequisites, instructor approval, M.P.H. program approval, and space in the class. Tuition is charged according to the number of credit hours taken. A one-time transcript fee (\$100) may apply for first-time Vanderbilt University students. A Student Services Fee of \$281 in the fall and spring terms, and \$96 in the summer term applies. In addition, a Health Services Fee of \$348 in the fall and spring terms, and \$102 in the summer term may apply. Auditing is not permitted in M.P.H. program courses.

Master of Public Health: Contact Information

Additional information may be obtained by contacting program officials at [Contact Us | Master of Public Health | Vanderbilt University](http://www.vanderbilt.edu/medschool/MPH/contact).

Master of Public Health: Dual Degrees

M.D./M.P.H.

School of Medicine

Students must apply separately to the School of Medicine M.D. and M.P.H. programs and be accepted by both programs to pursue the dual M.D./M.P.H. Typically, M.D. students apply to the M.P.H. program in the fall of their second or third year of medical studies.

It is possible that students in the dual M.D./M.P.H. program may complete both degrees in five years. Additional information may be found at medschool.vanderbilt.edu/mpH/md-mpH.

M.P.H./M.Ed. (International Education Policy and Management)

The M.P.H./M.Ed. in International Education Policy and Management program is a seven academic term program that is typically completed in three years of study. Students must apply and be accepted separately to both the M.P.H. program in the School of Medicine and the M.Ed. program in Peabody College of Education and Human Development.

Students in this dual M.P.H./M.Ed. program must enroll for a minimum of three terms (fall, spring, and summer) in the School of Medicine, with the M.P.H. as their primary degree program. During these three terms, they complete 36 or more credit hours of required M.P.H. course work, including the public health practicum and culminating experience during the summer term.

Additional information about the M.Ed. (International Education Policy and Management) can be found at

peabody.vanderbilt.edu/programs/international-education-policy-and-management-med.

M.P.H./M.A. (Latin American Studies)

The dual M.P.H./M.A. (Latin American Studies) program is a seven academic term program that is completed in three years of study. Students must apply and be accepted separately to both the M.P.H. program in the School of Medicine and the M.A. in Latin American Studies program in the Graduate School.

Students in the dual M.P.H. M.A. (Latin American Studies) program must be enrolled for a minimum of three terms (fall, spring, and summer) in the School of Medicine, with the M.P.H. as their primary degree program. During these three terms, they complete 36 or more credit hours of required M.P.H. course work, including the public health practicum and culminating experience during the summer term.

Additional information about the M.A. in Latin American Studies may be found at

as.vanderbilt.edu/clas/graduate-programs/ma-latin-american-studies.

Master of Public Health: Other Program Policy and Procedure

Program Evaluation

The purpose of evaluation in the M.P.H. program is to provide timely information that can be used to determine the effectiveness of program's curriculum and teaching and, ultimately, to determine whether the program is accomplishing its goals. The evaluation process supports continuous improvement of all program components. All students, faculty members, and staff members have a role in identifying needs and implementing strategies for improvement.

In the M.P.H. program, evaluation activities include, but are not limited to:

- Course evaluations
- Practicum and culminating experience evaluations
- Interprofessional education (IPE) evaluations
- Student assessment data
- Exit surveys and exit interviews
- Admissions and graduate outcomes data

School of Medicine

Course evaluations, practicum evaluations, IPE evaluations, and culminating experience evaluations include sections for the evaluation of faculty course instructors, teaching assistants, practicum site supervisors, IPE preceptors, culminating experience advisors, mentors, and relevant administrators. Specific feedback from these evaluations is reviewed by the program director, the Curriculum Committee, and the relevant faculty member or individual with the goal of improvement.

In addition, feedback from faculty course instructors, practicum site supervisors, IPE preceptors, culminating experience advisors, mentors, and relevant administrators is elicited on how the program leadership can better support them.

Data from evaluation activities are compiled on a semester or annual basis and distributed to the program leadership and Curriculum Committee for review. Responsible individuals and/or committees summarize data. Areas of improvement are addressed with action plans and measurable goals to assess progress toward improvement. Updates on progress toward improvement are discussed at subsequent meetings.

Student Engagement

Students have formal and informal opportunities to participate in program-level policy- and decision making.

Students are selected to serve on the program's Advisory, Curriculum, and Diversity Committees during their M.P.H. training. Committee members are expected to attend and participate in committee meetings. Students interested in serving as committee members should contact their track director and request to be considered.

Each class has a student class representative who serves as a liaison between the students and the M.P.H. program leadership. The class representative is also responsible for coordinating events and activities and sharing information with their classmates. Information about the position and election procedures can be found in the *M.P.H. Student Handbook* located at medschool.vanderbilt.edu/ MPH.

With respect to policy and decision making in the School of Medicine, non-M.D. degree programs with enrollment of ten or more may have one student representative on the Honor Council. Rising second-year M.P.H. students nominate and vote to select an Honor Council representative to serve for one year. More information, including the Honor Council bylaws, can be found in the [Education at the Vanderbilt University School of Medicine](#) page.

Honor Code Attestation

Each student will be compliant with the Vanderbilt University School of Medicine Honor Code guidelines. Every academic year, each student will sign, by written or electronic signature, an acknowledgement indicating that the student will follow the Honor Code rules and requirements.

Leave of Absence

Students who wish to interrupt their study must request a leave of absence in writing from the program director. Students may consult with Vanderbilt University Student Access Services (vanderbilt.edu/student-access/) when contemplating a leave of absence, and program administrators may consult with student access services when evaluating a request for leave of absence. The program director will provide a decision regarding the request. A one-time leave of absence may be granted for a maximum of one year for students seeking a master's degree.

Students taking a leave of absence are responsible for meeting with the program director prior to the leave in order to plan for their course work and timeline for successful degree completion following their return. Students who do not register for classes before the ending date of a leave of absence may be disenrolled and required to request reinstatement to the program. The maximum time allowed to complete the degree is four years, unless there are unusual circumstances which merit an extension of this limit.

Attendance

Students are required to attend all class sessions, unless this requirement is specifically waived by the course director. The course instructor may choose to make an exception for a student with extenuating circumstances. The student should contact the instructor to request an exception before the anticipated absence.

School of Medicine

Student Work Policy

It is recommended that students work no more than twenty hours per week during academic terms. Students should contact their track director to discuss increasing their work hours.

Transportation

During their time in the M.P.H. program, students may participate in experiential learning activities at sites located a distance from the Vanderbilt University campus. Students are responsible for their own transportation to and from sites for educational experiences, including all costs associated with that travel. The maximum distance from the Vanderbilt University campus that students may be required to drive to reach off-site placements is generally 35 miles.

Master of Public Health: Program Overview

The Master of Public Health (M.P.H.) is an interdisciplinary program designed to train research scientists and public health professionals to be innovative and effective leaders dedicated to improving public health. The program is accredited by the Council on Education for Public Health.

The M.P.H. program allows students from all academic and professional backgrounds, as well as clinical specialties, to customize their public health education and integrate their specific research and career interests with the support of committed faculty mentors.

As part of their application, students choose one area of concentration for their studies from among the program's three tracks: epidemiology, global health, and health policy.

Additional information about the M.P.H. program can be found at medschool.vanderbilt.edu/mph.

Program Mission/Goals/Objectives Mission

The mission of the M.P.H. program is to train future research scientists and public health professionals to be innovative and effective leaders dedicated to improving public health.

Goals and Objectives

To fulfill its mission, the M.P.H. program has the following goals and objectives:

1. Educate innovative and effective public health researchers, educators, and practitioners
 - Recruit culturally diverse students who will make substantial contributions to public health
 - Engage students with interdisciplinary faculty who demonstrate commitment to educating and mentoring future public health leaders
 - Facilitate active learning through classroom and experiential training opportunities
2. Advance knowledge in the public health sciences through research and discovery
 - Contribute to the public health scientific evidence base
 - Engage in collaborative and interdisciplinary research
 - Compete successfully for funding in the public health sciences
3. Participate in development and implementation of public health programs and policies
 - Build and foster community partnerships that bridge public health science and practice
 - Engage in collaborations, including research, training, and service activities with governmental agencies and community partners in the U.S. and abroad
 - Disseminate public health knowledge and promote implementation of effective public health policies and practices

Standing Program Committees Admission and Promotion Committee

The Admission and Promotion Committee monitors student progress toward completing the M.P.H. degree requirements and makes recommendations to the program regarding promotion, remedial action, or dismissal as appropriate for each student. This committee also has the responsibility of making recommendations concerning admission and scholarships for applicants to the M.P.H. program. The committee oversees and continually reviews the admission process. It typically meets four to six times per academic year.

School of Medicine

Admission and Promotion Committee members for academic year 2021/22: Muktar Aliyu, Bill Heerman, Marie Martin, Elizabeth Rose, Christianne Roumie, Anne Smart, and David Stevenson.

Advisory Committee

The Advisory Committee provides oversight of the evaluation and planning efforts for the program, including review of attainment of stated goals and objectives. The committee facilitates the long-range planning efforts of the program and provides other guidance to the program as requested. It explores ways to strengthen ties to key constituencies, including public health practitioners, public health researchers, students, alumni, and faculty. The Advisory Committee meets once per year and more often as needed.

Advisory Committee members for academic year 2021/22: Donald Brady, Melinda Buntin, Michael Caldwell, Charlotte Cherry, John Dunn, Jennifer Erves, Bill Heerman, Doug Heimbürger, Tim Jones, Elizabeth Rose, Christianne Roumie, Bill Schaffner, and David Stevenson.

Curriculum Committee

The Curriculum Committee is charged with providing oversight of M.P.H. program curriculum and related instruction consistent with the program's mission, goals, objectives, and values and appropriate for demonstrated professional competencies as identified by the program. The committee monitors and, as needed, makes recommendations regarding courses offered within the program for relevance of learning objectives, appropriateness of procedures for assessing student competencies, and quality of faculty and student performance within courses. The committee meets three times per academic year.

Curriculum Committee members for academic year 2021/22: Bentley Akoko, Noor Ali, Rachel Apple, Brad Hawkins, Bill Heerman, Wali Johnson, Rebecca Lee, Jennifer Lewis, Sofia Ludwig, Ali Manouchehri, Cooper March, Marie Martin, Andrew Medvecz, Rebecca Mohr, Kelly Moore, Marshae Nickelberry, India Pungarcher, Alyssa Rentuza, Jennifer Robles, Christianne Roumie, Isaac Schlotterbeck, Anne Smart, Milner Staub, David Stevenson, Teris Taylor, Avirath Vaidya, Caitlin Washburn, and Sarah Welch.

Diversity Committee

The Diversity Committee provides oversight for M.P.H. program inclusion and diversity efforts. The program considers diversity to represent a broad range of individual characteristics consistent with Vanderbilt University policies, including diversity in race, sex, religion, color, national or ethnic origin, age, disability, military service, sexual orientation, gender identity, and gender expression.

The committee monitors and, as needed, makes recommendations regarding the inclusion and diversity of students, faculty, and staff to increase ways in which the public health workforce reflects the populations that we serve. The committee also provides recommendations for strategies to provide diverse perspectives in the program's curricular offerings and to provide students with insight into particular issues that underrepresented and/or disadvantaged groups face.

Diversity Committee members for academic year 2021/22: Muktar Aliyu, Andre Chuchwell, Adriana Bialostosky, Megan Davis, Mariu Duggan, Kimberly Glenn, Layan Ibrahim, Rebecca Mohr, Mina Nordness, Rocio Posada-Castaneda, Elsa Rodriguez, Miaya Seawright, Victoria Umutoni, Vicky Waithe, Jasmine Walker, and Ni Ketut Wilmayani.

Program's Major Facilities

The M.P.H. program office and classroom are located on the second floor of the Village at Vanderbilt building, 1500 21st Avenue South. The office is in Suite 2100, and the classroom is in room 2600.

Master of Public Health: Tuition, Fees, and Cost of Attendance

The following university costs are included with tuition:

- verifications
- VUSM student health costs

Academic Year 2021/2022 Tuition

School of Medicine

Tuition, 1st year	\$39,999
Tuition, 2nd year	19,998
Hourly rate	1,700

Estimated Cost of Attendance

The total estimated cost of attendance is an amount established by the School of Medicine's Office of Student Financial Aid as reasonable costs for attending the program. The estimated cost of attendance is used in calculations to determine the amount of financial aid for which a student may be eligible. It includes direct costs such as tuition, the student services fee, and the transcript fee, as well as indirect costs. The indirect costs are grouped into the following categories: books/supplies, rent/utilities, meals, personal (including the student health insurance fee), transportation, and loan fees. It is expected that most students can live within these costs. The actual cost of attendance for each student will vary depending on the individual's specific needs and preferences.

For detailed information pertaining to estimated cost of attendance see medschool.vanderbilt.edu/financial-aid/master-of-public-health-cost-of-attendance.

Payment of Tuition and Fees

Students registered for a full-time course load (8-18 credit hours for the fall and spring terms and 6-8 credit hours or the summer term) are billed at the block tuition rate for the term in which they are enrolled. Students registered in more than a full-time course load (more than 18 credit hours in the fall and spring terms and more than 8 credit hours in the summer term) are charged the block tuition rate plus the per-credit-hour tuition rate for courses above the full-time course load. Students registered for less than a full-time course load (seven hours or fewer in the fall and spring terms or five hours or fewer in the summer term) are billed at the hourly tuition rate for the term in which they are enrolled.

Registration in the following second-year courses constitutes a full-time course load:

- Thesis Research I (year 2 fall term)
- Thesis Research II (year 2 spring term)
- Capstone ePortfolio Development (year 2 spring term)

Students registered in these courses in their final year of training are charged the block tuition rate, even though they may be registered for less than 8 credit hours.

Please refer to the [School of Medicine Tuition, Fees and Financial Aid](#) page of this catalog for more information about university costs and School of Medicine fees. Additional information can be found at vanderbilt.edu/stuaccts.

Master of Science (Applied Clinical Informatics): Academic Policy: Degree Requirements

Requirements to Earn Degree

The program provides a 36-credit hour curriculum in 21 months, with a course work intensive first year followed by a second year devoted to a capstone project.

Length and Delivery of Program

The normal time frame for completion of required course work for the M.S.-A.C.I. is 21 months. The maximum time frame for completion of this degree is three years.

Curriculum

The curriculum emphasizes a deep theoretical and practical understanding of the care process, informatics concepts, information technologies, computer science, and the changing social, organizational, and economic context in which health care is delivered. This understanding is developed through course work, over 240 hours of practicum experience that uses real health information technology data and systems and health care contexts, and a mentored capstone project.

School of Medicine

Didactics

Expert faculty comprising the largest biomedical informatics department in the U.S. lead nine M.S.-A.C.I. courses. These courses include the core content for informatics and health professionals outlined by the AMIA Practice Analysis and Core Competencies for those intending to apply for the American Board of Medical Specialties Clinical Informatics Certification, HIMSS Certified Professional in Healthcare Information & Management Systems certification (CPHIMS), or the emerging AMIA Advanced Health Informatics Certification:

- Introduction to Clinical Informatics
- Health Information Systems and Applications
- The Health System
- Clinical Information Systems
- Clinical Decision Support
- Clinical Workflow
- Data Standards
- Information System Lifecycle
- Management and Organizational Change

Practicum Experience

A practicum experience requires a minimum of 240 clock hours, to be completed during year 2. The practicum requirement can be satisfied in highly flexible ways, e.g., at VUMC, at home institution, or at other sites (with M.S.-A.C.I. program approval). The trainee must be embedded (i.e., assigned to participate as a member) in an interdisciplinary team that is addressing a significant clinical informatics challenge. This includes attending regular team meetings and participating in analysis of issues, planning, and implementation of recommendations from the team. The interdisciplinary teams must include physicians, nurses, other health care professionals, administrators, and information technology/system personnel, as appropriate.

Capstone Project

A required capstone project running throughout the program provides students with knowledge and skills required to design and conduct applied research studies to evaluate the efficacy of informatics applications in the clinical environment. Based on personal career objectives and informatics challenges that they identify in practica, the capstone project may be completed as a cohort, a sub-cohort group, or individually, depending on its design and the needs of our learners. The project begins in the first year and continues in the second year. Each student selects a Capstone Project Committee, which includes a committee chair (a DBMI faculty member), a practice mentor (someone within the student's home department or organization), and the M.S.-A.C.I. capstone course director.

Course List

A full list of program courses is provided in this catalog under [Courses by Program](#).

Master of Science (Applied Clinical Informatics): Academic Policy: Progress and Promotion

Periodic Reviews

In the spring term, the Admission and Promotion Committee is charged with making recommendations to the program director regarding progress, promotion, or graduation of students.

Satisfactory Academic Progress and Good Standing

All students who maintain at least a 3.0 GPA and have earned at least a B- in all course work/practica, are considered to be making satisfactory academic progress. M.S.-A.C.I. students must register each fall, spring, and summer semester with no breaks in registration to remain in good standing, except in cases of approved leave of absence.

Graduation Promotion Committee Endorsement

In the spring term, the Admission and Promotion Committee is charged with making recommendations to the program director regarding progress, promotion, or graduation of students.

Allowance for Delaying Graduation

Graduation may be delayed beyond the normal time required to complete for formal remediation or approved leave(s) of absence.

Formal Remediation and Probation Formal Remediation Plan

School of Medicine

Students who receive a grade of C+ or poorer in academic courses may be required to remedy the grade as specified in a formal remediation plan. Possible remedies include re-examination or course/practica repetition. Credit may be given on the basis of re-examination or satisfactory repetition of the course/practica work, but the original grade remains on the record and may be counted in the computations as cause for dismissal, if additional poor performance occurs.

Probation

Students who do not successfully complete a formal remediation plan may be placed on probation. Students who fall below an average of 3.0 are placed on probation for one semester. If the student's performance does not improve during the semester, the program director, the vice-chair for educational affairs, and the department chair will decide whether to dismiss the student or to allow the continuation of probation. If, at the end of the second semester, the student's grade point average remains below 3.0, the student is advised to withdraw or face dismissal from the program.

Dismissal

The M.S.-A.C.I. program follows School of Medicine policy for formal remediation, probation, dismissal, and appeals. See the [Academic Policies for All School of Medicine Programs](#) page of this catalog for more information on these topics.

Master of Science (Applied Clinical Informatics): Academic Policy: Student Assessment

Grades

The M.S.-A.C.I. program follows School of Medicine policy for grades. See the Grading Policies presented on the [Student Assessment and Grading](#) page of this catalog.

Non-didactic courses are graded using Pass/Fail grading.

Grade Grievance Procedure

Students should seek redress of a problem with a grade as soon as possible after receiving the grade and in no case later than four weeks after the grade is released. Students with a problem should confer directly with the course director. Every effort should be made to resolve the problem fairly and promptly at this level. If the student cannot resolve the problem through discussion with the course director, the student should request an appeal by writing (email is acceptable) to the program director within two weeks of speaking with the course director. (The course director also should be included on the request for appeal.) In cases where the course director is also the degree program director, the appeal should be made to the assistant dean of health sciences education or his/her designee. If resolution is not achieved by the program director/assistant dean of health sciences education, the case is referred to the senior associate dean of health sciences education or his/her designee, who makes the final decision. At each level of review, the course's assessment practices are reviewed and the individual student's situation taken into account.

Practicum Assessment

The practicum experience requires that the trainee is embedded (i.e., assigned to participate as a member) in an interdisciplinary team that is addressing a significant clinical informatics challenge. This includes attending regular team meetings and participating in analysis of issues, planning, and implementation of recommendations from the team. The interdisciplinary teams may include physicians, nurses, other health care professionals, administrators, and information technology/system personnel, as appropriate. The student will be graded (Pass/Fail) by the practicum course director after each rotation, based on assessments by rotation leaders.

Master of Science (Applied Clinical Informatics): Academic Policy: Student Support and Advisory Services

Academic and Career Advisory Resources

The program director has an open-door policy for all students in the M.S.-A.C.I. program.

Health and Wellness

See the [Life at Vanderbilt](#) page of this catalog.

Master of Science (Applied Clinical Informatics): Admission

Admission Requirements

School of Medicine

Applicants must hold a bachelor's, master's, or doctoral degree. At least two years of relevant, post-graduate professional experience, education, or training is strongly preferred. GRE, MCAT, or other pre-professional equivalent test scores are strongly recommended. The Test of English as a Foreign Language (TOEFL), which is administered by the Educational Testing Service in Princeton, New Jersey, is required for applicants whose primary language is not English. The Program requires applicants to meet or exceed a score of 600. International applicants who have obtained at least a masters level degree from an accredited US university are not required to provide TOEFL scores.

Applicants are not required to have formal training in computer science or a related discipline, but they need to demonstrate a strong interest and aptitude in clinical informatics.

Students without a computational background are encouraged to take at least one introductory-level course in computer science before entering the program.

Application Process

New students may matriculate only in the fall term. To apply for the M.S.-A.C.I. program, candidates should submit an online application and all supporting materials by the priority deadline, April 30th. Applications from candidates who apply after the priority deadline will receive consideration for admission as space permits.

Online applications are submitted at apply.vanderbilt.edu/apply.

Program to which you are applying: Medicine-Non MD Program: Master of Science in Applied Clinical Informatics
Degree: MSACI

Complete information about the application process is available online at medschool.vanderbilt.edu/biomedical-informatics/msaci.

Admission Offer and Acceptance

Admission decisions are made on an ongoing basis once all required documents have been received and an application is ready to be assessed. Applicants who are admitted to the program receive an email communication from the program director with further instructions and a deadline to accept the offer of admission.

Transfer Students/Credits

The M.S.-A.C.I. program does not accept transfer students.

Non-degree-seeking Students

The M.S.-A.C.I. program does not allow non-degree-seeking students to enroll in M.S.-A.C.I. courses.

Visiting Students

The M.S.-A.C.I. program does not allow visiting students.

International Students

International students are eligible to apply for admission to the M.S.-A.C.I. degree program. International students are required to attend the one- to two-day in-person sessions every semester via a conferencing platform during the hours set by the program (regardless of time zone differences). International students also must complete synchronous course requirements via a video conferencing platform on Thursday evenings from 5:00–8:00 p.m. CST each week, regardless of time zone differences. Because of the program's primarily online format international students on student visas (F or J) are ineligible to participate in the program in person.

Master of Science (Applied Clinical Informatics): Contact Information

Additional information may be obtained by contacting program officials at [Contact Information | Biomedical Informatics | Vanderbilt University](#).

School of Medicine

Master of Science (Applied Clinical Informatics): Other Program Policy and Procedure

Program Evaluation

The M.S.-A.C.I. performs course evaluations at the end of each term. These evaluations are sent to all students enrolled in didactic courses. Course evaluations cover important course quality indicators, including level of difficulty, course structure/organization, instructor effectiveness, and text quality, and they also give students an opportunity to provide overall feedback.

Leave of Absence

Students who wish to interrupt their study must request a leave of absence in writing from the program director. The written request must outline the nature of the requested leave and provide the starting and ending dates for the of absence. Students may consult with Vanderbilt University Student Access Services (vanderbilt.edu/student-access/) when contemplating a leave of absence, and program administrators may consult with student access services when evaluating a request for leave of absence. The program director will provide a written decision regarding the request.

A one-time leave of absence may be granted for a maximum period of one year, as long as the student is in good academic standing. Students taking a leave of absence are responsible for meeting with the program director prior to the leave in order to plan for their course work and time line for successful degree completion following their return. Students who do not register for classes before the ending date of a leave of absence may be disenrolled from the program and required to request reinstatement.

Attendance and Leave

All students are expected to attend each class session (online and face-to-face). Students must notify the instructor if they will miss a class session. It is the responsibility of the student to obtain class notes and assignments. For significant absences, such as missing greater than two classes per semester, a remediation plan must be submitted to the course director and program director.

Honor Code

Each student will be compliant with the Vanderbilt University School of Medicine Honor Code guidelines. Every academic year, each student will sign, by written or electronic signature, an acknowledgement indicating that the student will follow the Honor Code rules and requirements.

Student Work Policy

M.S.-A.C.I. students are allowed to work full time as long as students can meet program expectations and degree requirements.

Master of Science (Applied Clinical Informatics): Program Overview

The Department of Biomedical Informatics at Vanderbilt University offers a two-year M.S. (Applied Clinical Informatics) (M.S.-A.C.I.) degree program. At many institutions, the role of clinical informatics leaders (known as clinical informaticians) has evolved from introducing electronic health records and practice transformation techniques to the effective evaluation and improvement of patient outcomes. Increasingly, local improvements must be integrated into accountable-care organizations, clinically integrated networks, and other inter-organization collaborations that emphasize both quality improvement and cost reduction. These factors create a profound need for trained informatics professionals from a variety of clinical and nonclinical disciplines who share a deep theoretical and practical understanding of the care process, informatics concepts, and the changing social, organizational, and economic context in which health care is delivered.

Vanderbilt's M.S. (Applied Clinical Informatics) is designed to develop leaders who are prepared to advance the science and practice of clinical informatics. The M.S.-A.C.I. program is designed for clinicians who desire rigorous, practical informatics training (e.g., board-certified and non-boarded physicians, nurses, pharmacists) and professionals from a wide range of disciplines (e.g., information technology, public health, health care policy, business management, research informatics) who contribute and collaborate to promote safe, efficient, and effective health care.

Program Mission/Goals/Objectives

The objective of the program is to provide innovative clinical informatics education for working professionals in the health care field, with graduates assuming leadership roles in the application and innovation of clinical

School of Medicine

informatics nationally.

The M.S.-A.C.I.'s goal is to develop clinical informaticians who are capable of developing and leading innovative applications of information technology and information systems that address clinical, research, and public health priorities.

Standing Program Committees Admission and Promotion Committee

The Admission and Promotion Committee is responsible for reviewing applications for the M.S.-A.C.I. program, for inviting applicants for a personal or phone interview, and for making recommendations of candidates for admission to the program.

In the spring term, the Admission and Promotion Committee is charged with making recommendations to the program director regarding progress, promotion, or graduation of students.

The Admission and Promotion Committee is appointed by the program director and consists of three to five program leaders (one of whom is the program director). Scott Nelson, Chair. Josh Peterson, Yaa Kumah-Crystal, and Dara Mize.

Advisory and Curriculum Committee

The Advisory and Curriculum Committee (ACC) is charged with development and oversight of the M.S.-A.C.I. program curriculum. It also provides oversight of the evaluation and planning efforts for the program, including review of attainment of stated goals and objectives. The committee facilitates the long-range planning efforts of the program and provides other guidance to the program as requested. The ACC consists of all M.S.-A.C.I. course directors, and DBMI vice chair for educational affairs. The ACC meets once per year, or more often as needed.

Program's Major Facilities

The M.S.-A.C.I. program office and meeting rooms are located on the 14th and 15th floors of the 2525 West End Avenue building, which is also where the main offices of the Department of Biomedical Informatics are located. The M.S.-A.C.I. is primarily an online program. M.S.-A.C.I. students are required to complete synchronous course requirements via video conferencing on Thursday evenings from 5:00-8:00 p.m. CST each week. The program also requires students to attend a one-to-two-day, in-person session every semester at the 2525 West End Avenue location.

Master of Science (Applied Clinical Informatics): Tuition, Fees, and Cost of Attendance

The following university costs are included with tuition:

- professional liability insurance
- verifications
- VUSM student health costs

Academic Year 2021/2022 Tuition

Tuition, 1st year	\$48,135
Tuition, 2nd year	13,754
Hourly Rate	1,720

The M.S.-A.C.I. is a distance education program. The total estimated costs of attendance are based on costs of living in Nashville, Tennessee, but many M.S.-A.C.I. students live in other locations with varying costs of living. Detailed information pertaining to cost of attendance is found at medschool.vanderbilt.edu/financial-aid/master-of-science-in-applied-clinical-informatics-cost-of-attendance.

Payment of Tuition and Fees

Students registered for a full-time course load (eight hours or more for fall and spring and six hours or more for summer) are billed at the block tuition rate for the term in which they are enrolled. Students registered for less than a full-time course load (seven hours or fewer in the fall and spring or five hours or fewer in the summer) are billed at the hourly tuition rate for the term in which they are enrolled. Certain courses are designated to trigger full-time enrollment (and block tuition billing) even though the number of credits carried by the course is fewer

School of Medicine

than eight.

Please refer to the [School of Medicine Tuition, Fees, and Financial Aid](#) page of this catalog for more information about university costs and School of Medicine fees. Additional information can be found at vanderbilt.edu/stuaccts.

Master of Science in Clinical Investigation: Academic Policy: Degree Requirements

Requirements to Earn Degree

- Candidates for the M.S.C.I. must complete 35 semester credit hours of the core course work.
- Completion of a final project in the form of a submission ready, extramural grant or an original article for publication in a peer-reviewed journal is also required.
- Students who are unable to complete a grant or manuscript may submit a thesis. The thesis should include a brief introduction explaining why a grant or manuscript could not be submitted. No oral presentation is required. The thesis should include a brief statement of the student's role in the work to be described in the research report and a 10-to-15-page report outlining the hypothesis tested, background and significance of the work, the experimental approach and methods, data analysis/sample size calculations, anticipated results and pitfalls, results to date, interpretation of results, discussion of results, and future plans. The thesis is reviewed and approved by the Promotion Committee.

Length and Delivery of Program

The program typically takes two years (five academic terms) of full-time enrollment to complete. The maximum time to degree is six years.

Core courses are provided in two formats:

- Intense courses that meet three hours each day (e.g., 8:00 m. to 11:00 a.m.) for four weeks
- Courses that can be offered less intensively (two to four hours a week for several months).

The course schedule is designed to maximize protected time for clinical and translational research.

Applicants who desire to matriculate as a part-time, degree-seeking student should consult with and receive approval, before applying part-time to the M.S.C.I. program, from: 1. the M.S.C.I. Program Director, or designee, 2. their mentor, and 3. sponsoring Administrative Officer. Students approved for part-time pacing will select a program of study of three academic years (eight academic terms) or four academic years (eleven academic terms) before matriculation.

The admissions letter will include the pacing approved for the applicant for the duration of matriculation; a carbon copy of the admissions letter is shared with the applicant's mentor and Administrative Officer or Grants Manager.

Curriculum and Tracks

Candidates must complete 35 credit hours of didactic coursework covering the essentials of study design, biostatistics, ethics, drug development, and data analysis. It is expected that coursework comprises 20 percent of the candidate's time commitment.

Mentored Research Apprenticeship

The core of the M.S.C.I. program is the completion of a mentored research project. The research must have a clinical or translational orientation and involve direct measurements on patient-derived data or the use of investigational therapeutic or diagnostic techniques. The mentor must be an established physician-scientist with experience in clinical and translational research. Use of the Vanderbilt University Clinical Research Center is encouraged. The research project accounts for 80 percent of the candidate's commitment to the program.

Master's Final Project

The candidate submits a manuscript to a peer-reviewed journal, provides a completed proposal for a federal or major foundation grant, or develops a master's thesis based on his or her research project. Completion of the

School of Medicine

thesis requirement is evaluated by the M.S.C.I. Promotion Committee.

Other Degree Requirements

Career Path Development: In addition to the formal curriculum, a monthly seminar series, "Clinical Scientist Career Seminars," permits candidates to meet successful clinical and translational researchers. Topics of discussion include academic "rules of the road," time management, promotion/tenure issues, grants management, and authorship.

Candidates hone their scientific communication skills through a presentation at the annual Translational Research forum conducted in the fall. The directors host networking events with the candidates, clinical investigators, mentors, and visiting scientists.

Course List

A full list of program courses is provided in this catalog under [Courses by Program](#).

Master of Science in Clinical Investigation: Academic Policy: Progress and Promotion

Periodic Reviews

Candidates will meet annually with the M.S.C.I. program director, or designee to review progress. Year 1 candidates will meet during the spring term and year 2 candidates will meet during the fall term.

Satisfactory Academic Progress and Good Standing

A cumulative grade point average of at least B- is required for graduation. A semester average of at least B- is required to remain in good academic standing. A student whose cumulative grade point average falls below B- may be placed on probation for one semester. If at the end of the semester the grade point average is still below B-, the student may be dismissed from the program based on unsatisfactory academic performance.

Graduation Promotion Committee Endorsement

The subsequent step in the graduation process is a review and approval of the student's thesis by the M.S.C.I. Promotion Committee.

Allowance for Delaying Graduation

It is anticipated that all students will complete the graduation requirements by the end of the fifth semester of enrollment. Graduation may be delayed by formal remediation of course work or an approved leave of absence.

In the case of any potential delays, the student is allowed to extend the graduation date by six months, twice (total of one year). In unusual circumstances (including, but not limited to health problems, change of jobs, move to another institution), an additional extension up to one year will be considered by program leadership. During a period of extension, the student will be enrolled in the Research Extension course, a status that incurs no tuition costs.

Program Commencement

The university holds its annual Commencement ceremony following the spring semester. Degree candidates must have completed successfully all curriculum requirements and have passed all prescribed examinations by the published deadlines to be allowed to participate in the ceremony. A student completing degree requirements in a summer or fall semester may participate in Commencement the following May, and ordinarily the degree will be conferred at the end of the term in which requirements are completed. Any student unable to participate in a Commencement ceremony will receive his or her diploma by mail.

Formal Remediation and Probation Formal Remediation Plan

A student may be required to engage in a process of formal remediation if a need to improve performance or progress is identified (i.e., course grade or examination results that indicate student struggles to or fails to grasp basic learning objectives or core competencies). In such cases, the student works with the M.S.C.I. program director to develop an individualized plan and timeline for remediation.

Probation

A student may be placed on academic probation if the student's cumulative grade point average falls below B-, or their course grades include any failures. If at the end of the semester of academic probation the grade point average is still below B-, the student may be dismissed from the program based on unsatisfactory academic

School of Medicine

performance.

Students placed on probation are notified through a letter from the program director that outlines the reasons for the probation; the requirements and recommendations for addressing deficiencies; the conditions for removal of probation, including an expected time frame; and actions that will be taken if conditions are not met.

Students placed on probation for any reason will be required to complete a specific remediation plan that has been approved by the program director. The remediation plan may include requirements for the student, such as regular meetings with advisers, elimination of extracurricular activities that may be interfering with satisfactory academic progress, etc.

Students may appeal to the senior associate dean for health sciences education for reconsideration of the decision to place the student on probation.

All students on probation will be reviewed by the program director at least once each semester to determine whether satisfactory academic progress has been made. At that time the program director may take the following actions:

1. Remove probation: Probation may be removed if students have satisfactorily addressed deficiencies, even if this is before the time frame originally designated by the program director and the academic progress review committee.
2. Continue probation: Progress is being made.
3. Recommend dismissal: Performance continues to be unsatisfactory.

Written notification is provided to the student regarding the outcome of this review.

Probation is considered an adverse action and may be reported in future graduation verifications and other requests for information.

Dismissal

The M.S.C.I. program follows School of Medicine policy for formal remediation, probation, dismissal, and appeals. See the [Academic Policies for All School of Medicine Programs](#) page of this catalog for more information on these topics.

Eligibility to Reapply

If a student withdraws from the M.S.C.I. program, reentry is possible only through the application process.

Master of Science in Clinical Investigation: Academic Policy: Student Assessment

Grades

Students in the Master of Science in Clinical Investigation program will be evaluated in each course. Letter grades, consistent with grading policy established in the [Student Assessment and Grading section](#) on the Academic Policies for All School of Medicine Programs page of this catalog, will be given by the course director, based on attendance, class work, homework, test results, and final exams.

Only courses with a grade of B- or better will count toward the M.S.C.I. program requirements. Courses for which a grade of C+ or lower is awarded will need to be retaken.

Master's research, research extension, and case studies courses are graded on a pass/fail scale and are not considered in calculation of GPA.

Grade Grievance Procedures

Students should seek redress of a problem with a grade as soon as possible after receiving the grade and in no case later than four weeks after the grade is released. Students with a problem should confer directly with the

School of Medicine

course director. Every effort should be made to resolve the problem fairly and promptly at this level. If the student cannot resolve the problem through discussion with the course director, the student should request an appeal by writing (email is acceptable) to the program director within two weeks of speaking with the course director. (The course director also should be included on the request for appeal.) In cases where the course director is also the degree program director, the appeal should be made to the assistant dean of health sciences education or his/her designee. If resolution is not achieved by the program director/assistant dean of health sciences education, the case is referred to the senior associate dean of health sciences education or his/her designee, who makes the final decision. At each level of review, the course's assessment practices are reviewed and the individual student's situation taken into account.

Master of Science in Clinical Investigation: Academic Policy: Student Support and Advisory Services

Academic Advisory Resources

Edge for Scholars

The Editor's Club

Office of Research

Office of Research Support Services

Clinical Research Boot Camp training workshops

Institutional Review Board

CRC Research Skills Workshops Series

Department of Biostatistics Clinics

Center for Science Communication

StarBRITE

REDCap

Survey Research Shared Resource

Vanderbilt Institute for Clinical and Translational Research (VICTR)

Research Support Services

Qualitative Research Core

Career Advisory Support

Clinical and Translational Career Development

Vanderbilt Institute for Clinical and Translational Research (VICTR)

Edge for Scholars

Newman Society

Women on Track

Office of Faculty Affairs

Translational Bridge Society

The Partnership in Actively Retaining Talented Early-career Researchers

Office of Sponsored Programs

Health and Wellness

VUMC Faculty and Staff Health and Wellness

VU Faculty and Staff Health and Wellness

School of Medicine

VUMC Employee Assistance Program

VU Employee Assistance Program

The Partnership in Actively Retaining Talented Early-career Researchers

Master of Science in Clinical Investigation: Admission

Admission Requirements

Eligible candidates for the M.S.C.I. program include:

- Board-eligible physicians enrolled in a fellowship program at Vanderbilt or Meharry Medical College
- Vanderbilt or Meharry residents with protected time for research
- Vanderbilt medical students with protected time for research after the third year of medical education
- Vanderbilt faculty members with the consent of their department chairs
- Postdoctoral Ph.D.'s anticipating a career in clinical and translational research
- D. candidates in the School of Nursing anticipating a career in patient-oriented research, and Scholars external to Vanderbilt/Meharry will be considered based on the availability of a suitable mentor within Vanderbilt and the related professional background of the candidate.

Application Process

Candidates must submit an application that includes biographical information, references, career goals, and a specific proposal for a clinical and translational research project. The research proposal must identify the candidate's mentor. Applications will be judged on the quality of the science proposed, on the commitment of the mentor to the career development of the candidate, and on the overall impact of the training program on the applicant's career development.

Normally students enter the program at the start of the fall term. Under special circumstances students may enter the program in the spring or summer terms, with the approval of the program director.

The priority application deadline is February 28. Applicants who apply for the MSCI program after the February 28 priority deadline will receive consideration for admission if space permits. A completed application and required supporting documents must be received at least 45 days before the start date of the term in which the student matriculates into the program.

Candidates must be in good standing with their home department at all stages during admission and remain in good standing with the home department and the M.S.C.I. program throughout matriculation.

Required Application Materials

1. The electronic application system may be accessed at: apply.vanderbilt.edu/apply/

Area of Study: Medicine-Non MD Program: Clinical Investigation

1. Letter from mentor documenting commitment to the candidate's career development and, if part-time applicant, mentor's commitment to part-time attendance and completion of degree. Please include a copy of the mentor's curriculum vitae.
2. Three letters of recommendation (may include mentor).
3. Letter from division director or department chair assuring 80 percent protected time for research.
4. Research Plan: The three-to-five-page proposal should describe specific aims, background and significance, experimental methods, procedures, and long-term Research Plans exceeding the five-page limit will be returned. Be sure to provide a title for your project.
5. Curriculum vitae of the applicant.
6. Statement of how this proposed research plan fits into your career objectives. You may upload your research plan, curriculum vitae, and career statement in the application section labeled Statement of Purpose.
7. Letter from responsible person or department on official letterhead, stating confirmation of tuition payment throughout matriculation, and if applicable support for part-time attendance.
8. Undergraduate and medical school Official transcripts must come directly from the issuing institution, not the candidate.

School of Medicine

Candidates submitting official transcripts from international institutions should refer to the Office of the University Registrar's guidelines [at registrar.vanderbilt.edu/academic-records/external-degree-verifications.php](http://registrar.vanderbilt.edu/academic-records/external-degree-verifications.php). International students with questions about the prior degree verification process may contact the Office of the University Registrar.

Please send official e-Scripts or official electronic transcripts to: CDM@vanderbilt.edu

Mail official transcripts to:

Vanderbilt CDM

PMB 407833

2301 Vanderbilt Place

Nashville, TN 37240-7833

Selection Criteria, Offer, and Acceptance

Proposals will be evaluated on the following criteria:

- Proposals must outline clinical and translational research that is hypothesis driven and mechanistic.
- Performance of the project must be feasible within a two-year period.
- Project mentors must have extramural research grant funding that is assured for the duration of the project.
- Sponsoring departments will be expected to guarantee that 80 percent of the candidate's professional time will be devoted to the goals and objectives of the S.C.I. program.

Transfer Credits

The M.S.C.I. program allows matriculated students to transfer equivalent graduate-level courses taken up to two years prior to admission into the Vanderbilt M.S.C.I. program. Only courses taken at accredited institutions will be considered; a maximum of 9 credit hours are allowed for transfer into the M.S.C.I. program. Determination of equivalence will be made by the program director in consultation with the course director.

Non-degree-seeking Students

Non-degree-seeking enrollees (special students) are often individuals who enroll in a course to determine if the Vanderbilt M.S.C.I. program is a good fit for their academic needs and career trajectory. The cost of tuition for a non-degree-seeking student is the established per credit hour for the academic year. The purchase of textbooks, software, and other research supplies is the responsibility of the non-degree-seeking student.

Auditing M.S.C.I. courses is not allowed.

Visiting Students

Scholars external to Vanderbilt/Meharry will be considered based on the availability of a suitable mentor within Vanderbilt and secured funding.

Master of Science in Clinical Investigation: Contact Information

Additional information may be obtained by contacting program officials at [Arnita L. King, MEd | Master of Science in Clinical Investigation | Vanderbilt University](#).

Master of Science in Clinical Investigation: Other Program Policy and Procedure

Program Evaluation

Program evaluation for M.S.C.I. is performed with four different metrics:

1. Student course evaluations, administered by the S.C.I. program for every course offered in the program at the end of the term.
2. After student graduation, successful job placement is assessed.
3. After student graduation, successful publication of peer-reviewed manuscripts is assessed.

School of Medicine

4. After student graduation, grant funding from federal and major foundations is assessed.

Specific feedback from course evaluations is reviewed by the faculty member responsible for the course and the program director with the goal of improvements in the presentation of course material during the next offering of the course.

Other materials are evaluated by the program director and subsequently by the faculty with the aim of providing overall program feedback, which helps direct program modifications and improvements. These evaluations occur on an annual basis.

Leave of Absence

A student may request a leave of absence from school for any reason (personal, medical, maternity/paternity, research, dual degree, etc.), subject to the approval of the program director. The student must submit a written request to the program director, outlining the nature of the requested leave and providing the starting and ending dates. Students may consult with Vanderbilt University Student Access Services (vanderbilt.edu/student-access) when contemplating a leave of absence, and program administrators may consult with student access services when evaluating a request for leave of absence.

The program director may grant the student a leave of absence for up to one year, as long as the student is in good academic standing. Prior to leave, a plan for re-entry into the curriculum and meeting requirements for graduation should be outlined with the program director.

A student on leave of absence may request an extension of the leave beyond one year, subject to the approval of the program director. The student must submit a written request outlining the nature of the requested extension and providing a new ending date. A request for extension of a leave of absence must be submitted to the program director at least three months before the ending date of the approved leave. Requests may be made for additional extensions using the process outlined above.

Upon return from a leave of absence, the student must complete and update immunization records and all other compliance requirements.

Attendance and Leave

All students are expected to attend each class session. Students should notify the instructor should they knowingly have to miss a class. It is the responsibility of the student to obtain class notes and assignments. Penalty for non-class attendance is at the discretion of the instructor and/or the program director.

Honor Code

Each student will be compliant with the Vanderbilt University School of Medicine Honor Code guidelines. Every academic year, each student will sign, by written or electronic signature, an acknowledgement indicating that the student will follow the Honor Code rules and requirements.

Honors and Awards

All honors and awards are contingent upon available funds to support the award. Part-time students are not eligible for honors and awards.

M.S.C.I. Hazinski. Merit scholarship in honor of Dr. Thomas Hazinski; 50 percent tuition scholarship after the use of the employee tuition benefit, if eligible.

M.S.C.I. Diversity. Merit scholarship for URM scholars (underrepresented in medicine); 50 percent tuition scholarship after the use of the employee tuition benefit, if eligible.

M.S.C.I. Clinical Research. Merit scholarship for emerging physician-scientists who demonstrate a commitment to pursue clinical and translational science and research along with a clinical practice; 50 percent tuition scholarship after the use of the employee tuition benefit, if eligible.

Master of Science in Clinical Investigation: Program Overview

School of Medicine

The Master of Science in Clinical Investigation (M.S.C.I.) program trains investigators in the techniques and processes used in clinical and translational research. This program provides a direct, mentored experience in clinical and translational investigation and, through didactic work, provides trainees with a strong foundation in study design, biostatistics, biomedical ethics, human genetics, drug and device development, and genomics. Graduates compete for grants such as the NIH K23, VA Career Development Award, NIH R01, and major foundation grants. More information is available online at medschool.vanderbilt.edu/msci/.

Program Mission/Goals/Objectives Mission

The mission and objective of the M.S.C.I. program is to train investigators in the techniques and processes utilized in clinical and translational research. The means to accomplish this mission include didactic coursework, a mentored experience in clinical investigation, and career path development, which culminates with the completion of a final project.

Goals

To cultivate the following:

Outstanding Academician:

- Researcher, mentor
- Clinician/educator, teacher
- Administrator, patient advocate, policy maker

Industry:

- Knowledgeable about molecular biology, pharmacology, and genomics
- Gifted clinical researcher
- Able to move with the speed of commerce

Objectives

- Train investigators in the techniques and processes utilized in clinical and translational
- Provide trainees, through didactic courses and a mentored experience in clinical investigation, a strong foundation in the core skills and methods necessary for success in clinical and translational. Such skills include the following:
 - Biostatistics and experimental design
 - Biomedical ethics
 - Issues in the drug discovery process
 - Data management
 - Medical and grant writing, and
 - Scientific communication skills
- Strengthen Vanderbilt's pre-eminent leadership role in the development of future leaders in clinical and translational research
- Benefit society by training and nurturing biomedical scientists whose efforts will improve human health.

Standing Program Committees M.S.C.I. Admission Committee

The M.S.C.I. Admission Committee annually reviews candidates for admission by gauging the quality of the candidate's research proposal, career objectives, and the primary mentor's commitment to the candidate's career pathway and trajectory. The M.S.C.I. program director and associate director serve as ex officio reviewers, and the M.S.C.I. program manager acts as the convener.

Christina Bailey, Evan Brittain, Richard Ho, J. Matthew Luther, Ashley Shoemaker.

M.S.C.I. Promotion Committee

In the event an M.S.C.I. candidate does not submit a peer-reviewed manuscript or major federal or foundation grant application as the M.S.C.I. final project, the M.S.C.I. Promotion Committee reviews the submitted master's thesis. In addition to the M.S.C.I. leadership team, the M.S.C.I. Promotion Committee includes:

Prince Kannankeril, Ingrid Mayer, Pratik Pandharipande, Alan Storrow.

Executive Advisory Committee

School of Medicine

The Executive Advisory Committee provides strategic insight to the national and international clinical and translational research communities for the Master of Science in Clinical Investigation program. The M.S.C.I. Executive Advisory Committee meets triennially during the spring. The composition of the EAC includes the M.S.C.I. Program leadership and:

John A. Oates, Chair. Gordon Bernard, Robert Dittus, Susan Guttentag, Katherine E. Hartmann, Larry Marnett, Tommy Wang, Consuelo Wilkins. Nancy Brown, ex officio; Senior Associate Dean of OHSE, ex officio.

M.S.C.I. Curriculum Committee

The M.S.C.I. Curriculum Committee ensures the quality of the curriculum and program development based on the needs for educated and trained clinical and translational scientists. The M.S.C.I. Curriculum Committee meets ad hoc. In addition to the M.S.C.I. leadership team, the M.S.C.I. Curriculum Committee includes:

Joey Barnett, Kelly Birdwell, Tina Hartert, Leora Horn, Quinn Wells.

Program's Major Facilities

The M.S.C.I. program office is located on the second level of the Annette and Irwin Eskind Family Biomedical Library and Learning Center, 2209 Garland Avenue, in room 230. The classrooms are located in Rudolph A. Light Hall, 2215 Garland Avenue.

Master of Science in Clinical Investigation: Tuition, Fees, and Cost of Attendance

The following university costs are included with tuition:

- professional liability insurance
- verifications
- VUSM student health costs

Academic Year 2021/2022 Tuition

Tuition, 1st year	\$41,160
Tuition, 2nd year	20,580
Hourly rate	1,765

Details pertaining to the estimated cost of attendance are available at medschool.vanderbilt.edu/financial-aid/master-of-science-in-clinical-investigation-cost-of-attendance.

Payment of Tuition and Fees

Students approved for full-time enrollment are billed at the block tuition rate for the term in which they are enrolled. Students approved for less than a full-time enrollment are billed at the hourly tuition rate for the term in which they are enrolled.

Please refer to the School of [Medicine Tuition, Fees, and Financial Aid](#) page of this catalog for more information about university costs and School of Medicine fees. Additional information can be found at vanderbilt.edu/stuaccts.

Medical Physics Education: Master of Science in Medical Physics: Academic Policy: Degree Requirements

Requirements to Earn Degree

Candidates for the M.S.M.P. must complete a total of 44 semester credit hours. Of this total, 38 semester credit hours are in didactic classroom and laboratory instruction with an emphasis on either diagnostic imaging or radiotherapy physics. Students may select either a thesis option or non-thesis option.

- Degree requirements for the non-thesis option include 38 didactic credit hours and 6 credit hours of clinical practicum. Students in the non-thesis option are required to complete 6 semester credit hours of professional introductory clinical rotations or practicum. The practicum is specific to the areas of clinical diagnostic and nuclear medicine imaging or radiotherapy treatment planning and associated Students in

School of Medicine

the non-thesis option may choose to participate in a 1–2 semester credit hour independent study.

- Degree requirements for the thesis option include 38 didactic credit hours and six (6) independent study credit hours. The six independent study hours are required in order to successfully complete the M.S.M.P. thesis project, which includes completion of a master's thesis.

Length and Delivery of Program

The normal time frame for completion of required course work for the master of science in medical physics is two academic years (five terms). The maximum time for completion of this degree is no more than three years.

Curriculum and Tracks

The M.S.M.P. program offers tracks in both radiotherapy medical physics and diagnostic imaging medical physics. Students may choose a thesis or non-thesis option in either discipline. All students and applicants may access additional information by visiting our website at medschool.vanderbilt.edu/medical-physics/.

Other Degree Requirements

Candidates must pass an oral qualifying exam before the end of their final term in the program.

Course List

A full list of program courses is provided in this catalog under [Courses by Program](#).

Medical Physics Education: Master of Science in Medical Physics: Academic Policy: Progress and Promotion

Satisfactory Academic Progress and Good Standing

A term average of 3.0 is required to remain in “good standing.”

Graduation

A cumulative average of 3.0 is required to graduate.

Allowance for Delaying Graduation

Graduation may be delayed beyond the normal time required to complete for formal remediation or approved leave(s) of absence. (See M.S.M.P. program Leave of Absence section below.)

Program Commencement

Degrees are granted by the university in May, August, and December. Those students who wish to “walk” but did not complete all degree requirements by May of that year are permitted to walk during the School of Medicine Commencement of the following year.

Formal Remediation

A student whose cumulative grade point average falls below 3.0 is considered as “not in good standing.” A remedial action plan is developed with the student, appropriate faculty member(s), and the program director. The remedial action plan may result in the student’s having to take additional time to complete the degree requirements. If at the end of the next two consecutive terms, the cumulative grade point average is still below 3.0, adverse action may be taken including probation and/or dismissal.

Probation and Dismissal

The M.S.M.P. program follows School of Medicine policy for formal remediation, probation, dismissal, and appeals. See the [Academic Policies for All School of Medicine Programs](#) page of this catalog for more information on these topics.

Medical Physics Education: Master of Science in Medical Physics: Academic Policy: Student Assessment

Grades

The M.S.M.P. program uses the VUSM grading scale, presented in the chapter of this catalog titled [Academic Policies for All School of Medicine Programs](#).

School of Medicine

- C grade is the minimum grade permitted for a core course within the medical physics curriculum.
- C- grade does not earn graduate credit hours towards graduation.

Pass/Fail Grading

No Pass/Fail graded courses are accepted for credit within the program.

Repeating a Course

Students are required to repeat a core course for which a grade below a C was received. After repeating a course, both courses are reflected on the transcript, but the second grade earned is the one used in computing the student's grade point average.

Grade Grievance Policy

Students should seek redress of a problem with a grade as soon as possible after receiving the grade and in no case later than four weeks after the grade is released. Students with a problem should confer directly with the course director. Every effort should be made to resolve the problem fairly and promptly at this level. If the student cannot resolve the problem through discussion with the course director, the student should request an appeal by writing (email is acceptable) to the program director within two weeks of speaking with the course director. (The course director also should be included on the request for appeal.) In cases where the course director is also the degree program director, the appeal should be made to the assistant dean of health sciences education or his/her designee. If resolution is not achieved by the program director/assistant dean of health sciences education, the case is referred to the senior associate dean of health sciences education or his/her designee, who makes the final decision. At each level of review, the course's assessment practices are reviewed and the individual student's situation taken into account.

Auditing a Course

Medical Physics students may audit one or more courses (above the 38-hour didactic required credit hours) with the instructor's and program director's permission. Medical physics students may not audit a core course (one that is required to earn the degree). In addition, students may not audit an elective course whose credits are included in the required 38 didactic hours. For more information refer to the Auditing a Course information on the [Academic Policies for All School of Medicine Programs](#) page of this catalog.

Examinations

Format of student examinations is at the discretion of the course instructor. Students are expected to be present for the exam on the scheduled exam date. Should a student knowingly have to be absent on the scheduled exam date, the student should meet with the instructor and ask to take the exam early. Should the student miss class the day of the scheduled exam, the student must meet with the instructor for instructions concerning taking a makeup exam.

Note: Some instructors may not allow make-up exams or the make-up exams may be different from the original exam. Additionally, students who missed an exam shall not discuss exam materials with any student until the make-up exam has been taken.

Board Exams Recommended Test Dates for the American Board of Radiology (ABR) Exams Part I and II

Students successfully completing year 1 are encouraged to take the ABR Exam Part I during the summer between year 1 and year 2.

Medical Physics Education: Master of Science in Medical Physics: Academic Policy: Student Support and Advisory Services

Academic and Career Advisory Resources

The program director has an open door policy for all students in the M.S.M.P. program.

Health and Wellness

See Vanderbilt University Student Resources in the [Life at Vanderbilt](#) chapter of this catalog.

Medical Physics Education: Master of Science in Medical Physics: Accreditation

Committee on Accreditation of Medical Physics Education Programs (CAMPEP)

School of Medicine

CAMPEP, Inc.

1631 Prince Street

Alexandria, VA 22314

Phone: 571-298-1239

Fax: 571-298-1301

campep_admin@campep.org

campep.org

Medical Physics Education: Master of Science in Medical Physics: Admission

The CAMPEP-accredited master of science in medical physics is offered at Vanderbilt University in the diagnostic imaging and the therapeutic tracks. Students are accepted for admission in the fall term (mid-August). No students are admitted for the spring or summer terms.

Admission Requirements

- Bachelor's degree in physics, applied physics, physical science, or engineering (with the equivalent of a minor in physics) from an accredited college or university.
- Physics prerequisite courses or equivalent include Calculus III, Differential Equations, Modern Physics, Modern Physics Lab, Computer Programming Language or demonstrated equivalent, and at least 2 out of the following 4 junior/senior level undergraduate physics courses: Electricity and Magnetism, Classical Mechanics, Quantum Mechanics, and Thermodynamics. Also, although not a prerequisite, we strongly encourage some formal knowledge of statistics.
- The successful candidate should have a minimum undergraduate GPA of 3.0/4.0 or a B average.
- The general GRE is required. The suggested minimum acceptable score for admission is a total of 312, with a minimum score on the quantitative section of 156.
- The GRE advanced physics exam is not required.
- Students from non-English speaking countries are required to demonstrate proficiency in English by submitting results of the Test of English as a Foreign Language (TOEFL). The suggested minimal acceptable score on the TOEFL exam is a 600 (paper)/250 (computer)/100 (internet).

Application Process

The application process consists of two steps: Pre-screening and campus visit

Pre-screening

Applicants must use the electronic application system and submit the following items by mid-December of the previous admission year (exact deadline date is published at the program website:

medschool.vanderbilt.edu/medical-physics/admission/):

- Completed electronic application form
- Transcripts for all college classes: submit transcripts via online application system **and, in addition**, please send an official hard copy of all college transcripts to Vanderbilt University CDM, PMB 407833, 2301 Vanderbilt Place, Nashville, TN 37240-7833
- Three academic/professional references
- GRE General score (the GRE ETS code to submit scores to our program is 1871)
- Statement of Purpose
- Application fee. The application fee is mandatory for all initiated applications and is non-refundable, regardless of whether your application is considered complete and/or whether your application is reviewed by our application

Based on these materials, a number of candidates are selected for a campus visit or teleconference (international candidates only). The candidates that have not been selected are informed that they have not passed our pre-screening process, and their applications have been declined for admission for this period.

Campus Visit

Applicants selected in the pre-screening process are contacted to schedule a campus visit or for teleconference interviews not later than mid-January of the admission year. In the campus visit, the applicant meets and informally interviews with the program director, faculty members, staff, and current students. The program

School of Medicine

director discusses the curricula in therapy and diagnostic imaging physics, the M.S.M.P. and D.M.P., and the student applicant selection process. It would be most beneficial at the time of interview if the applicants have a clear understanding of their career interests in therapy and/or diagnostic imaging medical physics and additionally have carefully considered the choice of the M.S.M.P. or D.M.P. program. Furthermore, we strongly encourage shadowing of a medical physicist prior to the campus visit. The campus interview process is generally completed within five to six hours. Any travel expenses associated with the campus visit (airline, ground transportation, hotel, etc.) are at the expense of the student.

Offer and Acceptance

The Medical Physics Faculty Committee reviews the applications and decides by late February of the admission year. Candidates are notified in writing regarding their admission status: accepted, on waiting list, or denied. Accepted candidates must officially accept or decline admission in writing by April 15 of the admission year.

Transfer Credits

At the discretion of the program director, students may petition for transfer credit in accordance with the policy established in the [Academic Policies for All School of Medicine Programs](#) page of this catalog. In general, no more than 6 credit hours earned from an accredited institution may be applied toward degree graduation requirements.

Non-Medical Physics Student Course Enrollment

Courses offered in medical physics are open only to degree-seeking students in the Medical Physics program (i.e., D.M.P. or M.S.M.P.). On rare occasions, a course director may allow a Vanderbilt student (graduate or undergraduate) to audit or enroll in a medical physics course for credit. In these circumstances, the student also must obtain permission to enroll in the course from the director of the primary program in which the student is enrolled.

Visiting (non-Vanderbilt) Students

Visiting students are not allowed to enroll in courses offered by the medical physics program.

Medical Physics Education: Master of Science in Medical Physics: Contact Information

Additional information may be obtained by contacting program officials at [Medical Physics | Vanderbilt University](#).

Medical Physics Education: Master of Science in Medical Physics: Other Program Policy and Procedure

Program Evaluation

The program evaluation—for both M.S.M.P. and D.M.P.—is performed with four different metrics:

1. Student course evaluations, administered by the School of Medicine for every course offered in the program at the end of the term.
2. After student graduation, successful passing of Part 2 of the American Board of Radiology certification examination is assessed.
3. After student graduation, successful job placement is assessed.
4. Two years after the graduate takes Part 3 of the American Board of Radiology certification examination, a survey is conducted to assess the graduate's overall satisfaction with the program.

Specific feedback from course evaluations is reviewed by the faculty member responsible for the course and the program director with the goal of improvements in the presentation of course material during the next offering of the course.

Other materials are evaluated by the program director and subsequently by the faculty with the aim of providing overall program feedback that helps direct program modifications and improvements. These evaluations occur on an annual basis.

Leave of Absence

Students who wish to interrupt their study (personal, sickness, etc.) must request a leave of absence from the program director. Students may consult with Vanderbilt University Student Access Services (vanderbilt.edu/student-access/) when contemplating a leave of absence, and program administrators may consult with student access services when evaluating a request for leave of absence. Granting of a leave of

School of Medicine

absence is at the discretion of the Medical Physics Faculty Committee acting within the policies and procedures of the Vanderbilt University School of Medicine. Students who do not request and receive approval for a leave of absence may be required to request reinstatement to the program. Students' requests are based on the following considerations:

- A. Before the conclusion of the 1st semester and/or 2nd semester of the first year, a student may seek leave of absence status for the remainder of the academic year. (**Caveat:** A student who has been granted a leave of absence will not complete the total S.M.P. degree requirements within the minimum time of 21-22 months.)
- B. During the 1st year summer term, 2nd year fall term, or 2nd year spring term, a student may seek leave of absence status for the remainder of the term (and up to a total of 6 months thereafter). (**Caveat:** A student who has been granted a leave of absence will not complete the total M.S.M.P. degree requirements within the minimum time of 21-22 months.)

Students may request a leave of absence provided the two following conditions are met:

1. The student possesses "in good standing" student status
2. The student petitions in writing a request for a leave of absence stating the rationale for the leave. Should the request be for a medical leave of absence, the student must submit a Vanderbilt University School of Medicine- sanctioned health professional's letter of support.

Students requesting a medical leave of absence must additionally provide a Vanderbilt University School of Medicine-sanctioned health professional's letter stating that the student's health is sufficient for return to classes.

Should a student not meet the requirements above, consideration for permission to reapply and re-enter the applicant pool for the next school year is made by the Medical Physics Faculty Committee on a student-by-student basis.

Attendance and Leave

All students are expected to attend each class period. Students should notify the instructor should they knowingly have to miss a class. It is the responsibility of the student to obtain class notes and assignments. Penalty for non-class attendance is at the discretion of the instructor and/or the program director.

Holidays

The following days are designated as holidays by the university:

- New Year's Day
- Martin Luther King Jr. Day
- Memorial Day
- July 4th
- Labor Day
- Thanksgiving
- Christmas

Student Work Policy

Students in year 1 are allowed to work part time up to a maximum of 20 hours per week with permission of the program director. Students in year 2 are allowed to work part time up to a maximum of 15 hours per week with permission of the program director.

Professional Conduct

Students are expected to attend class, remain in "good academic standing" academically, participate in clinical activities (including QA procedures), and interact with faculty, staff, students, and patients in a professional manner.

Additionally, students are to exhibit personal behavior in accordance with the School of Medicine student conduct codes. A student who does not exhibit professional conduct meets with the program director, and a remedial action plan is developed with the student, appropriate faculty member(s), and the program director. If professional conduct does not improve, disciplinary action may be taken that could eventually lead to advising the student to withdraw or face dismissal.

School of Medicine

Honor Code

Each student will be compliant with the Vanderbilt University School of Medicine Honor Code guidelines. Every academic year, each student will sign and date, either electronically or in writing, a copy of the Honor Code indicating that the student will follow the Honor Code rules and requirements.

Dress Code

Students who enter the clinical areas (Radiation Oncology and Diagnostic Radiology) must dress appropriately as professionals, being aware of the presence of patients in a clinical-services department. Blue jeans, t-shirts, shorts, and beach footwear are considered non-professional dress.

Vanderbilt ID

Vanderbilt students and employees are required to wear Vanderbilt ID badges at all times while on campus. This is a security matter and is enforced by Vanderbilt representatives including the Vanderbilt Police Department. Some campus buildings require Vanderbilt ID badge recognition for entrance.

Vanderbilt Radiation Badge

Students attending labs and/or practicum sessions where x-ray equipment is present should wear a Vanderbilt radiation badge. Vanderbilt radiation badges—granted by the Vanderbilt Environmental Health and Safety office—are processed for all new students during the mandatory orientation session before starting the program.

Transportation

During their participation in the M.S.M.P. program, students may be required to travel off campus for educational experiences. Generally speaking, local travel to off-campus sites is limited to one-way trips of not more than 55 miles.

M.S.M.P. students may be placed in locations outside of the local area, in rotational experiences, for an extended (several weeks) period of time. In which case, students are responsible for all travel expenses during this time.

For more information please see the Transportation section in the Academic Policies for All School of Medicine Programs chapter of this catalog.

Medical Physics Education: Master of Science in Medical Physics: Program Overview

Medical physics is an applied branch of physics devoted to the application of concepts and methods from physics to the diagnosis and treatment of human disease.

Medical physicists are scientists concerned with three primary areas of activity: clinical service and consultation, research and development, and teaching. Clinically, medical physicists are called upon to contribute scientific advice and resources to solve physical problems arising in radiological medical physics. Medical physics research typically involves the discovery and development of new instrumentation and technology, new medical diagnostic and therapeutic procedures, and tests using existing technologies. Historically, this type of activity has been primarily in radiological imaging and radiation oncology, but it now has a growing breadth of involvement throughout medicine.

Many medical physicists not only provide clinical service in health care facilities, but also have faculty appointments at universities and colleges, work in the industry as scientists and/or consultants, and are responsible for teaching future medical physicists, resident physicians, medical students, and hospital technical staff.

Vanderbilt University offers the CAMPEP-accredited master of science in medical physics (M.S.M.P.), in therapy and diagnostic imaging physics tracks.

Program Mission/Goals/Objectives

School of Medicine

The following is based on the AAPM Strategic Plan:

- Vision: Improving health through the education of leaders in medical physics
- Mission: Advancing medicine through excellence in the education of medical physicists

Standing Program Committees Master of Science in Medical Physics and Doctor of Medical Physics Super-Steering Committee

The super-steering committee supervises and monitors the graduate programs in medical physics (D.M.P and M.S.M.P.). It is composed of the chair of the Department of Radiation Oncology or her/his designee, the chair of the Department of Radiology and Radiological Sciences or her/his designee, the program director, the associate program director, and one member of the medical physics faculty elected by the Medical Physics Faculty Committee.

Medical Physics Faculty Steering Committee

The Medical Physics Faculty Steering Committee discusses and approves admission of new students, curriculum, and policy changes for the M.S.M.P. and the D.M.P. It is composed of all medical physics teaching faculty. The Medical Physics Faculty Steering Committee is chaired by the Program Director or, should he not be available, the Associate Program Director. This committee meets at least twice a year in compliance with CAMPEP requirements.

Therapeutic Sub-Steering Committee

The Therapeutic Sub-Steering Committee supervises and monitors the medical physics program in the therapeutic track.

Diagnostic Imaging Sub-Steering Committee

The Diagnostic Imaging Sub-Steering Committee supervises and monitors the medical physics programs in the diagnostic imaging track.

Program's Major Facilities

These interdisciplinary degree programs are administered through the Department of Radiation Oncology and the Department of Radiology and Radiological Sciences in the School of Medicine and involve faculty and courses from the Vanderbilt University School of Medicine, the Department of Radiology and Radiological Sciences, the Department of Radiation Oncology, the College of Arts and Science, the Department of Physics and Astronomy, and the School of Engineering (Department of Biomedical Engineering).

Medical Physics Education: Master of Science in Medical Physics: Tuition, Fees, and Cost of Attendance

The following university costs are included with tuition:

- professional liability insurance
- verifications
- VUSM student health costs

Academic Year 2021/2022 Tuition

Tuition, 1st year	\$41,274
Tuition, 2nd year	27,522
Hourly Rate	1,669

Additional details regarding the estimated cost of attendance are available at medschool.vanderbilt.edu/financial-aid/master-of-science-in-medical-physics-cost-of-attendance.

Payment of Tuition and Fees

Students registered for a full-time course load (eight hours or more for fall and spring and six hours or more for summer) are billed at the block tuition rate for the term in which they are enrolled. Students registered for less than a full-time course load (seven hours or fewer in the fall and spring or five hours or fewer in the summer) are billed at the hourly tuition rate for the term in which they are enrolled. Certain courses are designated to trigger full-time enrollment (and block tuition billing) even though the number of credits carried by the course is fewer than eight.

School of Medicine

Please refer to the [School of Medicine Tuition, Fees and Financial Aid](#) page of this catalog for more information about university costs and School of Medicine fees. Additional information can be found at vanderbilt.edu/stuaccts.

Medical Physics Education: Professional Doctorate in Medical Physics: Academic Policy: Degree Requirements

Requirements to Earn Degree

Candidates for the D.M.P. must complete a total of 92 semester hours. Of this total, 50 semester credit hours are in didactic classroom and laboratory instruction emphasizing diagnostic imaging physics. In addition, candidates must complete an independent research project for 6 research credit hours. Students also are required to complete 30 semester credit hours of professional clinical rotations. Clinical training totals a minimum of 24 months. Limited introductory clinical training called practicum (approximately three full-time equivalent months) occurs in year 2; students receive 6 professional credit hours for the successful completion of the practicum. The didactic hours and practicum are completed in years one and two, and the clinical training credit hours and the 6 research credit hours are completed in years three and four.

Students in the D.M.P. program who complete all of the necessary degree requirements for the M.S.M.P. degree, including passing the oral qualifying exam, are awarded the M.S.M.P. (in passing). Thus, D.M.P. students entering year 3 are regarded as having completed a graduate degree in medical physics and can correctly be referred to as "medical physics residents."

Length and Delivery of Program

The normal time frame for completion of required course work for the doctorate in medical physics is four academic years. The maximum time for completion of this degree is no more than five years.

Curriculum and Tracks

The D.M.P. program offers a diagnostic imaging medical physics track. The clinical medical physics experience gained in years three and four is equivalent to a two-year medical physics residency.

All students and applicants may access this information and more online by visiting our webpage at medschool.vanderbilt.edu/medical-physics/.

Other Degree Requirements

Candidates must pass an oral qualifying exam by the end of their fifth term in the program.

Course List

A full list of program courses is provided in this catalog under [Courses by Program](#).

Medical Physics Education: Professional Doctorate in Medical Physics: Academic Policy: Other Program Policy and Procedure

Program Evaluation

The program evaluation—for both M.S.M.P. and D.M.P.—is performed with four different metrics:

1. Student course evaluations, administered by the School of Medicine for every course offered in the program at the end of the term.
2. After student graduation, successful passing of Part 2 of the American Board of Radiology certification examination is assessed.
3. After student graduation, successful job placement is assessed.
4. Two years after the graduate takes Part 3 of the American Board of Radiology certification examination, a survey is conducted to assess the graduate's overall satisfaction with the program.

Specific feedback from course evaluations is reviewed by the faculty member responsible for the course and the program director with the goal of improvements in the presentation of course material during the next offering of the course.

School of Medicine

Other materials are evaluated by the program director and subsequently by the faculty with the aim of providing overall program feedback that helps direct program modifications and improvements. These evaluations occur on an annual basis.

Leave of Absence

Students who wish to interrupt their study (personal, sickness, etc.) must request a leave of absence from the program director. Students may consult with Vanderbilt University Student Access Services (vanderbilt.edu/student-access/) when contemplating a leave of absence, and program administrators may consult with student access services when evaluating a request for leave of absence. Granting of a leave of absence is at the discretion of the

Medical Physics Faculty Committee acting within the policies and procedures of the Vanderbilt University School of Medicine. Students who do not request and receive approval for a leave of absence may be required to request reinstatement to the program. Students' requests are based on the following considerations:

- A. Before the conclusion of the 1st semester and/or 2nd semester of the first year, a student may seek leave of absence status for the remainder of the academic year. (**Caveat:** A student who has been granted a leave of absence will not complete the total S.M.P. degree requirements within the minimum time of 21-22 months.)
- B. During the 1st year summer term, 2nd year fall term, or 2nd year spring term, a student may seek leave of absence status for the remainder of the term (and up to a total of 6 months thereafter). (**Caveat:** A student who has been granted a leave of absence will not complete the total S.M.P. degree requirements within the minimum time of 21-22 months. OR,
- C. Following conferral of the M.S. degree, at any time during year 3 or year 4, a student may seek leave of absence status for the remainder of a three-month rotation (and up to a total of three months thereafter). The student can petition the Medical Physics Faculty Committee to reenter rotations at the beginning of a new term. (**Caveat:** A student who has been granted a leave of absence will not complete the total D.M.P. degree requirements within the minimum time of 46)

Students may request a leave of absence provided the two following conditions are met:

1. The student possesses "in good standing" student
2. The student petitions in writing a request for a leave of absence stating the rationale for the leave. Should the request be for a medical leave of absence, the student must submit a Vanderbilt University School of Medicine- sanctioned health professional's letter of

Students petition the Medical Physics Faculty Committee to reenter rotations at the beginning of a new term. Students requesting a medical leave of absence must additionally provide a Vanderbilt University School of Medicine-sanctioned health professional's letter stating that the student's health is sufficient for return to classes.

Should a student not meet the requirements above, consideration for permission to reapply and re-enter the applicant pool for the next school year is made by the Medical Physics Faculty Committee on a student-by-student basis.

Attendance and Leave

All students are expected to attend each class period. Students should notify the instructor should they knowingly have to miss a class. It is the responsibility of the student to obtain class notes and assignments. Penalty for non-class attendance is at the discretion of the instructor and/or the program director.

Vacation Time (year 3 and year 4)

Fifteen vacation days per year are granted to D.M.P. students in year 3 and year 4. The student must complete an *absence from duty* form submitted to and approved by the program director.

Holidays

The following days are designated as holidays by the university:

- New Year's Day
- Martin Luther King Jr. Day
- Memorial Day

School of Medicine

- July 4th
- Labor Day
- Thanksgiving
- Christmas

Sick Time

Sick days are not to exceed ten days per year. Physician note required for greater than two consecutive sick days. Time-off for illness in excess of ten sick days per calendar year is subtracted from vacation time bank. Sick days are not to be interpreted as additional vacation time.

Interview Days

Students in year 4 are allowed a maximum of four interview days over and above the fifteen vacation days. Permission must be requested and granted by the program director. The student must also complete an *absence from duty* form and have it approved by and submitted to the program director.

Student Work Policy

Students in year 1 are allowed to work part time up to a maximum of 20 hours per week with permission of the program director. Students in year 2 are allowed to work part time up to a maximum of 15 hours per week with permission of the program director. Students in year 3 and year 4 are considered as residents and hence are required to be in the respective clinical department at a minimum of 40+ hours per week; hence, regular, part-time employment is discouraged.

Professional Conduct

Students are expected to attend class, remain in “good academic standing” academically, participate in clinical activities (including QA procedures), and interact with faculty, staff, students, and patients in a professional manner. Additionally, students are to exhibit personal behavior in accordance with the School of Medicine student conduct codes. A student who does not exhibit professional conduct meets with the program director, and a remedial action plan is developed with the student, appropriate faculty member(s), and the program director. If professional conduct does not improve, disciplinary action may be taken that could eventually lead to advising the student to withdraw or face dismissal.

Honor Code

Each student will be compliant with the Vanderbilt University School of Medicine Honor Code guidelines. Every academic year each student will sign, either electronically or in writing, an acknowledgement indicating that the student will follow the Honor Code rules and requirements.

Dress Code

Students who enter the clinical areas (Radiation Oncology and Diagnostic Radiology) must dress appropriately as professionals, being aware of the presence of patients in a clinical-services department. Blue jeans, t-shirts, shorts, and beach footwear are considered non-professional dress.

Vanderbilt ID

Vanderbilt students and employees are required to wear Vanderbilt ID badges at all times while on campus. This is a security matter and is enforced by Vanderbilt representatives including the Vanderbilt University Police Department. Some campus buildings require Vanderbilt ID badge recognition for entrance.

Vanderbilt Radiation Badge

Students attending labs and/or practicum sessions where x-ray equipment or other sources of radiation are present should wear a Vanderbilt radiation badge. Third- and fourth-year students must wear a Vanderbilt radiation badge at all times when they are in the clinic. Vanderbilt radiation badges—granted by the Vanderbilt Environmental Health and Safety Office—are processed for all new students during the mandatory orientation session before starting the program.

Transportation

During their participation in the D.M.P. program, students may be required to travel off campus for educational experiences. Generally speaking, local travel to off-campus sites is limited to one-way trips of not more than 55 miles.

D.M.P. students may be placed in locations outside of the local area, in rotational experiences, for an extended

School of Medicine

(several weeks) period of time. In which case, students are responsible for all travel expenses during this time.

For more information please see the Transportation information on the Academic Policies for All School of Medicine Programs page of this catalog.

Medical Physics Education: Professional Doctorate in Medical Physics: Academic Policy: Progress and Promotion

Satisfactory Academic Progress and Good Standing

A term average of 3.0 is required to remain in “good standing.”

Graduation

A cumulative grade point average of 3.0 is required for graduation.

Allowance for Delaying Graduation

Graduation may be delayed beyond the normal time required to complete a formal remediation or an approved leave(s) of absence. (See D.M.P. program Leave of Absence section.)

Program Commencement

All degree requirements (didactic, research, and clinical) are satisfied by the end of June in the fourth year; the students are dismissed by July 1 of that year. A graduation ceremony is organized at that time to celebrate their achievements. No diplomas are presented during the program ceremony. The D.M.P. diplomas are formally issued by the university at the end of the summer term of the fourth year (mid-August). Those students who wish to “walk” are permitted to do so during Commencement the following May.

Formal Remediation

A student whose cumulative grade point average falls below 3.0 is considered as “not in good standing.” A remedial action plan is developed with the student, appropriate faculty member(s), and the program director. The remedial action plan may result in the student’s having to take additional time to complete the degree requirements. If, at the end of the next two consecutive terms, the cumulative grade point average is still below 3.0, adverse action may be taken, including probation and/or dismissal.

Probation and Dismissal

The D.M.P. program follows School of Medicine policy for formal remediation, probation, dismissal, and appeals. See the [Academic Policies for All School of Medicine Programs](#) page of this catalog for more information on these topics.

Medical Physics Education: Professional Doctorate in Medical Physics: Academic Policy: Student Assessment

Grades

The D.M.P. Program uses the VUSM grading scale, presented in the page of this catalog titled [Academic Policies for All School of Medicine Programs](#).

Academic grades for individual clinical rotations during year 3 and year 4 are on the scale A, B, C, or Fail.

- C grade is the minimum grade permitted for a core course within the medical physics curriculum.
- C- grade does not earn graduate credit hours towards graduation.

Pass/Fail Grading

No Pass/Fail graded courses are accepted for credit within the program.

Repeating a Course

Students are required to repeat a core course for which a grade below a C was received. After repeating a course, both course grades are reflected on the transcript, but the second grade earned is the one used in computing the student’s grade point average.

School of Medicine

Grade Grievance Policy

Students should seek redress of a problem with a grade as soon as possible after receiving the grade and in no case later than four weeks after the grade is released. Students with a problem should confer directly with the course director. Every effort should be made to resolve the problem fairly and promptly at this level. If the student cannot resolve the problem through discussion with the course director, the student should request an appeal by writing (email is acceptable) to the program director within two weeks of speaking with the course director. (The course director also should be included on the request for appeal.) In cases where the course director is also the degree program director, the appeal should be made to the assistant dean of health sciences education or his/her designee. If resolution is not achieved by the program director/assistant dean of health sciences education, the case is referred to the senior associate dean of health sciences education or his/her designee, who makes the final decision. At each level of review, the course's assessment practices are reviewed and the individual student's situation taken into account.

Auditing a Course

Medical physics students may audit one or more courses (above the 50-hour didactic required credit hours) with the instructor's and program director's permission. Medical physics students may not audit a core course (one that is required to earn the degree). In addition, students may not audit an elective course whose credits are included in the required 50 didactic hours. For more information refer to the Auditing a Course information on the [Academic Policies for All School of Medicine Programs](#) page of this catalog.

Examinations

Format of student examinations is at the discretion of the course instructor. Students are expected to be present for the exam on the scheduled exam date. Should a student knowingly have to be absent on the scheduled exam date, the student should meet with the instructor and ask to take the exam early. Should the student miss class the day of the scheduled exam, the student must meet with the instructor for instructions concerning taking a makeup exam.

Note: Some instructors may not allow make-up exams or the make-up exams may be different from the original exam. Additionally, students who missed an exam shall not discuss exam materials with any student until the make-up exam has been taken. Failure to follow this requirement will be considered an Honor Code violation.

Clinical Assessment

At the conclusion of year 2 (summer term), the student is assigned a clinical physics mentor by the program director. The clinical physics mentor is responsible for the student's completion of year 3 and year 4 requirements. Each of the clinical rotations for year 3 is repeated in year 4. The intent of the repeat rotations is that the student observe and participate during year 3 and gain the necessary training and experience for competency in each clinical area in year 4. Evaluation for completion of each rotation may include documentation, reports, and competency examinations. The clinical physics mentor is responsible for collection and scoring of the evaluation materials. Academic grades for individual rotations are on the scale A, B, C, or Fail. Semester grades are submitted to the School of Medicine Registrar's Office with a copy given to the program director.

The student must successfully complete the necessary requirements and acquired clinical skills before the clinical physics mentor and program director allow progression to the next rotation. Should the student not successfully complete a rotation with the minimum grade of C, the clinical physics mentor and program director meet with the student to discuss remedial action to resolve the discrepancy. The student is required to correctly complete all documentation and reports in a timely manner and may be required to take a written or oral examination over the materials within that rotation; the student's failing semester grade cannot be raised above a grade of C. Should the student not successfully complete the remedial assignments and/or fail the oral examination, that rotation must be retaken at the conclusion of year 4 (summer term). Hence, this extends clinical rotations beyond the normal twenty- four-month period.

The D.M.P. medical physics program and the School of Medicine require a cumulative GPA of 3.0 at the time of graduation. With the successful completion of all clinical rotations, the student will have received a total of 30 credit hours during years 3 and 4.

Other Assessment Systems D.M.P. Research Project

School of Medicine

During the summer of year 2 and the fall of year 3, each D.M.P. student chooses a clinical research project. The project must be approved by both the program director and the clinical physics director. A mentor is selected to guide the student's research efforts. The project should be approximately equivalent to a three-to-four-month full-time effort (FTE). The project results are in a written format consistent with a manuscript submission to a medical physics scientific journal. The project is defended during a student presentation to faculty, staff, and students. Projects should be completed on or before March 30 of year 4.

Board Exams Recommended Test Dates for the American Board of Radiology (ABR) Exams Parts I and II

Students successfully completing year 1 are encouraged to take the ABR Exam Part I during the summer between year 1 and year 2. Students successfully completing year 4 are encouraged to take ABR Exam Part II during the summer after their graduation.

Medical Physics Education: Professional Doctorate in Medical Physics: Academic Policy: Student Support and Advisory Services

Academic and Career Advisory Resources

The program director has an open door policy for all students in the D.M.P. program. Students are also assigned a clinical physics mentor during years 3 and 4. The mentor guides the student through the clinical requirements of the program and ensures completion and documentation of the student's clinical assessments.

Health and Wellness

See the [Vanderbilt University Student Resources](#) page of this catalog.

Medical Physics Education: Professional Doctorate in Medical Physics: Accreditation

Committee on Accreditation of Medical Physics Education Programs (CAMPEP)

CAMPEP, Inc.

1631 Prince Street

Alexandria, VA 22314

Phone: 571-298-1239

Fax: 571-298-1301

campep_admin@campep.org

campep.org

Medical Physics Education: Professional Doctorate in Medical Physics: Admission

The CAMPEP-accredited professional doctorate in medical physics is offered at Vanderbilt University in the diagnostic imaging track. Students are accepted for admission only in the fall term (mid-August). No students are admitted for the spring or summer terms.

Admission Requirements

- Bachelor's degree in physics, applied physics, physical science, or engineering (with the equivalent of a minor in physics) from an accredited college or university.
- Physics prerequisite courses or equivalent include Calculus III, Differential Equations, Modern Physics, Modern Physics Lab, Computer Programming Language or demonstrated equivalent, and at least 2 out of the following 4 junior/senior level undergraduate physics courses: Electricity and Magnetism, Classical Mechanics, Quantum Mechanics, and Thermodynamics. Also, although not a prerequisite, we strongly encourage some formal knowledge of statistics.
- The successful candidate should have a minimum undergraduate GPA of 3.0/4.0 or a B average.
- The general GRE is required. The suggested minimal acceptable score for admission is a total of 312, with a minimum score on the quantitative section of 156.
- The GRE advanced physics exam is not required.
- Students from non-English-speaking countries are required to demonstrate proficiency in English by submitting results of the Test of English as a Foreign Language (TOEFL). The suggested minimum acceptable score on the TOEFL exam is 600 (paper)/250 (computer)/100 (internet).

School of Medicine

Application Process

The application process consists of two steps: Pre-screening and campus visit

Pre-screening

Applicants must use the electronic application system and submit the following items by mid-December of the previous admission year (exact deadline date is published at the program website:

medschool.vanderbilt.edu/medical-physics/admission/):

- Completed electronic application form
- Transcripts for all college classes: submit transcripts via online application system **and, in addition,** please send an official hard copy of all college transcripts to Vanderbilt University CDM, PMB 407833, 2301 Vanderbilt Place, Nashville, TN 37240-7833
- Three academic/professional references
- GRE General score (the GRE ETS code to submit scores to our program is 1871)
- Statement of Purpose
- Application fee. The application fee is mandatory for all initiated applications and is non-refundable, regardless of whether your application is considered complete and/or whether your application is reviewed by our application

Based on these materials, a number of candidates are selected for a campus visit or teleconference (usually, international candidates only). The candidates that have not been selected are informed that they have not passed our pre- screening process, and their applications have been declined for admission for this period.

Campus Visit

Applicants selected in the pre-screening process are contacted to schedule a campus visit or for teleconference interviews not later than mid-January of the admission year. In the campus visit, the applicant meets and informally interviews with the program director, faculty members, staff, and current students. The program director discusses the curricula in therapy and diagnostic imaging physics, the M.S.M.P. and D.M.P., and the student applicant selection process. It would be most beneficial at the time of interview if the applicants have a clear understanding of their career interests in therapy and/or diagnostic imaging medical physics and additionally have carefully considered the choice of the M.S.M.P. or D.M.P. program. Furthermore, we strongly encourage shadowing of a medical physicist prior to the campus visit. The campus interview process is generally completed within five to six hours. Any travel expenses associated with the campus visit (airline, ground transportation, hotel, etc.) are at the expense of the student.

Offer and Acceptance

The Medical Physics Faculty Committee reviews the applications and decides by late February of the admission year. Candidates are notified in writing regarding their admission status: accepted, on waiting list, or denied. Accepted candidates must officially accept or decline admission in writing by April 15 of the admission year.

Transfer Credits

At the discretion of the program director, students may petition for transfer credit in accordance with the policy established in the [Academic Policies for All School of Medicine Programs](#) page of this catalog. In general, no more than 6 credit hours earned from an accredited institution may be applied toward degree graduation requirements.

Non-Medical Physics Student Course Enrollment

Courses offered in medical physics are open only to degree-seeking students in the Medical Physics program (i.e., D.M.P. or M.S.M.P.). On rare occasions, a course director may allow a Vanderbilt student (graduate or undergraduate) to audit or enroll in a medical physics course for credit. In these circumstances, the student also must obtain permission to enroll in the course from the director of the primary program in which the student is enrolled.

Visiting (non-Vanderbilt) Students

Visiting students are not allowed to enroll in courses offered by the Medical Physics program.

Medical Physics Education: Professional Doctorate in Medical Physics: Program Overview

Medical physics is an applied branch of physics devoted to the application of concepts and methods from physics to the diagnosis and treatment of human disease.

School of Medicine

Medical physicists are scientists concerned with three primary areas of activity: clinical service and consultation, research and development, and teaching. Clinically, medical physicists are called upon to contribute scientific advice and resources to solve physical problems arising in radiological medical physics. Medical physics research typically involves the discovery and development of new instrumentation and technology, new medical diagnostic and therapeutic procedures, and tests using existing technologies. Historically, this type of activity has been primarily in radiological imaging and radiation oncology, but it now has a growing breadth of involvement throughout medicine.

Many medical physicists not only provide clinical service in health care facilities, but also have faculty appointments at universities and colleges, work in the industry as scientists and/or consultants, and are responsible for teaching future medical physicists, resident physicians, medical students, and hospital technical staff.

Vanderbilt University offers the CAMPEP-accredited professional doctorate in medical physics (D.M.P.), in the diagnostic imaging physics track.

Program Mission/Goals/Objectives

The following is based on the AAPM Strategic Plan:

- Vision: Improving health through the education of leaders in medical physics
- Mission: Advancing medicine through excellence in the education of medical physicists

Standing Program Committees Master of Science in Medical Physics (M.S.M.P) and Doctor of Medical Physics (D.M.P) Super-Steering Committee

The super-steering committee supervises and monitors the graduate programs in medical physics (D.M.P and M.S.M.P.). It is composed of the chair of the Department of Radiation Oncology or her/his designee, the chair of the Department of Radiology and Radiological Sciences or her/his designee, the program director, the associate program director, and one member of the medical physics faculty elected by the Medical Physics Faculty Committee.

Medical Physics Faculty Steering Committee

The Medical Physics Faculty Steering Committee discusses and approves admission of new students, curriculum, and policy changes for the M.S.M.P. and the D.M.P. It is composed of all medical physics teaching faculty. The Medical Physics Faculty Steering Committee is chaired by the Program Director or, should he not be available, the Associate Program Director. This committee meets at least twice a year in compliance with CAMPEP requirements.

Diagnostic Imaging Sub-Steering Committee

The Diagnostic Imaging Sub-Steering Committee supervises and monitors the medical physics programs in the diagnostic imaging track.

Therapeutic Sub-Steering Committee

The Therapeutic Sub-Steering Committee supervises and monitors the medical physics programs in the therapeutic track.

Program's Major Facilities

These interdisciplinary degree programs are administered through the Department of Radiation Oncology and the Department of Radiology and Radiological Sciences in the School of Medicine and involve faculty and courses from the Vanderbilt University School of Medicine, the Department of Radiology and Radiological Sciences, the Department of Radiation Oncology, the College of Arts and Science, the Department of Physics and Astronomy, and the School of Engineering (Department of Biomedical Engineering).

Medical Physics Education: Professional Doctorate in Medical Physics: Tuition, Fees, and Cost of Attendance

The following university costs are included with tuition:

- professional liability insurance

School of Medicine

- verifications
- VUSM student health costs

Academic Year 2021/2022 Tuition

Tuition, 1st, 2nd years	\$41,730
Tuition, 3rd, 4th years	35,067
Hourly Rate	1,669

Detailed information regarding the estimated cost of attendance is available at medschool.vanderbilt.edu/financial-aid/professional-doctorate-in-medical-physics-cost-of-attendance.

Payment of Tuition and Fees

Students registered for a full-time course load (eight hours or more for fall and spring and six hours or more for summer) are billed at the block tuition rate for the term in which they are enrolled. Students registered for less than a full-time course load (seven hours or fewer in the fall and spring or five hours or fewer in the summer) are billed at the hourly tuition rate for the term in which they are enrolled. Certain courses are designated to trigger full-time enrollment (and block tuition billing) even though the number of credits carried by the course is fewer than eight.

Please refer to the [School of Medicine Tuition, Fees and Financial Aid](#) page of this catalog for more information about university costs and School of Medicine fees. Additional information can be found at vanderbilt.edu/stuaccts.

Principal Clinical Education Affiliates: Facilities

Vanderbilt University Hospital

Vanderbilt University Hospital (VUH) opened in 1980, with the major addition of the Critical Care Tower in 2009. The hospital is dynamic, growing, and dedicated to meeting the most critical and complex needs of our region, continuing Vanderbilt's more than century-old tradition of offering the best in patient care.

Many patients seen in the hospitals are from states other than Tennessee, with the majority coming from Kentucky, Alabama, and Mississippi.

Adjacent and attached to VUH is Medical Center East, primarily an outpatient services building, but also housing some operating rooms, patient rooms for Labor and Delivery, the Vanderbilt Bill Wilkerson Center and the Vanderbilt Orthopaedics Institute.

The Monroe Carell Jr. Children's Hospital at Vanderbilt

The Monroe Carell Jr. Children's Hospital at Vanderbilt opened as a stand-alone facility in 2004, and is a place of hope and healing for pediatric patients and their families. Recognized as one of the premier children's hospitals in the nation by *U.S. News and World Report* for twelve years running, Children's Hospital cares for the sickest patients in the region and beyond.

Children's Hospital is the most comprehensive pediatric facility in Tennessee, providing services including neurosurgery, cancer treatment, trauma care, transplant, and much more. Children's Hospital operates the region's only Level I pediatric trauma unit and a neonatal intensive care unit with the highest designated level of care.

The facility is filled with state-of-the-art equipment and information systems to provide the best treatment for patients. It offers a variety of family accommodations to help fulfill its mission of patient-and family-centered care. In addition, Children's Hospital is a top-ranked teaching and research facility. As a nonprofit organization, the hospital cares for children of Tennessee and surrounding states regardless of their ability to pay.

Vanderbilt Psychiatric Hospital

School of Medicine

Vanderbilt Psychiatric Hospital, which opened in 1985, provides inpatient and partial hospitalization services to children, adolescents, and adults with psychiatric and substance abuse problems. Services include 24-hour crisis assessment and a year-round accredited school for children and adolescents.

vanderbilthealth.com/service-line/behavioral-health

The Vanderbilt Clinic

The Vanderbilt Clinic (TVC), a comprehensive outpatient facility, opened in 1988 and houses more than 100 medical specialty practice areas, the clinical laboratories, a center for comprehensive cancer treatment, and a day surgery center.

Vanderbilt Stallworth Rehabilitation Hospital

Vanderbilt Stallworth provides comprehensive inpatient and outpatient rehabilitation services for adult and pediatric patients with neurological, orthopaedic, and other injuries, as well as chronic conditions and disabilities. The hospital specializes in treating stroke, brain, and spinal cord injury; multiple traumas; amputations; hip fracture; and other diagnoses. Stallworth is a designated Stroke Center of Excellence and repeatedly exceeds the national benchmarks for patient satisfaction and functional outcomes. This hospital is a joint venture with HealthSouth Corporation.

vanderbiltstallworthrehab.com

Vanderbilt-Ingram Cancer Center

Vanderbilt-Ingram Cancer Center (VICC) is Tennessee's only National Cancer Institute (NCI)-designated Comprehensive Cancer Center providing treatment for both adult and pediatric cancer patients. It is also a member of the National Comprehensive Cancer Network, a nonprofit alliance of twenty-six of the world's elite cancer centers collaborating to improve cancer care for patients everywhere. The Cancer Center unites physicians and scientists in research programs in key areas. VICC is ranked in the top 10 in competitively-awarded NCI grant support.

VICC is one of the few centers in the country with a comprehensive program for cancer survivors regardless of age, type of cancer, or where they received their oncology treatment. The center's clinical trials program includes robust work in Phase I drug development and designation by the NCI for Phase I and Phase II clinical trials.

The center also boasts several donor-supported research initiatives, including the Frances Williams Preston Laboratories established by the T. J. Martell Foundation, the A. B. Hancock Jr. Memorial Laboratory for Cancer Research, and the Robert J. Kleberg, Jr., and Helen C. Kleberg Center for Personalized Cancer Medicine.

vicc.org

Vanderbilt Kennedy Center for Research on Human Development

The Vanderbilt Kennedy Center strives to improve life for people with disorders of thinking, learning, perception, communication, mood, and emotion caused by disruption of typical development. Its core values include the pursuit of scientific knowledge with creativity and purpose; the education of scientists, practitioners, families, and community leaders; the facilitation of discovery by Kennedy Center scientists; and the translation of knowledge into practice. The center is one of fourteen National Institutes of Health research centers on mental retardation and other developmental disabilities. It has also been named a University Center for Excellence on Developmental Disabilities Education, Research, and Service by the federal Administration on Developmental Disabilities. The center is an interdisciplinary research, training, diagnostic, and treatment institute, embracing faculty and resources available through Vanderbilt University Medical Center, the College of Arts and Science, and Peabody College.

<https://vkc.vumc.org/vkc>

Vanderbilt Diabetes Center

The Vanderbilt Diabetes Center provides a comprehensive approach to diabetes for patients of all ages that includes all aspects of health related to diabetes. It also offers programs to equip the next generation of caregivers and scholars. Other programs support the diabetes-related research of VUMC faculty members.

vanderbilthealth.com/diabetesandendocrinology/

School of Medicine

Center for Experiential Learning and Assessment (CELA)

The Center for Experiential Learning and Assessment (CELA) provides an educationally rich simulation environment for training our students and other health care professionals to practice the highest quality clinical care. Simulation technology has now become a standard for medical education, surgical training, and health care team training. Such programs have resulted in improved performance, quicker response time, and less deviation from practice standards. Healthcare simulators increase trainee confidence and competence, improve patient safety, and can also yield cost and process efficiencies. Our work is grounded in theory-based research and informed by the best educational practices for competent clinical practice. CELA is also instrumental in conducting rigorous research that extends our knowledge and practice of experiential learning and assessment by simulations. The center consists of three programs: the Program in Human Simulations, the Simulation Technologies Program, and the Programs in Surgical and Anatomical Simulation. The Program in Human Simulations brings the traditional standardized patient methods toward a broader use of simulations involving all aspects of human interaction in medicine. The Simulation Technologies Program emphasizes the sophisticated use of computers, task trainers, virtual reality and mannequin-based technologies to simulate clinical challenges. The Program in Surgical and Anatomical Simulation is possible thanks to cadaveric gifts made through the Anatomical Donations Program. All programs provide both unique and integrated approaches to training our medical students in a safe and effective educational environment.

Rudolph A. Light Hall

Light Hall provides classroom and laboratory space for students in the School of Medicine. It houses the Department of Biochemistry, the Department of Molecular Physics and Biophysics, and the Howard Hughes Medical Institute.

Ann and Roscoe Robinson Medical Research Building

Laboratories and academic space for pharmacology, biochemistry, and molecular physiology and biophysics are housed in the Ann and Roscoe Robinson Medical Research Building. The eight-story building is also home to the A. Hancock Jr. Memorial Laboratory for Cancer Research.

Frances Preston Medical Research Building

This building is named in honor of the late Frances Williams Preston, President and CEO of Broadcast Music, Incorporated. This building consolidates the Vanderbilt-Ingram Cancer Center's programs into one primary location on the VUMC campus.

Medical Research Building III

MRB III houses research laboratories, teaching laboratories, research support areas, offices, conference rooms, classrooms, and a greenhouse for research and teaching. It is a joint undertaking of the College of Arts and Science and VUMC.

Medical Research Building IV

MRB IV houses a significant amount of wet lab space and supports continued growth in VUMC research programs.

Medical Center North

The Newman Clinical Research Center, an inpatient orthopaedic unit, and a general-care unit are inside Medical Center North. The complex also houses laboratories and administrative support services for VUMC.

Faculty and administrative offices and research space for medical school departments are in Medical Center North. The original portions of the building were completed in 1925. Since that time a number of connecting wings and buildings have been added.

Vanderbilt Health One Hundred Oaks

This 440,000-square-foot doctors' office suite opened for patient care in 2009 and is designed for easy access off the interstate highway system, abundant surface parking, automated check-in, and integrated services, labs, and radiology. It houses numerous specialty clinics, primary care services, and advanced imaging facilities.

Vanderbilt Health Williamson County

Vanderbilt Health Williamson County offers more than 250 physicians in practices ranging from primary care to sports medicine, GI, cancer care, imaging, and pediatrics.

School of Medicine

Vanderbilt Dayani Center for Health and Wellness

The Vanderbilt Dayani Center is a medically based fitness/health promotion center that specializes in modifying risk factors, for conditions including cardiovascular disease, weight management, stress, sedentary lifestyle, and smoking. It was the first Certified Medical Fitness Center in Tennessee, is closely aligned with the Department of Physical Medicine and Rehabilitation, and serves patient care, research, and education functions within VUMC.

vanderbilthealth.com/service-line/dayani-center-health-and-wellness

VUMC Strategy and Innovation Office

The Strategy and Innovation Office's mission is to accelerate change in health care. It provides methods for reducing time to results, conducts research through demonstration projects, and supports active learning through sessions that leverage facts during solution design.

vumc.org/strategy/SA/

Vanderbilt Heart and Vascular Institute

The Vanderbilt Heart and Vascular Institute is a comprehensive and integrated program offering diagnosis, treatment, minimally invasive therapies, surgical intervention, disease management, state-of-the-art techniques, and personalized treatment programs to meet each patient's unique needs.

vanderbilthealth.com/service-line/heart-and-vascular-care

Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences

The Vanderbilt Bill Wilkerson Center is devoted to comprehensive patient care, education, and research in the field of communication disorders and diseases, as well as ailments of the ear, nose, throat, head, and neck.

vanderbilthealth.com/service-line/vanderbilt-bill-wilkerson-center

Vanderbilt Transplant Center

The Vanderbilt Transplant Center, one of the Southeast's largest, is a multidisciplinary alliance of transplant specialists. Each transplant program within the center represents a collaboration of medical and surgical professionals working together in the best interests of the transplant patient.

vanderbilthealth.com/service-line/transplant-center

Principal Clinical Education Affiliates: Graduate Medical Education

Vanderbilt University Medical Center has built a strong reputation as a national and international leader in medical education of health professionals, research in medical science, and patient care. Residency training began at Vanderbilt University Medical Center with just twelve residents in 1925. Now, VUMC trains more than 1,000 house staff in over 100 accredited residency and fellowship programs.

Residency Training

Medical school graduates preparing for clinical practice usually spend three or more years in residency training prior to sitting for the certification examination in their chosen specialty. Such supervised experiences at Vanderbilt cover an incredibly broad range of specialties and allow the learner to gain graduated responsibility with the ultimate goal of independent practice. Vanderbilt attracts highly qualified candidates from diverse backgrounds, ensuring a House Staff that is devoted to delivering safe, high-quality patient care, to succeeding in their chosen discipline, and to teaching other learners in the process. As a result, the House Staff take their responsibility in medical student teaching as both an honor and a privilege and devote considerable time to the medical students.

In addition to their primary responsibilities at Vanderbilt University Medical Center (including Vanderbilt University Hospital, Monroe Carell Jr. Children's Hospital at Vanderbilt, the Vanderbilt Psychiatric Hospital, and The Vanderbilt Clinic), the residents also work in a variety of other clinical settings across Nashville including the Veterans Administration Hospital, NorthCrest Hospital and Williamson County Medical Center with supervision by outstanding faculty in each setting.

Vanderbilt University Medical Center (VUMC) is a major referral center and consequently has a patient population with complex pediatric, medical and surgical problems. The Veterans Administration Hospital, adjacent to VUMC,

School of Medicine

serves veterans and their families from throughout the mid-south and is an important component of the teaching program.

Post-Residency Clinical Fellowships

After residency training, many physicians choose to pursue further subspecialization through a clinical fellowship. Fellows admitted to these programs must have completed an approved residency program. These training programs have as their goal the training of physicians for practice and certification in a medical subspecialty. As with the above, the fellows are expected to participate in departmental activities related to teaching, clinical services, and research and serve as another outstanding resource for medical student education.

Principal Clinical Education Affiliates: Office for Continuous Professional Development

Vanderbilt University School of Medicine and Vanderbilt University Medical Center (VUMC) recognize a major commitment to the continuous professional development of VUMC physicians and others in the health professions. At VUMC, continuing medical education is considered an important part of the continuum of medical education which is initiated in the undergraduate experience, progresses through graduate medical education, and matures in ongoing continuing medical education and continuing professional development. The Division of CME sponsors learning opportunities for physicians and other members of the health care team that enable them to provide the very best possible care to their patients and perform optimally in their other professional responsibilities as measured by improvements in competence, performance, and patient health status. The Vanderbilt University School of Medicine Division of CME maintains Accreditation from the Accreditation Council for Continuing Medical Education (ACCME), recognizing demonstrated engagement with the quality improvement enterprise in a way that supports physician learning and quality patient care.

Vanderbilt has also been recognized by the Multi-Specialty Board of the American Board of Medical Specialties (ABMS) as a certified site for the Maintenance of Certification (MOC) Portfolio Program. The MOC Portfolio Program was established by ABMS to permit institutions such as Vanderbilt to provide support to physicians who are pursuing Maintenance of Certification Part IV projects, thus aligning physicians' performance improvement requirements with the institution's performance improvement goals. The Vanderbilt MOC Portfolio Program is a collaborative effort of the Office of Quality, Safety and Risk Prevention, the Informatics Center, and the Office for Continuous Professional Development.

Inquiries about CME or MOC should be directed to the Office for Continuous Professional Development or to departments and divisions about specific programming.

Principal Clinical Education Affiliates: Related VUMC Committees

Vanderbilt Institute for Clinical and Translational Research (VICTR) Scientific Review Committee

The VICTR Scientific Review Committee meets regularly to act upon research proposals requesting support for the use of the VICTR resources including the Clinical Research Center, Health Services Research, Biomedical Informatics, Biomedical Statistics, Research Cores, and Research Support Services.

Harvey Murff, Co-chair; Alan Storrow, Co-chair. Donald Alcendor, Melinda Aldrich, Eric Austin, Calum Avison, Margaret Benningfield, Evan Brittain, Zhongmao Guo, David Haas, Rizwan Hamid, Darlene Jenkins, Tiye Link, and Ashley Shoemaker. Ex officio: Gordon R. Bernard, Italo Biaggioni, Frank E. Harrell, Kevin Niswender.

Vanderbilt Human Research Protections Program and Institutional Review Board Committees (IRB)

The Vanderbilt Human Research Protections Program (HRPP) supports and facilitates the IRB process, the purpose of which is to protect human research subjects engaged by Vanderbilt University and Vanderbilt University Medical Center research studies. The HRPP administers the Vanderbilt Institutional Review Board Committees, assuring the policies and procedures of Vanderbilt University and Vanderbilt University Medical Center are effective and applied in compliance with state and federal laws and regulations, as well as consistent with the policies of the FWA with DHHS, OHRP, FDA, NIH, OCR, and other applicable federal agencies. The VU/VUMC IRB Committees may also serve as the single IRB for other entities upon request consistent with any existing agreements.

School of Medicine

In addition, the Vanderbilt HRPP performs and documents quality assurance activities (including internal and external monitoring) to assure compliance with state and federal regulations. These activities include directed audits and post-approval monitoring visits. Based on these reviews, the HRPP formulates and implements, as needed, recommendations for investigators and their staff. The HRPP also takes enforcement action on non-compliance according to HRPP policies and procedures, as necessary.

The HRPP conducts ongoing educational programs (e.g., News You Can Use, Research Matters, IRB Essentials, etc.) for investigators, key study personnel, IRB Committee members, and HRPP staff.

Vanderbilt Institutional Review Board (IRB) Committees

- Social and Behavioral Sciences Committee
- Health Sciences Committee #1
- Health Sciences Committee #2
- Health Sciences Committee #3
- Sub-Committees of the IRB
 - Radioactive Drug Research Committee
 - Institutional Biosafety Committee for Human Subjects
 - Institutional Human Pluripotent Cell Research Oversight

Principal Clinical Education Affiliates: Tennessee Valley Healthcare System of the Veterans Administration

The Tennessee Valley Healthcare System (TVHS), a part of the U.S. Department of Veterans Affairs, is a Level 1A, integrated tertiary healthcare system comprised of two hospitals, the Alvin C. York Campus in Murfreesboro, Tennessee, and the Nashville Campus in Nashville, Tennessee. TVHS has over 20 community-based outpatient clinics located in Tennessee and Kentucky. TVHS provides ambulatory care, primary care, and secondary care in acute medicine and surgery; specialized tertiary care; transplant services; spinal cord injury outpatient care; and a full range of extended care and mental health services.

TVHS's Nashville Campus is the only VA facility supporting all solid organ transplant programs, including bone marrow transplants and is a national referral site for bone marrow and solid organ transplants. The York Campus is a network referral center for mental health services, long term psychiatric care, geriatrics, and extended care. TVHS provides a full range of specialized medical services.

VUMC is co-located with the TVHS Nashville campus, and they collaborate on many research and educational endeavors, with hundreds of students and providers cross-affiliated with both organizations.

Principal Clinical Education Affiliates: VA Academic Partnership Council for the Department of Veterans Affairs, Tennessee

The VA Academic Partnership Council is the fundamental administrative unit for policy development and evaluation of educational and research programs at the affiliated Department of Veterans Affairs, Tennessee Valley Healthcare System (TVHS). It is composed of senior faculty members of the School of Medicine and others who are associated with TVHS.

Committee Voting Members

Digna Forbes , Chair. John Nadeau, Co-chair. Philip Perdue, R. Daniel Beauchamp, Donald Brady, Brian Christman, Leon Dent, Stephan H. W. Heckers, Cynthia Johnson, Stephen McLeod-Bryant, Linda Norman, Alphonse Pasipanodya, David Raiford, Raymond Harris, Sam R. Sells, Duane Smoot, James Staiger, Jennifer Vedral- Baron, Leonard Webster, Lloyd B. Williamson.

Non-Voting Members

Richard Akatue, Marianne Myers, Smita Patel, Frank Royal, Kyla Terhune.

Principal Clinical Education Affiliates: VUSM Office for Diversity Affairs

The Office for Diversity Affairs (ODA), as the Office of Minority Student Affairs, was created in 1991, to support students from traditionally underrepresented groups in medicine (URMs), within the medical school. This work

School of Medicine

was viewed as foundational to the development of a broader program to imbed diversity and inclusion into the fabric of VUSM and VUMC. These early efforts have led to roughly one of four to one of five members of the VUSM entering medical school class being from a URM group.

Over the last decade, the ODA has worked to build a culture and climate committed to valuing and building diversity and inclusion into the framework of the medical school and medical center. This has been facilitated by a number of activities to foster inclusiveness, among these are the Levi Watkins Jr. M.D. Lecture, the Martin Luther King, Jr., Day Lecture, Hidden VUMC Figures, and the unveiling of URM faculty portraits. The ODA maintains working relationships with various medical student organizations focused on reducing health disparities that affect marginalized populations, including African Americans, Hispanics, Asian-American and Pacific Islanders, those who identify as LGBTQ, as well as others.

School Deans, Directors, and Principal Administrators

JEFFREY R. BALSER, M.D., Ph.D., Dean, School of Medicine

LAWRENCE J. MARNETT, Ph.D., Dean of Basic Sciences

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ARNA BANERJEE, M.D., Assistant Dean for Simulation in Medical Education and Administration

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P. LYNN. HAYES, Ed.D., Director, Master of Education of the Deaf

BARBARA H. JACOBSON, Ph.D., Associate Director, Master of Science (Speech-Language Pathology)

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SCOTT D. NELSON, Pharm.D., M.S., Director, Master of Science (Applied Clinical Informatics) Program

JOHN G. ELEY, Ph.D. Director of Medical Physics Education

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HEATHER BOUTELL, M.Ed., Director, School of Medicine Financial Aid.

LOGAN KEY, M.Ed., Associate University Registrar; Director, Office of Student Records

JENNIFER KIMBLE, M.Ed., Director, Admissions

SARAH C. WOODALL, Director, Medical Alumni Affairs

School of Medicine

LINDSEY MOLONEY, M.S., Administrative Director, Office of Undergraduate Medical Education

ALEX ATKINSON, Ed.D., Assistant Director, Medical Student Affairs

School of Medicine Calendar 2021/2022

FALL SEMESTER 2021

Classes/clinicals begin for 3rd- and 4th-year M.D. students / Tuesday 6 July

Classes continue for 2nd-year M.D. students / Thursday 1 July

Orientation for 1st-year M.D. students / Wednesday 14 July–Friday 16 July

Classes begin for 1st-year M.D. students / Monday 19 July

Fall semester begins for M.G.C. and M.S.C.I. programs / Monday 16 August

Fall semester begins for all other master's and doctoral programs (other than M.D.) / Wednesday 25 August

Labor Day—No classes or clinical activities for M.D. FMK and FCC phase students only. All other M.D. students and other master's and doctoral degree programs have usual classes and clinical activities / Monday 6 September

Fall break for most master's and doctoral programs (other than M.D.) / Thursday 14 October–Sunday 17 October

Wellness Days for 1st-year M.D. students / Saturday 16 October–Tuesday 19 October

Thanksgiving holiday for master's and doctoral programs (other than M.D.) / Saturday 20 November–Sunday 28 November

Thanksgiving holiday for all M.D. students / Thursday 25 November–Sunday 28 November

Fall classes end for most master's and doctoral programs (other than M.D.) / Friday 10 December

Final exams end for most master's and doctoral programs (other than M.D.) / Friday 17 December

Classes/clinicals end for all M.D. students / Friday 17 December

VUSM Administrative offices closed / Friday 24 December 2021–Monday 3 January 2022

SPRING SEMESTER 2022

Classes begin for all M.D. students / Monday 3 January

Spring semester begins for most master's and doctoral programs (other than M.D.) / Monday 10 January

Martin Luther King Jr. Day—No class or clinical activities / Monday 17 January

Spring break for master's and doctoral programs (other than M.D.) / TBA

Spring break for 1st- and 2nd-year M.D. students / Saturday 23 April–Sunday 1 May

Spring classes end for master's and doctoral programs (other than M.D.) / Monday 25 April

Class/clinical ends for 4th-year M.D. students / Friday 29 April

Final exams end for most master's and doctoral programs (other than M.D.) / Thursday 5 May

Commencement / Friday 13 May

SUMMER SESSION 2022

May session begins for master's and doctoral programs (other than M.D.) / Monday 9 May

Memorial Day—No class or clinical activities / Monday 30 May

May session ends for master's and doctoral programs (other than M.D.) / Friday 3 June

School of Medicine

Full summer session begins for master's and doctoral programs (other than M.D.) / Tuesday 7 June

Summer break for 1st-year M.D. students (Tentative) / Saturday 23 July–Sunday 21 August

Full summer session ends for master's and doctoral programs (other than M.D.) / Friday 12 August

*All dates are subject to change

School of Medicine Contacts

Principal Administrators Office of the Dean

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Office of the Dean, Basic Science of SOM

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Dean of Basic Sciences, Vanderbilt School of Medicine

U1200 MRB3

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430 Eskind Family Biomedical Library and Learning Center*

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School of Medicine

Graduate Medical Education

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Health Equity and Inclusive Excellence

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Diversity in Medical Education

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Office of Enrollment Services

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225 Eskind Family Biomedical Library and Learning Center*

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*The **U.S. Postal Service** street address for the Eskind Family Biomedical Library and Learning Center is 2209 Garland Avenue, Nashville, Tennessee **37240-0002**. The **UPS/FEDEX** address is Eskind Family Biomedical Library and Learning Center 2209 Garland Avenue, Nashville, Tennessee **37212**. The Campus Mail address is PMB 407712.

Additional information about the Vanderbilt University School of Medicine faculty, staff, and programs may be found on the web at medschool.vanderbilt.edu.

Professional Degree Programs Doctor of Medicine

Medical Student Affairs

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Medical Innovators Development Program

Reed Omary, M.D., M.S.

Program Director

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Medical Scientist Training Program

Christopher S. Williams, M.D., Ph.D.

Associate Dean for Physician-Scientist Education and Training

222 Eskind Family Biomedical Library and Learning Center*

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(615) 875-1340

Hearing and Speech Sciences

Doctor of Audiology

Todd Ricketts, Ph.D.

Vice Chair Graduate Studies

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21st Avenue South

Nashville, Tennessee 37232

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Mary Sue Fino-Szumski, Ph.D.

Director of Clinical Education

8310 MCE South Tower

1215 21st Avenue South

Nashville, Tennessee 37232

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School of Medicine

Master of Education of the Deaf

P. Lynn Hayes, Ed.D.

Program Director

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1215 21st Avenue South

Nashville, Tennessee 37232

(615) 936-2786

Master of Science in Speech-Language Pathology

Barbara Jacobson, Ph.D. CCC-SLP

Associate Director

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1215 21st Avenue South

Nashville, Tennessee 37232

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Medical Physics Education

Doctor of Medical Physics

Master of Science in Medical Physics

John G. Eley, Ph.D.,

Program Director

E-1216 MCN

1161 21st Avenue South Nashville, Tennessee 37232-2675

(615) 875-1625

David Pickens III, Ph.D.

Associate Program Director

R-1307 MCN

1161 21st Avenue South Nashville, Tennessee 37232-2675

(615) 322-3190

Master of Genetic Counseling

Martha Dudek, M.S., L.C.G.C.

Program Director

Vanderbilt Genetics Institute

510 Light Hall

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Master of Public Health

School of Medicine

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Nashville, Tennessee 37212

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Master of Science (Applied Clinical Informatics)

Scott D. Nelson, Pharm.D., M.S.

Program Director

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Nashville, Tennessee 37203

(615) 875-9347

Master of Science in Clinical Investigation

Eric Austin, M.D., M.S.C.I.

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Additional information about the Vanderbilt University School of Medicine faculty, staff, and programs may be found on the web at medschool.vanderbilt.edu.

Graduate Certificate Programs Graduate Certificate in Biomedical Ethics

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Program Director

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Graduate Certificate in Health Equity

Consuelo H. Wilkins, M.D.

Program Director

529 Light Hall

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Nashville, Tennessee 37232-0147

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Graduate Certificate in Global Health

School of Medicine

Marie H. Martin, Ph.D., M

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Nashville, Tennessee 37203-1738

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Elizabeth S. Rose, M.Ed., M.P.H.

Program Co-Director

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Nashville, Tennessee 37203-1738

(615) 875-9442

Graduate Certificate in Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Health

Eli E. Zimmerman, M.D.

Program Director

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Graduate Certificate in Neurodevelopmental Disabilities

Rachel H. Goode, M.D.

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(615) 936-0249

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Vanderbilt University School of Medicine Policy: Academic Policies for the School of Medicine: VUSM Attendance

Programs may require attendance at some or all activities. Such requirements are communicated to students in program documentation (e.g., this catalog, course syllabi, etc.). Also provided are requirements and procedures to request approval for and document absences, policies regarding maximum allowed absences, and requirements for making up learning activities/course work missed during absences.

A School of Medicine program may take appropriate administrative action in response to unexplained or unexcused student absence. For example, students may be placed on leave of absence or on temporary suspension.

The Academic Policies for All School of Medicine Programs were reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

School of Medicine

Vanderbilt University School of Medicine Policy: Academic Policies for the School of Medicine: VUSM Commencement

The university holds its annual Commencement ceremony following the spring semester. Degree candidates must have completed successfully all curriculum requirements and have passed all prescribed examinations by the published deadlines to be allowed to participate in the ceremony. A student completing degree requirements in a summer or fall semester may participate in Commencement the following May, and ordinarily the degree is conferred at the end of the term in which requirements are completed. Any student unable to participate in a Commencement ceremony receives his or her diploma by mail.

The Academic Policies for All School of Medicine Programs were reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Vanderbilt University School of Medicine Policy: Academic Policies for the School of Medicine: VUSM Degree Requirements

Students must successfully complete all applicable requirements in order to earn a degree from a VUSM program. All degree requirements must be completed within the maximum time allowed by the respective degree. Exceptions to the maximum allowable time-to-degree may be considered by the senior associate dean for health sciences education. Programs may require students to successfully complete examinations conducted by entities other than Vanderbilt University School of Medicine in order to graduate. Students who are not in good academic standing are not eligible to receive a degree. Also, Vanderbilt University requires that all balances due on student accounts be paid before a degree will be conferred and/or verified.

Toward the end of each student's study as part of a VUSM degree program, his/her academic record is audited by the VUSM Office of Student Records to ensure compliance with all degree requirements. Students who have met degree requirements are recommended to the dean for conferral of diplomas by the VUSM Executive Committee of the Executive Faculty each spring.

Each School of Medicine degree program establishes its degree requirements, within the parameters and requirements established by Vanderbilt University. Programs may require students to pass qualifying or other examinations specific to the field of study as a requirement for graduation, whether administered by Vanderbilt University or another institution. Students enrolled at Vanderbilt University School of Medicine must complete required course work at VUSM or a VUSM affiliate institution, unless otherwise explicitly indicated. Students must complete program requirements within the maximum amount of time allowed to complete the degree.

The Academic Policies for All School of Medicine Programs were reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Vanderbilt University School of Medicine Policy: Academic Policies for the School of Medicine: VUSM Disclosure of Offenses Post-Background Check Completion

A criminal background check is required of all students prior to matriculation. In addition, currently enrolled students are required to immediately report to the associate dean for undergraduate medical education and the associate dean for medical student affairs (MD Program) or their program director and the assistant dean for health sciences education (other VUSM degree programs) any arrest, criminal charge, or conviction occurring after their background checks have been completed. Required disclosure also includes, but is not limited to, allegations, investigations, and/or disciplinary action from any licensing board.

Vanderbilt University School of Medicine Policy: Academic Policies for the School of Medicine: VUSM Enrollment, Course Registration, and Student Status

Enrollment Requirements

All VUSM students (including special students) are required to have been admitted to a program and enrolled at Vanderbilt University in order to register for and take VUSM courses. All full-time students must register each term with no breaks in registration to remain in good standing, except in cases of approved leave of absence. Students who fail to enroll for course work in a term in which leave of absence has not been approved are

School of Medicine

considered withdrawn and must apply for readmission.

Students pursuing dual degrees are designated with primary enrollment in one degree or the other during each registration period. This may affect program scholarships, so students should be aware of such ramifications prior to pursuing a dual degree.

Academic Load and Credit Hours

The M.D. degree program is considered to be a full-time program and as such all students enrolled in that degree are classified as full-time students and are expected to adhere to the expectations of full-time students. For programs other than the M.D., the academic load for full-time status in the fall and spring semesters is 8 or more hours. A student who wishes to carry more than 16 hours must secure authorization from the degree program director before registration. Three-quarter-time status is 6 to 7 hours; half-time status is 4 to 5 hours. The summer full-time load is 6 or more hours; three-quarter-time load is 5 hours, and half-time load is 3 to 4 hours. Eligibility for most federal financial assistance requires a minimum of half-time enrollment.

Credit hours are semester hours (e.g., a three-hour course carries credit of 3 semester hours). One semester credit hour represents at least three hours of academic work per week, on average, for one semester. Academic work includes, but is not necessarily limited to, lectures, laboratory work, homework, research, class readings, independent study, internships, practica, studio work, recitals, practicing, rehearsing, and recitations. Some Vanderbilt courses may have requirements that exceed this definition.

Course Registration

Students register for courses using the Vanderbilt University enrollment/registration system, called YES (Your Enrollment Services), at yes.vanderbilt.edu unless individual programs or courses indicate otherwise. Course work must be completed during the term in which the student is registered, unless a student receives a grade of Incomplete for the course.

Changes in Registration

Changes to term-long courses are allowed only within the change period (the first ten days of the term). A student may formally withdraw from a course after the end of the change period with the permission of the faculty member, and a grade of W is given. Withdrawals from courses that do not run the full term are allowed until the mid-point of the course, and a grade of W is given. After the mid-point of the term, a student is not permitted to withdraw from the course except in rare instances of extenuating circumstances and with approval of the program director. Students should also be aware of financial ramifications of dropping a course after the change period.

Auditing a Course

Auditing is allowed in some programs, but not all. Program-specific sections in this catalog provide more information about whether a specific program allows courses to be audited.

In programs where auditing is allowed, a request must be submitted to and approved by both the program director and course instructor. Only students registered for regular courses are allowed to audit a course. Students who audit are expected to attend class regularly. The number of courses that a student is allowed to audit during a given term may be limited by the program director. Audits are recorded on the student's transcript. A grade of AW is entered onto a transcript when a student withdraws from an audited course after the change period (the first ten days of the term).

Special Students

Some, but not all, School of Medicine programs admit special, non-degree-seeking students. School of Medicine programs are not required to admit special students. Information about the special student policies of individual programs is available in the relevant degree program section of this catalog.

Special students admitted as non-degree-seeking students may register for selected courses. Students seeking special student status must submit an application to the program offering the course. Approval of the instructor and the program administration is required to take the course. Special students must meet the same admission requirements as the program's degree-seeking students. Registration for individual classes is contingent upon

School of Medicine

availability of space in the course.

Credit for Course Work Completed Away

School of Medicine degree programs may allow students to obtain Vanderbilt University credit for learning experiences completed at other institutions. An affiliation agreement must be signed and in place prior to any domestic or international learning experience, in order to obtain credit for such work. Vanderbilt University School of Medicine has signed on to the AAMC Uniform Clinical Training Agreement (UCTA) that was endorsed by the Liaison Committee on Medical Education. As a participant in this medical school registry, Vanderbilt requires only an implementation letter for any school that has signed on to the UCTA, regardless of the degree program in which the student is enrolled. For information about whether or not VUSM maintains an executed affiliation with a specific institution, please contact the VUSM Office of Enrollment Services.

Transfer Credit

Only those courses for which a student has received a grade of B (or its equivalent) or higher are considered for incoming credit transfer. Refer to the appropriate program section of this catalog for information about the number of transfer credit hours that may be applied toward degree graduation requirements.

Applicants notify degree program directors, prior to admission, of their intent to petition for transfer credit. Transfer credit is approved at the discretion of the associate dean for undergraduate medical education (MD Program) or degree program director (other VUSM degree programs) and then endorsed and processed by the director of student records for the School of Medicine. Credit is not given for courses taken in the Vanderbilt University Division of Unclassified Studies.

Credit for Courses Taken as an Undergraduate

Students may not request credit for course work taken prior to beginning the degree program if the course credit was used to satisfy requirements of the previous degree. Students wishing to transfer in graduate-level credit for previously completed course work must make such a request prior to admission to the program (see Transfer Credit above).

Leave of Absence

Students who wish to interrupt their study must request a leave of absence in writing from the associate dean for medical student affairs (M.D. program) or the program director (other VUSM degree programs). The dean/program director provides the student a written decision regarding the request. A one-time leave of absence may be granted for a maximum of one year for students seeking a master's or doctoral degree. On rare occasions a second leave of absence for a period of up to a year may be allowed for doctoral students and Master of Science in Clinical Investigation students.

Students taking a leave of absence are responsible for meeting with the associate dean for medical student affairs (M.D. program) or the program director (other VUSM degree programs) prior to the leave in order to plan for their course work and timeline for successful degree completion following their return. Students who do not register for classes before the final date of a leave of absence may be disenrolled and required to request reinstatement to the program. All programs have limits to the time within which all degree requirements must be completed, and it is the student's responsibility to be aware of these limits. Students are advised to consult the appropriate degree program section of this catalog for more information. Students should also discuss with VUSM Office of Enrollment Services and VU Office of Student Accounts staff the financial implications (i.e., tuition/fee charges and financial aid) of taking a leave of absence before moving forward with the process.

Withdrawal from the University

Students who wish to withdraw from the university for any reason must do so in writing to the associate dean for medical student affairs (M.D. program) or the program director (other VUSM degree programs). In some cases, the student may be able to receive a refund of tuition, (more tuition refund information is found at vanderbilt.edu/stuaccts/graduate/withdrawal-schedule.php) but it is important that the student discuss this decision with VUSM Office of Enrollment Services staff before moving forward with the process. A student who has been dismissed from school, but decides to appeal the decision, is no longer able to choose to withdraw. If a student withdraws, reentry is possible only through the application process.

The Academic Policies for All School of Medicine Programs were reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

School of Medicine

Vanderbilt University School of Medicine Policy: Academic Policies for the School of Medicine: VUSM Program Evaluation

Note: The term “evaluation” is used to refer to the measurement of effectiveness of School of Medicine programs, not individual student performance. Focuses of evaluation in this context may include the curriculum (courses and other learning activities), as well as faculty and administrators.

The purpose of evaluation at Vanderbilt University School of Medicine is to provide timely information that can be used to determine the effectiveness of programs’ curricula and teaching and, ultimately, to determine whether programs are accomplishing their goals. Therefore, program evaluation supports continuous improvement of all program components. All VUSM students, faculty members, and staff members have a role in identifying needs and implementing strategies for improvement. For that reason, VUSM students may be required by degree programs to complete curriculum, program, and/or faculty/administrator evaluations.

Program evaluations examine the impact of overall curriculum and the interaction of its components and the learning environment on student learning. At VUSM, program evaluation activities include, but are not limited to:

- Course evaluations
- Rotation evaluations
- Overall program evaluations
- Faculty and administrator evaluations
- Data from student assessments (e.g., student course passage rates, rates of board exam passage, etc.)

Each VUSM program establishes its own evaluation strategy and methodologies. Various evaluation administration tools are used by different programs. More information about a specific program’s evaluation strategies and tools may be found in program materials in this catalog, as well as elsewhere online. Data collected for evaluation purposes by all VUSM programs must be stored securely, and the privacy of those involved in evaluation protected appropriately and in accordance with relevant laws and regulations.

The Academic Policies for All School of Medicine Programs were reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Vanderbilt University School of Medicine Policy: Academic Policies for the School of Medicine: VUSM Student Assessment and Grading

Grading Policies

The Doctor of Medicine program uses a grading scale different from that of the other VUSM professional degree programs. Details of the M.D. program grading scale are presented in the M.D. program section of this catalog.

For VUSM professional degree programs other than the M.D.:

Grade = Quality Points Per Hour

A+ = 4.0

A = 4.0

A- = 3.7

B+ = 3.3

B = 3.0

B- = 2.7

C+ = 2.3

C = 2.0

School of Medicine

C- = 1.7 (No earned hours. Quality hours and quality points only.)

F = No credit

Degree programs may choose not to use plus or minus letter grades. For any assignment, project, or activity, the course director retains discretion over the specific requirements and expectations which comprise the final letter grade.

Course work approved for transfer into a degree program carries earned hours, but not quality hours. Therefore, those courses are not computed in the grade point average.

Pass/Fail Grading

Some courses may be designated as pass/fail. The grades for these courses are not calculated into the GPA unless the final grade is F. Degree-seeking students may not elect to take a graded course as pass/fail. Non-degree-seeking students may be allowed by a program to elect to take a course pass/fail.

Incomplete

The grade I (Incomplete) may be used at the discretion of the instructor in those cases in which the student is not able to complete course work in the normal time. An I that is not replaced by a letter grade within one year may be changed to an F at the discretion of the instructor.

In Progress

The grade IP (In Progress) may be used at the discretion of the instructor as a temporary grade in those cases in which insufficient information is available to assign a final grade. The IP ultimately is replaced by a final, permanent grade.

Withdrawn

The grade of W is entered onto the transcript when a student withdraws from a course (or from the degree program) after the close of the change period (the first ten days of the term) but before the end of the term.

Grade Change Policy

A grade recorded in the University Registrar's Office (on a transcript) may be changed only upon the written request of the instructor with the approval of the appropriate program official. Requests for grade changes may be submitted, by the appropriate program official, to the School of Medicine Office of Enrollment Services. This policy includes changing an I to a final grade.

Grade Grievance Procedure

Students should seek redress of a problem with a grade as soon as possible after receiving the grade and in no case later than four weeks after the grade is released. Students with a problem should confer directly with the course director. Every effort should be made to resolve the problem fairly and promptly at this level. If the student cannot resolve the problem through discussion with the course director, the student should request an appeal by writing (email is acceptable) the designated official for the student's program. Please refer to the appropriate program section of this catalog for more information.

The Academic Policies for All School of Medicine Programs were reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Vanderbilt University School of Medicine Policy: Academic Policies for the School of Medicine: VUSM Student Compliance Requirements

All Vanderbilt University School of Medicine students are required to be in compliance with the rules and regulations that govern professional student education. In order to attain and/or maintain this compliance, students must provide information or complete compliance activities at various times throughout their VUSM careers.

School of Medicine

Students are contacted at appropriate intervals to make them aware of their responsibilities to meet these requirements and to notify them about the process for doing so. Specific requirements vary by degree program; more information about compliance requirements for each degree program are available from the program. Failure to complete the requirement by the stated deadlines results in the student's removal from educational activities.

The Academic Policies for All School of Medicine Programs were reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Vanderbilt University School of Medicine Policy: Academic Policies for the School of Medicine: VUSM Student Contact Information

The School of Medicine may need to reach students during their educational careers for any number of reasons, so students are required to maintain current contact information through YES, including mailing address, and phone contact information. Each student should provide two phone numbers: 1) his/her personal cell phone, and 2) a cell or landline phone of a family member contact for cases of emergency. Students are expected to update this information immediately when changes occur by logging in to YES (Your Enrollment Services) at yes.vanderbilt.edu and clicking on the Personal Information link. Vanderbilt University and the School of Medicine use the student's official university email account for all communications. Students are expected to check their Vanderbilt University email account on at least a daily basis. Students who are unable to check their email daily (e.g., if taking approved absence) are expected to use out-of-office notifications during the time they will not be checking email daily.

The Academic Policies for All School of Medicine Programs were reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Vanderbilt University School of Medicine Policy: Academic Policies for the School of Medicine: VUSM Student Progress and Promotion

Academic Progress and Promotion

School of Medicine degree program students are expected to progress academically through the program at a pace that ensures that students attain current and relevant professional knowledge, skills and attitudes. Students are expected to maintain satisfactory academic progress at all times. Each program establishes the normal time and maximum time allowed to progress through the program and complete the degree. Since grades are a significant element in determination of satisfactory academic progress, it is the student's responsibility to be aware of the minimum satisfactory grade level required for courses to be applied toward degree requirements. In addition, students are responsible for understanding experiential learning (clinical rotations, practica, etc.) requirements and minimum standards of performance (including semester GPA and cumulative GPA) required to maintain satisfactory academic progress in order to remain in good academic standing. (See each program's degree requirements and academic policies in the relevant degree program section of this catalog.)

Each student's progress is evaluated at least annually by an academic progress review committee. Committee name, size and membership varies by program, but all operate under the supervision of the School of Medicine and the policies contained in this catalog. Committees are populated by faculty members well versed in the program's degree requirements and in acceptable academic standards and performance for the program and its related profession.

Academic progress review committees review students' progress and may make the following determinations at each scheduled meeting:

- Satisfactory academic progress (Good standing and promotion)
- Satisfactory academic progress with concern/remediation (Good standing and promotion [or contingency for promotion])
- Academic probation unsatisfactory progress (Not in good standing—remediation required; promotion [or contingency for promotion])

School of Medicine

- Dismissal (after failing to successfully remediate)

Students are notified in writing of the committee's determination if academic progress is deemed to be unsatisfactory. Degree programs' student support and advisory systems work with committees to facilitate the best possible outcome for all students.

For programs other than the M.D., a cumulative grade point average of at least 3.0 is required for graduation. A student should maintain a semester GPA of at least 3.0 to remain in good academic standing. A student whose cumulative GPA falls below 3.0 may be placed on probation for one semester. If at the end of the semester the grade point average is still below 3.0, the student may be dismissed from the program based on unsatisfactory academic performance. Students may withdraw in lieu of dismissal.

Repeating a Course

Students may be required to repeat a course after having received a grade below the level deemed acceptable for graduation credit by the degree program. In rare instances, in some programs, students may make a request of the program director to re-take a course if doing so would significantly benefit the student's academic performance and progress. Both courses are reflected on the transcript, but the second grade earned is the one used in computing the student's grade point average. Students should refer to their program policies for more information about whether the option to retake courses is available in the program.

Probation

Students placed on probation are notified through a letter from the associate dean for undergraduate medical education (M.D. program) or the program director (other VUSM degree programs) and/or the academic progress review committee that outlines the reasons for the probation; the requirements and recommendations for addressing deficiencies; the conditions for removal of probation, including an expected time frame; and actions that are taken if conditions are not met. Students placed on probation for any reason are required to complete a specific remediation plan that has been developed by the associate dean for undergraduate medical education (M.D. program) or the program director (other VUSM degree programs) in consultation with the academic progress review committee. The remediation plan may include requirements placed on the student, such as regular meetings with faculty/advisers, elimination of extracurricular activities that may be interfering with satisfactory academic progress, etc.

All students on probation will be reviewed by the academic progress review committee at least once each term to determine the student's academic progress. At that time, the academic progress review committee may take the following actions:

1. Remove probation: Probation may be removed if the student has satisfactorily addressed deficiencies, even if this is before the time frame originally designated in the student's probation notification letter.
2. Continue probation: Progress is being made.
3. Recommend dismissal: Performance continues to be unsatisfactory.

Written notification is provided to the student regarding the outcome of this review.

Probation is considered an adverse action and may be reported in future graduation verifications and other requests for information. More information about how programs may report probation information is contained in the program-specific sections of this catalog, as well as in program information elsewhere online.

Appeal of Probation/Non-promotion

Students may request reconsideration of any decision for probation or non-promotion. The request must be made in writing within seven calendar days of receiving the decision from the program's academic progress review committee. Requests must be made to the associate dean for medical student affairs (M.D. program) or the program director (other VUSM degree programs). The student may meet with or present any additional information in writing to the senior associate dean for health sciences education, who reviews the information presented by the student, the degree program director, and the deliberations of the academic progress review committee. The SADHSE makes a determination to: 1) uphold the decision, 2) reverse the decision, or 3) request that the academic progress review committee meet for reconsideration of additional information. The SADHSE notifies the student, the degree program director and the academic progress review committee in writing of his or her decision. In the case of a reversal, the SADHSE may require that the student follow requirements and/or recommendations of the academic progress review committee for addressing deficiencies.

School of Medicine

Dismissal

Academic progress review committees will recommend dismissal for unsatisfactory academic progress only after a student has been given a reasonable probationary period (at least one term) to address deficiencies.

Dismissal may also be recommended at any time a student demonstrates a singular egregious behavior; involvement in one or more serious incidents inconsistent with the expectations for students at VUSM; violation of Vanderbilt University policy or that of VUSM educational/clinical affiliate institutions; or demonstrating a pattern of unprofessional behavior. In such cases, the associate dean for medical student affairs and/or the associate dean for undergraduate medical education (M.D. program) or the program director (other VUSM degree programs) and the academic progress review committee consider the situation, including its severity, as quickly as possible and render a recommendation to the School of Medicine dean or the dean's designee.

A decision to recommend dismissal requires participation of all academic progress review committee members, unless an exception is granted by the SADHSE. The committee will meet as soon as possible to consider the situation, including its severity, and render a recommendation. The student may meet with the associate dean for medical student affairs (M.D. program) or the program director (other VUSM degree programs) prior to any academic progress review committee meeting to present an explanation, including any mitigating circumstances. The associate dean for medical student affairs (M.D. program) or the program director (other VUSM degree programs) presents the student's explanation, as well as any mitigating circumstances, to the academic progress review committee. Alternately, the student may elect to appear before the academic progress review committee in person or to submit in writing his or her explanation and any other information to be considered by the academic progress review committee. A student may also ask a non-committee faculty member to offer information on behalf of him or her at the meeting.

If a recommendation for dismissal is made by the academic progress review committee, the associate dean for undergraduate medical education (M.D. program) or the program director (other VUSM degree programs) presents this recommendation to the dean or the dean's designee, which is normally the senior associate dean for health sciences education (SADHSE). The dean (or designee) takes into consideration any mitigating factors presented in writing by the student. The dean or designee shares his or her decision in writing (accepts dismissal or rejects dismissal) with the program's academic progress review committee. The dean or designee may reverse the recommendation, if he or she disagrees with the decision. If the dismissal decision is reversed, the academic progress review committee then considers whether probation or other action is appropriate under the guidelines above (see Probation).

If the dean/SADHSE affirms the recommendation of dismissal, the decision is described in a notice to the student written by the academic review committee chair, along with the associate dean for undergraduate medical education (M.D. program) or the program director (other VUSM degree programs). This notification is presented to the student, in person whenever possible, by the associate dean for medical student affairs or associate dean for undergraduate medical education (M.D. program) or the program director (other VUSM degree programs). If the student is unable or unwilling to meet regarding the dismissal decision, the student is informed of the decision in writing by secure file transfer notification sent to the student's Vanderbilt University email account. If the school cannot confirm receipt of the electronic notification, a hard copy is mailed to the student's local address, as listed in YES. The window of time for the student to communicate his or her choice from the options listed below starts on the date the email notice is sent.

In this notification the dismissal decision and the following options are presented, in writing, to the student:

1. Voluntary withdrawal from VUSM. The decision to withdraw must be presented in writing by the student to the associate dean for medical student affairs (M.D. program) or the program director (other VUSM degree programs) within seven (7) calendar days of the date the dismissal notification email was sent to the student.
2. If the student does not request to withdraw within the seven (7)-calendar-day window, the dismissal takes effect on the eighth calendar day.
3. The student may appeal the dismissal. (See Appeal of Dismissal.) A student who requests an appeal forfeits the option to withdraw. In addition, the student is placed on administrative leave and may not participate in patient care duties until the appeal is resolved.

School of Medicine

Appeal of Dismissal

A student who decides to appeal a decision of dismissal must submit a written request to the associate dean for medical student affairs (M.D. program) or the assistant dean for health sciences education (other VUSM degree programs) within seven (7) calendar days of the date the dismissal notification email was sent to the student. The associate dean for medical student affairs (M.D. program) or the assistant dean for health sciences education (other VUSM degree programs) informs the SADHSE and the associate dean for undergraduate medical education (M.D. program) or the relevant program director (other VUSM degree programs) of the student's request for appeal.

If a dismissal decision is appealed, the student is placed on administrative leave and may not participate in patient care duties until the appeal is resolved. The dean or dean's designee, usually the SADHSE, assembles and convenes a review panel consisting of at least five (5) members of the School of Medicine Executive Committee of the Executive Faculty (from among them a chair is designated) for a hearing within thirty (30) calendar days of receipt of the written request from the student, unless the chair of the review panel determines that there are valid reasons to extend this time frame. In this review, the role of the dean or dean's designee is purely administrative, and he or she has no decision-making authority in this context.

In preparation for the review, the associate dean for undergraduate medical education (M.D. program) or the program director (other VUSM degree programs) makes available any relevant information/documentation for the panel's review. The associate dean for medical student affairs (M.D. program) or the assistant dean for health sciences education (other VUSM degree programs) provides the student information about the appeal process. The student may choose to be present at the appeal review meeting and/or to make a presentation in writing. Information presented by the student may contain documentation from other students, faculty members, and/or other sources.

The student is not allowed to have other representatives at the review. The chair of the degree program's academic progress review committee attends the review to present the findings of the progress review committee. In the case of the M.D. program, the associate dean of undergraduate medical education also attends, and the associate dean for medical student affairs attends the meeting to answer questions from the review panel. The review meeting is conducted without the presence of attorneys for either party. However, either party may consult with its own counsel prior to the review meeting or during any breaks that might take place during the meeting.

If the review panel upholds the decision, the student is dismissed without the opportunity to withdraw. If the review panel reverses the decision, the review panel provides the program's academic progress review committee with its written findings and refers to that committee for consideration of whether probation is appropriate for the student and, if so, determination of conditions that would accompany probation. The decision of the review panel is final for the school.

Temporary Suspension

The School of Medicine reserves the right, through the SADHSE (or designee), to temporarily suspend a student for conduct disrupting or negatively impacting the learning environment, pending the student's referral to the degree program's academic progress review committee. The SADHSE notifies the student in writing of the conditions of the temporary suspension. If the student is reinstated, the student works with the associate dean for medical student affairs (M.D. program) or the program director (other VUSM degree programs) to address any course work missed during the suspension.

The Academic Policies for All School of Medicine Programs were reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Vanderbilt University School of Medicine Policy: Academic Policies for the School of Medicine: VUSM Student Work/Extracurricular Activities

Student Duty Hours

In order to encourage a well-rounded, balanced journey through training, it is the policy of Vanderbilt University

School of Medicine

School of Medicine that duty hours of students should reflect the general guidelines set forth by nationally recognized accreditation organizations relevant to specific degree programs. Details regarding each program's expectations for student duty hours are included in the program-specific sections of this catalog.

Extracurricular Work or Activities

The School of Medicine does not regulate the outside work or activities of its students, although it does take the firm position of discouraging outside work. Outside commitments assumed by School of Medicine students must not

compromise their responsibilities.

Students may not be paid for work performed as part of their elective or required course work for credit.

Exceptions to this rule are made only when students are in special programs, such as students on military scholarships, students in funded graduate certificate programs, students in funded M.D./Ph.D. programs, students in the MIDP program completing certain industry internships, and students in the Oral Surgery program when acting as residents.

The Academic Policies for All School of Medicine Programs were reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Vanderbilt University School of Medicine Policy: Academic Policies for the School of Medicine: VUSM Transportation

During their School of Medicine careers, students may be placed for educational experiences in sites located a distance from the Vanderbilt University campus. Students are responsible for their own transportation to and from all sites for educational experiences, including all costs associated with that travel. Each VUSM program establishes the maximum distance from the Vanderbilt University campus that students may be required to travel in a single day to reach off-site placements. Students are advised to contact their respective programs for additional information.

The Academic Policies for All School of Medicine Programs were reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Vanderbilt University School of Medicine Policy: Admission to the School of Medicine: VUSM Requirement for Background Investigation

A criminal background check is required of all students prior to matriculation. Upon notification of admission to a VUSM degree program, the student is provided information about how to complete the criminal background investigation. Program leadership reviews all items flagged on criminal background reports and may consult the ad hoc VUSM Criminal Background Check Committee for advice on any report. While individuals with flagged background reports are not automatically disqualified from enrollment in VUSM degree programs, Vanderbilt University and the School of Medicine reserve the right to withdraw an offer of admission to any individual with one or more disqualifying events on a criminal background report.

The Admission to School of Medicine Programs policies were reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Vanderbilt University School of Medicine Policy: Admission to the School of Medicine: VUSM Requirements for Baccalaureate Degree

Consistent with Vanderbilt University policy governing professional degree programs, all VUSM degree program students are required to have been awarded the baccalaureate degree from an accredited institution prior to matriculation.

School of Medicine

Admitted students are required to provide official documentation of the baccalaureate degree prior to matriculation to all VUSM degree programs. Instructions for submitting documentation of the baccalaureate degree are available in the relevant degree program section of this catalog. Additional information about degree verifications may also be found on the Vanderbilt University Registrar website.

The Admission to School of Medicine Programs policies were reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Vanderbilt University School of Medicine Policy: Admission to the School of Medicine: VUSM School Policy on International Students

School of Medicine degree programs may admit international students, but only programs with proper U.S. Department of Homeland Security approval may do so. To determine whether or not a particular VUSM degree program admits international students, please refer to the individual program section of this catalog.

An individual who possesses a United States Permanent Resident Card (a.k.a., a Green Card) is eligible to apply to all VUSM degree programs.

The Admission to School of Medicine Programs policies were reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Vanderbilt University School of Medicine Policy: Admission to the School of Medicine: VUSM School Policy on Language Proficiency

Vanderbilt University School of Medicine requires its students to be proficient in the English language, both written and spoken. VUSM programs may establish admission requirements based on English-language proficiency, such as minimum TOEFL scores. Admission policies for individual programs are available in the relevant degree program sections of this catalog.

The Admission to School of Medicine Programs policies were reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Vanderbilt University School of Medicine Policy: Admission to the School of Medicine: VUSM School Policy on Transfer Students

School of Medicine degree programs may admit transfer students, but not all programs do. To determine whether or not a particular VUSM degree program admits transfer students, please refer to the individual program section of this catalog. Policies regarding review of incoming transfer credits are contained in the VUSM academic policy section of this catalog.

The Admission to School of Medicine Programs policies were reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Vanderbilt University School of Medicine Policy: Admission to the School of Medicine: VUSM School Policy on Visiting Students

School of Medicine degree programs may offer learning opportunities to visiting students from other institutions, but not all programs do. For more information about whether or not a particular VUSM degree program allows visiting students (and any application/admission requirements), please refer to the individual program section of this catalog.

An affiliation agreement must be signed and in place before any domestic or international visiting student may enroll to study at Vanderbilt University. Vanderbilt University School of Medicine has signed on to the AAMC Uniform Clinical Training Agreement (UCTA) that was endorsed by the Liaison Committee on Medical Education. As a participant in this medical school registry, Vanderbilt requires only an implementation letter for any school

School of Medicine

that has signed on to the UCTA, regardless of the degree program in which the student is enrolled.

The Admission to School of Medicine Programs policies were reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Vanderbilt University School of Medicine Policy: Admission to the School of Medicine: VUSM Technical Standards

All candidates for admission must possess sufficient intelligence, integrity, and personal and emotional characteristics with or without reasonable accommodation to meet the academic requirements of the respective School of Medicine program without fundamental alteration in the nature of the program. Requests for disability-related reasonable accommodation should be made to Vanderbilt University Student Access Services (SAS). The senior associate dean for health sciences education, the admission committee for the applicable degree program, and Vanderbilt University SAS are responsible for interpreting these technical standards as they may apply to an individual applicant to a School of Medicine program, as well as to any enrolled student. In addition, the School of Medicine interprets and implements these standards consistently with any applicable federal and state law.

Each VUSM degree program may enunciate more detailed Technical Standards specific to that degree program.

Program-specific standards may be found in the relevant degree program section of this catalog.

The Admission to School of Medicine Programs policies were reviewed and approved by the Executive Faculty of the Vanderbilt University School of Medicine Committee on June 17, 2020.

Vanderbilt University School of Medicine Standing Committees

Executive Faculty of the Vanderbilt University School of Medicine

The Executive Faculty reviews, on a regular basis, the work of the VUSM Undergraduate Medical Education Accreditation Standards Committee, in order to monitor School of Medicine compliance with all LCME standards and elements. The Executive Faculty also provides advice and counsel on the formulation of major policies that pertain to LCME compliance.

The Executive Faculty meets monthly during the academic year. The Executive Faculty may additionally meet whenever requested by the dean of the School of Medicine or a majority of the Executive Faculty.

The Executive Faculty of the School of Medicine consists of the dean of the School of Medicine, the chairs of all VUSM clinical and basic sciences departments (except those in the Section of Surgical Sciences), and those center directors in the School of Medicine who report directly to the dean. Voting members from the Section of Surgical Sciences are the chair of the Section and the chair of one of its departments. Ex officio members without voting rights include School of Medicine senior associate deans, associate deans, and Vanderbilt University Medical Center (VUMC) hospital directors. At the discretion of the dean, other non-voting individuals may be invited to attend Executive Faculty meetings when the agenda makes such attendance appropriate.

The dean of the School of Medicine presides at the meetings of the Executive Faculty. In the dean's absence a member of the Executive Faculty who is designated by the dean presides.

Executive Committee of the Executive Faculty

The dean appoints an Executive Committee of the Executive Faculty (ECEP) to facilitate the work of the Executive Faculty and to advise on matters requiring decisions. The ECEP possesses the full powers of the Executive Faculty and may act in its stead with full authority. The ECEP may initiate new policies or change previous policies established by the Executive Faculty in matters related to curriculum. Such decisions can be

School of Medicine

nullified or reversed by a two-thirds majority vote of the Executive Faculty.

The ECEF's roles include:

- The vetting and endorsement of School of Medicine faculty appointments and promotions to the senior ranks (associate professor and professor),
- Evaluation of appeals by department chairs following negative decisions by the Appointments and Promotions Committees of the School of Medicine,
- Evaluation of nominations for promotion of faculty to emeritus status, and
- Evaluation of proposals to transition faculty off of the tenure track.

In addition, the ECEF:

- Reviews the list of School of Medicine students who have met degree requirements and recommends them for degree conferral,
- Evaluates appeals of students who have been dismissed by degree-specific promotions and progress committees,
- Provides input on other matters related to academic policies of importance to the School of Medicine and Vanderbilt University Medical Center, and which require review and action outside the standing meetings of the Executive Faculty. The ECEF is advisory to the dean.

Melinda Buntin, Jeff Conn, Ian Macara, Mark Magnuson, Lisa Monteggia, Eric Shinohara, Steven A. Webber, Adam Wright, Rick Wright.

Faculty Appointments and Promotion Committee (FAPC) and Clinical Practice Appointment and Promotion Committee (CPAPC)

These committees, appointed by the dean, are responsible for consideration of faculty promotion in the School of Medicine and for examination of credentials of candidates for appointment to faculty positions.

FAPC. Gaelyn Garrett, Chair. Lori A. Deitte, Eric Delpire, Rene Gifford, Angela Jefferson, Russell L. Rothman, Richard Simerly, Jill Simmons, Christopher Wright.

Ex officio: Alyssa H. Hasty, John S. Penn, David S. Raiford.

CPAPC: Neal R. Patel, Chair. Rony A. Adam, Robert J. Deegan, Robert F. Miller, William M. Petrie, Kris P. Rehm.

Ex officio: Alyssa H. Hasty, John S. Penn, David S. Raiford.

Global Health Education Committee

The Global Health Education Committee (GHEC) supports the vision of the School of Medicine and the Vanderbilt University Medical Center to provide an array of global health education and training opportunities for VUSM and VUMC trainees while simultaneously enhancing the capacity of our partners in a collaborative effort to address global health challenges.

Donald Brady, Natasha Halasa, Julie Lankford, Marie Martin, Melinda New, and Kyla Terhune.

VUSM Tuition, Fees, and Financial Assistance: Costs and Fees

Costs and Fees 2021/2022

The following costs are included with tuition: Professional liability insurance, student long-term disability insurance (M.D. students only), VUSM student health costs, and verifications.

The following university fees are assessed individually and separate from tuition:

School of Medicine

Student Services fee (M.D. -- Annual Fee)	\$658
Student Services fee (Other VUSM programs -- Fall/Spring semesters combined)	\$562
Student services fee (Other VUSM programs -- Summer)	\$96
Student health fee (M.D. -- Annual Fee)	\$798
Student health fee (Other VUSM programs - Fall/Spring semesters combined)	\$696
Student health fee (Other VUSM programs - Summer)	\$102
Student health insurance (All programs)	\$3,515
Transcript fee (One time only; all programs)	\$100

Student Services Fee

The university-required student services fee entitles students to use the facilities of Sarratt Student Center and the David Williams II Student Recreation and Wellness Center. The fee also covers admission to certain social and cultural events and subscriptions to certain campus publications. Specific information on this fee is published annually in [Vanderbilt University Student Handbook](#). By payment of an additional fee, students and their spouses may use their identification cards for admission to athletic events.

Professional Liability Insurance

School of Medicine students enrolled in programs that require clinical/patient care responsibilities are automatically covered with professional liability insurance, required of all enrolled students, at the time of registration. Details of the policy are available through the university student insurance office, and students are encouraged to familiarize themselves with these details and with their responsibilities in this regard.

Students are covered when they are completing required and elective learning activities related to their courses of study at the Vanderbilt-affiliated hospitals (e.g., Vanderbilt University Medical Center or Nashville Veterans Administration Hospital) or elsewhere as a "visiting student," providing that (1) the clerkship or other educational experience has prior approval from the School of Medicine as course work for credit, (2) the activities within this experience are consonant with the student's level of training and experience and are performed under the supervision of appropriate faculty and/or staff, and (3) an academic/clinical affiliation agreement has been executed by both Vanderbilt University and the host institution.

Long-Term Disability Insurance

M.D. students are automatically covered with long-term disability insurance, required of all enrolled medical students, at the time of registration. Details of the policy can be found at medschool.vanderbilt.edu/md-gateway/insurance/.

Student Health Insurance

All degree-seeking students registered at Vanderbilt for four (4) or more hours, or who are actively enrolled in research courses (including, but not limited to dissertation or thesis courses), are required to have adequate health insurance coverage. The University offers a sickness and accident insurance plan through Academic Health Plans that is designed to provide hospital, surgical, and major medical benefits. Students are automatically enrolled in and billed for the University-endorsed policy unless they complete an online waiver by the applicable deadline. Additional information is available at <https://vanderbilt.myahpcare.com/>.

Student Health Fee

This university-required fee provides enhanced support for VU areas serving the health needs of VU students, including the University Counseling Center, the Office of Student Health and the Office of Student Care Coordination.

Transcript Fee

All students entering Vanderbilt for the first time are charged a one-time transcript fee for official university transcripts, usually in the first semester of enrollment.

Verification Costs

Verification costs cover all required verification processes including criminal background checks and drug

School of Medicine

screens.

VUSM Student Health Costs

VUSM student health costs are included in tuition and cover required immunizations and health screening tests.

VUSM Tuition, Fees, and Financial Assistance: Financial Assistance

Approved educational expenses may be met with funds from a combination of sources, including scholarships (from VU and non-VU sources) and student loans. Federal Direct Unsubsidized Loans and Federal Direct Graduate PLUS loans are two federal government loan programs that furnish a significant amount of support to VUSM students.

Private loans are also available to international students. Additional information and applications for financial aid are online at medschool.vanderbilt.edu/financial-aid/. Applicants desiring more specific information about financial aid resources should contact the School of Medicine Office of Student Financial Aid. (medschool.vanderbilt.edu/financial-aid/)

Federal Financial Aid Satisfactory Academic Progress

Federal Satisfactory Academic Progress standards (SAP) used to determine eligibility for federal student aid are separate from academic policies that the School of Medicine may require for degree completion. Students must be meeting SAP standards, as defined by the Office of Student Financial Aid and Scholarships, to remain eligible for federal Title IV student aid. The SAP policies for the School of Medicine are available at medschool.vanderbilt.edu/financial-aid/.

Financial Assistance for Dual Degree Students

Students pursuing two degree programs are typically classified as being enrolled in only one degree program each semester. Any scholarship funds awarded would be on the basis of the degree program in which the student was enrolled in a given term. Students do not receive scholarship funds for one degree program while enrolled in another VU degree program.

VUSM Tuition, Fees, and Financial Assistance: University and School of Medicine Policies

Tuition and fees are set annually by the Vanderbilt University Board of Trust and are subject to review and change without notice.

Tuition and Fees

Tuition and fee amounts for each program are listed in the corresponding program section of this catalog. Tuition, fees, and all other university charges incurred prior to or at registration are due and payment must be received by August 31 for the fall semester and December 31 for the spring semester (January 31 for the M.D. program). If courses are added *after* the initial billing period, it is the student's responsibility to contact the VU Office of Student Accounts for due dates and amounts related to tuition in order to avoid any holds and/or late payment penalties. All other charges incurred after classes begin are due and payment must be received in full by the last business day of the month in which they are billed to the student. Additional information can be found at vanderbilt.edu/stuaccts.

Refund of Tuition

Students who withdraw officially or who are dismissed from the University for any reason, after the beginning of a term, may be entitled to a partial refund in accordance with University policy, published on the Office of Student Accounts website at vanderbilt.edu/stuaccts/graduate/withdrawal-schedule.php. No refund is made after the date indicated in the University withdrawal schedule published on the VU Office of Student Accounts website. Because MD students have a full-year enrollment term but are assessed tuition in two equal parts (July and January), the published schedule applies to attendance after the July 1 and January 1 assessments.

Late Payment of Tuition and Fees

All charges not paid by the specified due dates may be assessed a late payment fee of \$1.50 on each \$100 owed (minimum late fee of \$5). No transcript (official or unofficial) will be issued for a student who has an outstanding balance. Diplomas of graduating students will not be released until all indebtedness to the university is cleared.

Financial Clearance

Students may not be allowed to register for any term if they have outstanding unpaid balances for any previous

School of Medicine

term. No transcript, official or unofficial, is issued for a student who has an outstanding balance until the account has been paid. Diplomas of graduating students may be withheld until all bills are paid.

International students must provide documentation of having funds sufficient to meet all tuition, mandatory fees, and living expenses for the anticipated period of enrollment before a visa is issued. More information is available through the VU Office of International Student and Scholar Services.

Tuition Billing for Dual Degree Students

Students pursuing two degree programs are typically classified as being enrolled in only one degree program each semester. Tuition and fees are charged each term based on the degree program in which they are enrolled that semester.

Life at Vanderbilt

Accommodations for Students with Disabilities

Student Access provides accommodations to students with disability-related limitations. Common accommodations include, but are not limited to, extended time for testing, assistance with locating sign language interpreters, audio textbooks, physical adaptations, supplemental notes, and reading services. Students may also request accommodations related to housing, dining, and transportation. Accommodations are determined on an individual, case-by-case basis. Specific concerns pertaining to student accommodations or access on campus should be directed to the Office for Student Access (studentaccess@vanderbilt.edu) or by calling (615) 343-9727. For additional information please visit the Student Access website: vanderbilt.edu/student-access.

Bishop Joseph Johnson Black Cultural Center

The Bishop Joseph Johnson Black Cultural Center provides educational and cultural programming designed to highlight the history and cultural experiences of African Americans. Initially referred to as “the Afro House,” in 1984, the center was named in honor of the first African American student admitted to Vanderbilt University in 1953, Bishop Joseph Johnson (B.D. '54, Ph.D. '58). The BCC activities focus on providing student support and development, campus enrichment, and community engagement.

Student Support and Development (Inclusion)

One of the major aims of the BCC is student support and development. To accomplish this objective, the BCC offers student-driven programming, mentoring initiatives, organizational meeting spaces, service opportunities, and leadership skills training. The BCC also serves as a haven for students, with opportunities for informal fellowship with other students of all levels and backgrounds as well as with faculty and staff.

Campus Enrichment (Diversity)

With campus programming focused on Africans and African Americans, the BCC enriches the overall campus environment by promoting intercultural competence. Specifically, the BCC works with numerous campus partners to sponsor lectures, musical performances, art exhibitions, films, and discussions on African and African American history and culture.

Community Engagement (Equity)

Additionally, the BCC engages in community outreach and service by working with various civic and cultural groups in the Nashville area. Through community programs and by supporting students as they tutor and mentor young people from underserved areas in the city, the BCC advocates for social justice and equity on campus and in the larger community.

The BCC is located in the center of campus directly behind Buttrick Hall and across from the main campus mailroom. For more information, please call (615) 322-2524 or visit vanderbilt.edu/bcc.

David Williams II Recreation and Wellness Center

School of Medicine

Vanderbilt's David Williams II Recreation and Wellness Center is a fully functioning facility for Vanderbilt students, faculty, and staff.

More than two-thirds of Vanderbilt students utilize program spaces such as fitness rooms, participate in club sports, intramurals, group fitness classes, and many more of the student program offerings. The variety of programs available for meeting students' diverse interests include over 30 club sports teams, and intramural sports such as softball, flag football, basketball, table tennis, and soccer.

The facility features a 289,000-square-foot layout that houses four full-sized courts for basketball, volleyball, and badminton; five racquetball and two squash courts; four-lane bowling alley; five group fitness classrooms; more than 14,000 square feet of weight and fitness room space; rock-climbing wall; seven multipurpose rooms; and an indoor field house featuring 120-yard turf field surrounded by a 300-meter track. The exterior surroundings include more than seven acres of field space, including three natural grass fields and one turf field.

There is a diverse selection of group fitness classes offered weekly, and a variety of wellness offerings that students can benefit from such as healthy eating through Vandy Cooks and personalized nutrition coaching.

If you are seeking outdoor adventure, you can create your own adventure trip with tips and gear from the outdoor rental center.

The Student Services fees support our facilities, fields, and programs (see Financial Information). Student spouses must also pay a fee to use the facilities.

For additional information, please visit us at vu.edu/vandyrec.

Follett Higher Education at Vanderbilt

The Vanderbilt University Bookstore is operated by Follett Higher Education and is located at 2525 West End Avenue. This bookstore offers textbooks (new, used, digital, and rental), computers, supplies, dorm accessories, licensed Vanderbilt merchandise, and best-selling books.

The bookstore features extended hours of operation and hosts regular special events. Visitors to the bookstore café can enjoy Starbucks coffees, sandwiches, and desserts while studying. Free customer parking is available in the 2525 garage directly behind the bookstore. For more information, visit bkstr.com/vanderbiltstore or call (615) 343-2665.

Inclusive Excellence

Diversity, inclusion, and community engagement are essential cornerstones of Vanderbilt's commitment to equity and trans-institutional discovery and learning. The Office for Inclusive Excellence has as its mission to work in partnership with members of the Office of the Provost and Vanderbilt colleges and schools to ensure that we advance the success and affirmation of all students and faculty. The Office for Inclusive Excellence oversees and establishes strategic initiatives to promote academic success, professional and cultural education, and inclusivity and belonging. Visit vanderbilt.edu/inclusive-excellence for more information.

International Student and Scholar Services

ISSS provides immigration advising and services, including the processing of immigration paperwork, to international students and scholars. The office works with admission units, schools, and departments to generate documentation needed to bring nonimmigrant students and scholars to the U.S. Further, ISSS keeps abreast of the regulations pertaining to international students and scholars in accordance with the Departments of Homeland Security and State. ISSS advising staff are available to support students' and scholars' requests through email, phone calls, virtual drop-in hours (Tuesday and Thursday from 7-9a.m.; Monday - Thursday from 1:30-3:30p.m.), and private appointments. ISSS puts a strong emphasis on providing employment workshops to

School of Medicine

inform international students about professional development and employment options while enrolled and after graduation. ISSS conducts regular workshops on Curricular Practical Training (CPT), Optional Practical Training (OPT), and Academic Training (AT). ISSS also supports more than 300 alumni international students who have already graduated and are either on OPT or AT work permission. For additional information on ISSS services, visit vanderbilt.edu/issss.

Margaret Cuninggim Women's Center

The Margaret Cuninggim Women's Center leads co-curricular campus initiatives related to women's and gender issues. The center partners with many departments, programs, and individuals across campus to raise awareness about the ways in which gender shapes and is shaped by our lived experiences. Because its aim is to make the Vanderbilt community more inclusive and equitable, the center encourages all members of the Vanderbilt community to take part in its events and resources.

The Women's Center celebrates women and their accomplishments and fosters empowerment for people of all identities. The center offers individual support and advocacy around a variety of issues, including gender stereotyping, gender equity, leadership, parenting, body image, disordered eating, pregnancy and reproduction, sexual health, and more. The Women's Center is open Monday through Friday, 8:00 a.m. to 5:00 p.m. and is located at 2304D Vanderbilt Place, Franklin House. For more information, please call (615) 322-4843, email womenctr@vanderbilt.edu, or visit vanderbilt.edu/womenscenter.

Nondiscrimination, Anti-Harassment, Anti-Retaliation, and Sexual Misconduct

The Title IX Office (vanderbilt.edu/title-ix) and/or the Equal Opportunity and Access Office (vanderbilt.edu/ea) investigate allegations of prohibited discrimination, harassment, and retaliation involving members of the Vanderbilt community. This includes allegations of sexual misconduct and other forms of power-based personal violence. Mary Roy is Vanderbilt's Title IX coordinator.

If you believe that a member of the Vanderbilt community has engaged in prohibited discrimination, harassment, or retaliation, please contact the Title IX Office and/or the Equal Opportunity and Access Office. If the offense is criminal in nature, you may file a report with Vanderbilt University Police Department.

The Title IX Office also facilitates the provision of supportive measures and other accommodations for students affected by sexual misconduct and power-based personal violence. Some examples of these supportive measures are no contact orders, adjusted course schedules, and housing changes.

Specific concerns pertaining to prohibited discrimination, harassment, or retaliation, including allegations of sexual misconduct and other forms of power-based personal violence, should be directed to the Title IX Office at (615) 343-9004.

Office of LGBTQI Life

The Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex (LGBTQI) Life office is a welcoming space for individuals of all identities and a resource for information and support about gender and sexuality. LGBTQI Life serves the entire Vanderbilt community through education, research, programming, support, and social events. The office also serves as a comfortable study and socializing space, as well as a connection point to the greater Nashville LGBTQIA+ community. In addition, LGBTQI Life conducts tailored trainings and consultations for the campus and community. The Office of LGBTQI Life is located in the K. C. Potter Center, Euclid House, 312 West Side Row. For more information, please visit vanderbilt.edu/lgbtqi.

Office of the University Chaplain and Religious Life

The Office of the University Chaplain and Religious Life provides opportunities to explore and practice religion, faith, and spirituality and to more deeply understand one's personal values and social responsibility via educational programming, encounters with various faith perspectives, and engagement with religious and spiritual communities. The office welcomes and serves all students, faculty, and staff and provides an intellectual home and ethical resource for anyone in the Vanderbilt community seeking to clarify, explore, and deepen

School of Medicine

understanding of their lives and/or faith.

Recognizing the importance of exploring one's faith in community, the office facilitates opportunities for individuals of a shared faith to worship/practice their particular religious tradition. Whether guided by one of our affiliated chaplains or a student-run religious organization, these groups foster a sense of community and common values. For a complete listing of campus religious groups, resources, services, and programming opportunities, visit vanderbilt.edu/religiouslife.

Official University Communications

Certain federal statutes require that information be delivered to each student. Vanderbilt delivers much of this information via email. Official electronic notifications, including those required by statutes, those required by university policy, and instructions from university officials, will be sent to students' Vanderbilt email addresses: user.name@vanderbilt.edu. Students are required to be familiar with the contents of official university notifications, and to respond to instructions and other official correspondence requiring a response. Some messages will include links to the YES Message Center, which is a secure channel for official communication of a confidential nature. However, students should not wait to receive such a message, and should check YES frequently to remain current on official, confidential communications.

The university makes every effort to avoid inundating students with nonessential email (often called "spam"), and maintains separate lists from which students may unsubscribe for announcements of general interest.

Prior Degrees

It is the policy of Vanderbilt University to verify prior educational credentials for all admitted students who intend to matriculate. All matriculated students must provide official copies of transcripts and any other required supporting documentation to Vanderbilt University as part of the prior degree verification process. The Office of the University Registrar will review transcripts and other supporting documentation for authenticity and to confirm degrees earned prior to matriculation at Vanderbilt. Offers of admission are contingent on a student's providing the required documentation. Admitted students are required to provide official documentation of the baccalaureate degree prior to matriculation to all VUSM degree programs.

Project Safe Center

The Project Safe Center partners with students, faculty, and staff to create a campus culture that rejects sexual violence and serves as a resource for all members of the Vanderbilt community. The Project Safe Center provides support to survivors of intimate partner violence and engages the campus community in prevention of sexual assault, dating violence and domestic violence, and stalking.

Bystander intervention training, an online education module addressing sexual violence, and a variety of programs and presentations on consent, healthy relationships, and violence prevention are available through the Project Safe Center. A 24-hour support hotline answered by Project Safe's victim resource specialists is available at (615) 322-SAFE (7233).

The Project Safe Center, located at 304 West Side Row, is open Monday through Friday, 8:00 a.m. to 5:00 p.m.

For more information, please call (615) 875-0660 or visit vanderbilt.edu/projectsafe.

Schulman Center for Jewish Life

The 10,000-square-foot Ben Schulman Center for Jewish Life is the home of Vanderbilt Hillel. The goal of the center is to provide a welcoming community for Jewish students at Vanderbilt and to further religious learning, cultural awareness, and social engagement. Vanderbilt Hillel is committed to enriching lives and enhancing Jewish identity. It provides a home away from home, where Jews of all denominations come together, united by a shared purpose. The Schulman Center is also home to Grin's Cafe, Nashville's only kosher and vegetarian restaurant. For further information about the Schulman Center, please call (615) 322-8376 or email hillel@vanderbilt.edu.

School of Medicine

Student Care Network

The Student Care Network is a holistic network of services and resources pertaining to health and wellness available to all Vanderbilt University students. Primary offices include the Office of Student Care Coordination, the University Counseling Center, the Student Health Center, and the Center for Student Wellbeing. Students also have access to a wide range of additional on-campus, virtual, and community resources through the Student Care Network – from the Vanderbilt Recreation and Wellness Center to the Project Safe Center – and a variety of community providers. To facilitate finding resources, students may refer to the Student Care Network website: vanderbilt.edu/studentcarenetwork/, or contact the Office of Student Care Coordination at vanderbilt.edu/carecoordination/.

Medical Notification Policy

Vanderbilt University expects students to be honest with their instructors about their ability to attend class and/or complete course work, and asks instructors to work with students on these issues. Therefore, the primary offices of the Student Care Network (Office of Student Care Coordination, University Counseling Center, Student Health Center, and Center for Student Wellbeing) do not provide notes for minor illnesses or routine appointments that may lead to missed classes and/or a delay in completion of assignments. Instead, the primary offices provide students with cards documenting visits to their office, which students may use in discussion with their instructors regarding absences and/or missed work to demonstrate that they sought care for medical issues. The reason for the visit and any details of minor illnesses or routine appointments are not provided on the card. A student's right to privacy, particularly as it relates to medical information, is one of the important issues that guides this policy. In addition, since there is great variability in each student's response to minor illnesses, the primary offices cannot always predict which students will miss assignments and/or classes in response to such ailments. Honest communication between students and their instructors can better address these situations.

In cases of more serious illness, injury, or crisis, especially those that may require prolonged bed rest or hospitalization, the primary offices or the Office of Housing and Residential Experience will notify a student's academic dean so instructors may be formally informed through a dean's notification that the student may need short-term consideration related to absences and/or course work as a result of such illness, injury, or crisis. It is the student's responsibility to follow-up with their instructors to establish a plan for any make-up work. It is the instructor's prerogative to determine what, if any, alterations to course work are appropriate in either of the situations outlined above.

Office of Student Care Coordination

The [Office of Student Care Coordination](http://vanderbilt.edu/carecoordination/) is committed to supporting undergraduate, graduate, and professional students in successfully navigating life events related to academic stress and/or medical, mental health, and/or other personal concerns that may interfere with a student's ability to achieve their academic and personal goals. This team of Student Care Coordinators is the central and first point of contact for students to help identify needs and determine the most appropriate resources in Vanderbilt's Student Care Network and in the Nashville community to address concerns. Student Care Coordinators collaborate with students to develop a student success plan, share education about and facilitate connections to appropriate on and off-campus resources, and provide accountability through supportive follow up meetings. Student Care Coordinators work closely with campus partners, including the Center for Student Wellbeing, the University Counseling Center, the Student Health Center, the Office of Housing and Residential Experience, and faculty and staff to help maintain the safety and health of Vanderbilt students.

In addition, the Office of Student Care Coordination supports the Campus Assessment, Response, and Evaluation (CARE) Team and Welfare Panel and coordinates support for students returning from medical leaves of absence. The Office of Student Care Coordination's goal is for students to have the right support, in the right place, at the right time. Information about scheduling an appointment with the office of Student Care Coordination is available at vanderbilt.edu/carecoordination/.

Confidentiality

Though staff typically have a background in mental health services, it is important to understand that work with a Student Care Coordinator is not counseling or therapy. The services of the Office of Student Care Coordination fall under the Family Educational Rights and Privacy Act (FERPA). This means the content of meetings with a

School of Medicine

Student Care Coordinator will be kept private to the extent possible; however, information may be shared on a need-to-know basis with appropriate personnel within Vanderbilt University in order to coordinate and provide you with the best care. If it is necessary to share information with off-campus providers or others, you will be asked to sign a written release.

Student Health Center

The Student Health Center provides primary care and some specialty services for students. Services include routine medical care, chronic disease management, office-based gynecology, travel medicine, nutrition services, and sports medicine. The Student Health Center also has a lab and can perform some office-based tests and can also send samples to the Vanderbilt Medical Center laboratory as needed.

The Student Health Center's hours of operation are posted on the center's website: vumc.org/student-health/about-center. Students seeking treatment should call ahead at 615-322-2427 to schedule appointments. Online appointments are available for most types of appointments: vumc.org/student-health/online-appointments. Telemedicine appointments are also available for some types of visits.

Students with urgent issues will be seen on a "same-day" basis, and if no appointment time is available, will be worked in on a "first-come, first-served" basis, and triaged according to severity of illness.

Emergency on-call consultation services are available at 615-322-2427, 24 hours a day, seven days a week. More detailed information about services and health related topics may be found at the Student Health Center website: vumc.org/student-health/.

Immunization Requirements

The State of Tennessee requires certain immunizations and tuberculosis screening for all students (undergraduate, graduate, and professional). ***Students not in compliance with these mandated immunizations and tuberculosis screening will NOT be allowed to register for classes.*** Waivers for required vaccines may be granted for religious or medical reasons. Waiver requests are reviewed by the Student Health Center and the Title IX and Student Discrimination Office or Student Access Services. Instructions for providing waiver request documentation can be found on the immunizations requirements website: vumc.org/student-health/immunization-requirements-new-students.

Immunization requirements include:

1. **Meningococcal meningitis vaccine (one injection after age 16)** for all incoming students living in on-campus housing.
2. **Measles, mumps, and rubella (2 injections)** for all incoming students.
3. **Varicella vaccine (two injections)** for all students who have not had documented chickenpox or bloodwork proof of immunity.
4. **Tuberculosis screening**, which includes on on-line risk assessment followed by blood testing or skin testing when indicated.

All incoming students must upload a Student Health Center Immunization and Tuberculosis Screening Requirements form. Instructions and further information are located on the immunizations requirements website: vumc.org/student-health/immunization-requirements-new-students. The completed Immunization and Tuberculosis Screening Requirements form must be uploaded to the Student Health Center immunization portal by May 15, 2021. The form also collects important health history information that enables the Student Health Center staff to better serve individual student needs.

Student COVID-19 Vaccination Requirement

Vanderbilt University requires new and returning students to be fully vaccinated against COVID-19. The requirement applies to all undergraduate, graduate, and professional students. Students can request accommodations for medical exemptions through the [Student Access office](#) and religious exemptions through the [Equal Opportunity and Access office](#).

School of Medicine

Students must submit their vaccination record through the university's [vaccine tracker submission form](#), including those who received their vaccine from the Student Health Center, Vanderbilt University Medical Center (VUMC), or a VUMC clinic. A hold will be placed on a student's course registration until the vaccination record has been verified unless they have an approved (or in-process request for) accommodation. Students who do not comply with this requirement will have their class registration canceled prior to the first day of the term.

International students

International students may be able to be vaccinated upon arrival and should work with [International Student and Scholar Services](#) related to their arrangements and any requirements while they become fully vaccinated.

Charges

There are no office-visit co-pays for most routine visits, but students will incur small charges for some medications that are dispensed; there are also small co-pays associated with some office procedures or specialty visits (such as colposcopy). Many of the supplies, medications or in-house lab tests are free of charge. If charges are incurred, credit cards and the Commodore Card may be used for payment at the Student Health Center.

Any lab tests not performed at the Student Health Center are sent to the Vanderbilt University Medical Center and are billed to the student's health insurance company by the Medical Center. In addition, when a student is referred to a specialist outside of the Student Health Center, charges incurred are billed by that clinic to the student's health insurance company. Any amount remaining after health insurance has paid its share is the student's responsibility. If a student has an Emergency Department visit after-hours because of a serious illness or injury, the Medical Center will bill the student and his/her/their insurance company.

Sports Medicine specialists from the Medical Center come to Student Health for the convenience of the students, but these visits are not free of charge; the Sports Medicine specialists will bill the insurance on file for the student. The applicable co-pays will be billed by the Vanderbilt University Medical Center (not Student Health) after the visit.

Confidentiality

Care provided at the Student Health Center is confidential in compliance with the Health Insurance Portability & Accountability Act (HIPAA) regulations. It is only with explicit written consent from the student that the Student Health Center may communicate with Deans, parents, professors, or other health care professionals. HIPAA does have a clause that allows notification of families in the event that the student is in an emergency or life-threatening situation.

Vanderbilt University Medical Center personnel will ask treated students in the Emergency Department about notification of staff in Housing and Residential Experience and the Student Health Center. Except in cases of a life-threatening emergency, notification requires the student's permission and is strongly encouraged. This practice enables the University to provide support and assistance to students and their families.

Quarantine

Vanderbilt University must enforce public health mandates as required by public health authorities, and may also follow Medical Center and Student Health Center recommendations when the University determines them to be in the best interest of the Vanderbilt community and the public. Based on the aforementioned mandates and/or recommendations, the University may issue directives to students regarding isolation and/or quarantine. As a result, among other needed interventions, students in campus housing, or students traveling as part of Vanderbilt programs or activities, may be required to relocate so that appropriate isolation and/or quarantine can be accomplished. Failure to comply with University directives may result in corrective action through the University's accountability process.

School of Medicine

The University Counseling Center (UCC) provides mental health assessment, support, and treatment for students. The UCC promotes social justice and an affirming caring culture through clinical outreach, consultation, and training services. The UCC knows that each student is unique both in terms of their identity and lived experiences, and works with campus partners to provide a comprehensive pathway of support options for students that are flexible and attentive to each individual's particular needs, opportunities, and challenges in a spirit of collaboration and mutual respect.

The diverse team of clinical professionals includes psychologists, licensed counselors including substance use specialists, doctoral interns, practicum students, postdoctoral fellows, and psychiatric medical providers representing a wide variety of backgrounds and identities. Services include short-term individual therapy, a variety of group therapy and workshops options, drop-in consultations, ADHD and learning disabilities evaluations, and psychiatric assessment and treatment.

Students with pressing/acute issues may visit the UCC without appointment to meet with the Urgent Care Counseling clinician. If there are multiple students seeking Urgent Care Counseling services, the students will be seen on a "first-come, first-served" basis. Flexibility is maintained to address student needs according to level of acuity. Additionally, students may seek brief support for distressing situations through the UCC's daily drop-in consultation services as detailed on the UCC's website: vanderbilt.edu/ucc/services/drop-in-consultation/. This program enables students to have rapid access to a counselor for support and guidance. The UCC staff is also available to all VU community for consultations about students of concern and other mental health-related questions.

The UCC is open according to the schedule posted on the center's website: vanderbilt.edu/ucc. Students seeking to schedule an appointment should visit the Office of Student Care Coordination's website at vanderbilt.edu/carecoordination or call 615-343-WELL (9355).

The UCC also focuses on prevention and education programs, often collaborating with the Center for Student Wellbeing to design and deliver programs such as MAPS (Mental Health Awareness & Prevention of Suicide) and ADHD skill-building workshops. These initiatives are designed to foster coping skills and overall resilience and mental health.

More details about services may be found at the UCC website: vanderbilt.edu/ucc.

Charges

The UCC does not charge for services. Students requiring laboratory testing are referred to the Student Health Center. Charges for these tests are made in accordance with Student Health Center policies.

Confidentiality

The UCC is a confidential setting under the Family Educational Rights and Privacy Act (FERPA). To the extent permitted by law, the UCC does not share information about students or anything discussed in session, with the exception of safety concerns, which may override the confidentiality policy. For example, limits of confidentiality include situations that involve imminent risk to a client or another individual, and situations involving elder or child abuse. The UCC encourages students to sign a written release of information form if they would like for the UCC to share information with members of the student's family or others. The UCC may share attendance and additional minimally necessary information with the other primary Student Care Network offices, including the Office of Student Care Coordination, Student Health Center, and Center for Student Wellbeing for the purposes of care coordination.

Center for Student Wellbeing

The Center for Student Wellbeing cultivates engagement in lifelong well-being practices and endeavors to create a culture that supports students' personal development and academic success through a holistic and integrative framework. The Center's areas of focus include, for example, alcohol and other drug education and recovery

School of Medicine

support, self-care and personal growth, strengthening physical and emotional health, developing academic skills and time management, and support for supporting students in distress. The Center provides prevention programming, individual coaching, skill building workshops, substance use screenings, meditation and yoga, and referrals to campus resources.

New appointments for Center for Student Wellbeing services may be scheduled through the Office of Student Care Coordination or by contacting the CSW at 615-322-0480. Information is available at vanderbilt.edu/healthydores/.

Student Health Insurance Plan (SHIP) Eligibility

Degree and non-degree seeking students (excluding Division of Unclassified (DUS) and Consortium students) enrolled in 4+ credit hours, a 0-credit research/dissertation course, or any other course that is considered to equate to full-time enrollment are automatically enrolled in and will be billed for SHIP underwritten by Aetna and administered by Academic HealthPlans (AHP), unless they complete the online waiver process. Information about the plan is available online at vanderbilt.myahpcare.com/. In addition, students may email SHIP@vanderbilt.edu with questions.

Cost

The annual premium, which is approved each year by the Board of Trust, is billed to students through their student account. The premium is a separate charge from tuition.

Coverage Period

Coverage for students begins August 12 and extends through August 11 the following calendar year. If a student withdraws from school within the first 31 days of a coverage period, they will not be covered under the Policy and the full premium will be refunded, less any claims paid. After 31 days, the student will be covered for the remainder of the Plan year providing plan premiums are paid, and no refund will be allowed. Graduating within 31 days of the start of the coverage period shall not be considered a withdrawal from school.

Coverage Benefits

SHIP provides hospital, surgical, and major medical benefits. A brochure explaining the limits, exclusions, and benefits of the plan is available online at vanderbilt.myahpcare.com/ and the [Student Care Network](#) website. SHIP requires that the Student Health Center be the student's primary care provider in Nashville, but will provide coverage for referrals to specialists when a referral is made by a Student Health Center. SHIP does not require referrals for behavioral health.

Waiver of Insurance Plan

A student who does not wish to subscribe to SHIP must notify the University of comparable coverage under another policy. Comparable criteria coverage for domestic and international students is found at vanderbilt.edu/studentcarenetwork/waive/.

Waiver of the student insurance plan does not affect eligibility for services at the Student Health Center. The online waiver process may be found online at vanderbilt.myahpcare.com/waiver. The insurance charge will not be waived if the online process is not completed by August 1 for the fall semester, or by January 4 for students who are newly enrolled for the spring semester. **The waiver process must be completed each academic year.** Newly enrolled eligible summer session students planning to take full-time coursework in the fall must complete both a summer waiver form due July 22 and a fall waiver form due August 1. Additional information about the waiver process may be found on the Student Care Network website.

A student who does not wish to subscribe to SHIP must notify the University of comparable coverage under another policy. Comparable criteria coverage for domestic and international students is found at vanderbilt.edu/studentcarenetwork/waive/.

School of Medicine

Waiver of the student insurance plan does not affect eligibility for services at the Student Health Center. The online waiver process may be found online at vanderbilt.myahpcare.com/waiver. The insurance charge will not be waived if the online process is not completed by August 1 for the fall semester, or by January 4 for students who are newly enrolled for the spring semester. **The waiver process must be completed each academic year.** Newly enrolled eligible summer session students planning to take full-time coursework in the fall must complete both a summer waiver form due July 22 and a fall waiver form due August 1. Additional information about the waiver process may be found on the Student Care Network website.

Family Coverage

An additional premium is charged for family insurance coverage. An eligible student who wishes to provide coverage for their spouse and/or children, may do so at vanderbilt.myahpcare.com/. It is the student's responsibility to enroll their dependents each year. Dependents are not automatically enrolled.

Qualifying Events for Students and Dependents

Students who initially waive coverage can request to add coverage if they experience a qualifying event. Examples of a qualifying event include (a) reaching the age limit of another health insurance plan, (b) loss of health insurance through marriage or divorce, (c) involuntary loss of coverage from another health insurance plan, and (d) entering the United States of America. A qualifying event does not include a student who is seeking enrollment to gain access to a benefit that was exhausted under their private insurance plan. Coverage will be effective beginning the first day following the loss of coverage, and the charges will be added to the student's account. Eligible dependents may also be added if the student experiences one of the following qualifying events: (a) marriage, (b) birth of a child, (c) divorce, (d) the dependent entering the country for the first time, or (e) the dependent losing coverage under another insurance plan. Requests to add coverage based on a qualifying event must be received within 31 days of the qualifying event. Forms received more than 31 days after the qualifying event will not be processed.

Student Centers

A variety of facilities, programs, and activities are provided in multiple student center locations or spaces managed by our team - Alumni Hall, Benton Chapel, The Commons Center, E. Bronson Ingram College, Kissam Center, Zeppos College, Engineering and Science Building, Community Event Space, Sarratt Student Center | Rand Hall, and the Student Life Center.

Sarratt Student Center | Rand Hall is the main student center hub, housing a 300-seat cinema, art gallery, art studios, multicultural space, large lounge spaces, large and small meeting spaces, and a courtyard. The facility is also home to Vanderbilt Student Communications, radio station, TV station, and the Pub at Overcup Oak restaurant. Rand Hall houses the Rand Dining Center, a multipurpose venue, meeting and seminar rooms, plus large, open lounge space. Some of the offices located in Sarratt Student Center | Rand Hall include the Dean of Students, Arts and Campus Events, Greek Life, International Student and Scholar Services, Student Center for Social Justice and Identity, Student Organizations, Leadership and Service, Student Care Coordination and Student Accountability, Community Standards and Academic Integrity. Also included in this facility is a United States Postal Service office.

The Vanderbilt Student Life Center is the university's large event space. It is both the fulfillment of students' vision to have a large social space on campus and a wonderful complement to Sarratt Student Center | Rand Hall. The Student Life Center has more than 18,000 square feet of event and meeting space, including the 9,000-square-foot Commodore Ballroom, which is one of the most popular spaces to have events on campus. The center is also home to the Career Center, Global Education Office, and Office of Immersion Resources.

The Commons Center is the community crossroads of The Ingram Commons living and learning community. It has it all: the Dining Hall and great food; a living room with a concert-grade grand piano, and the occasional live musical performance; a small rec room with cardio equipment, free weights, and weight machines; meeting and study rooms; and academic support services like the Writing Studio, the Career Center, and the CASPAR pre-major advising center. The third floor of The Commons Center is the home of the Department of Political Science.

Alumni Hall was the original student center on campus when the building opened in 1925. Re-opened in fall 2013

School of Medicine

after a yearlong renovation that transformed every space in the facility, Alumni Hall has returned to its role as a student center after serving other purposes over the years. In the renovated Alumni Hall, students have access to an exercise room as well as several new meeting and event spaces. The Vanderbilt Graduate School calls Alumni Hall home, and lounge space on the first floor serves as a robust hub for student life within the Graduate School community.

Opened in fall 2014 and fall 2018, respectively, Kissam Center for Warren and Moore College and E. Bronson Ingram College are part of the Vanderbilt residential college system. Kissam Center is home to meeting and event spaces, the Kissam Market, and Kissam Kitchen. E. Bronson Ingram College offers a dining facility, including the award-winning Bamboo Bistro pho concept.

Zeppos College opened in the fall of 2020 and is the fourth residential college to open in the West End neighborhood. It features a state-of-the-art dining hall, great room, study lounges, and several other event spaces designed to help foster community among students and residential faculty.

Benton Chapel is the largest and main chapel for Vanderbilt University. Dedicated in 1959, the chapel would become the ecumenical home for the various ministries, classes, promotions and special events in the lives of the students, staff, faculty and community here at Vanderbilt. Although decorated in a Christian theme, no one denomination is prevalent making the chapel available to be used by different denominations and traditions through the week.

Engineering and Science Building is a 250,000 square foot structure and home to both the ESB, which includes laboratories, classrooms and a state-of-the-art clean room, and Vanderbilt's Innovative Pavilion, which includes the Wond'ry and its makerspace.

Opened in fall 2020 as part of the reimagined West End Neighborhood, the Community Event Space is home to many student organization programs, rehearsals and events. The space has two large floors, one with a full-length mirror that allows for the ideal rehearsal space for our performing arts groups.

Student Records (Family Educational Rights and Privacy Act)

Vanderbilt University is subject to the provisions of federal law known as the Family Educational Rights and Privacy Act (also referred to as FERPA). This act affords matriculated students certain rights with respect to their educational records. These rights include:

1. The right to inspect and review their education records within 45 days of the day the University receives a request for access. Students should submit to the Office of the University Registrar written requests that identify the record(s) they wish to inspect. The Office of the University Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the Office of the University Registrar does not maintain the records, the student will be directed to the University official to whom the request should be addressed.
2. The right to request the amendment of any part of their education records that a student believes is inaccurate or Students who wish to request an amendment to their educational record should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the student will be notified of the decision and advised of his or her right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records to third parties, except in situations that FERPA allows disclosure without the student's consent. These exceptions include:
 - Disclosure to school officials with legitimate educational interests. A "school official" is a person employed by the University in an administrative, supervisory, academic or research, or support-staff position (including University law enforcement personnel and health staff); contractors, consultants, and other outside service providers with whom the University has contracted; a member of the Board of Trust; or a student serving on an official University committee, such as the Honor Council, Student Conduct Council, or a grievance committee, or assisting another school

School of Medicine

official in performing his or her A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- Disclosure to parents if the student is a dependent for tax purposes
- Disclosure to appropriate individuals (e.g., parents/guardians, spouses, housing staff, health care personnel, police,) where disclosure is in connection with a health or safety emergency and knowledge of such information is necessary to protect the health or safety of the student or other individuals.
- Disclosure to a parent or legal guardian of a student, information regarding the student's violation of any federal, state, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance if the University has determined that the student has committed a disciplinary violation with respect to the use or possession and the student is under the age of 21 at the time of the disclosure to the parent/guardian.
- Disclosure to various authorized representatives of government entities (such as, compliance with Student and Exchange Visitors Information System [SEVIS], Solomon Amendment, etc).

FERPA provides the university the ability to designate certain student information as "directory information." Directory information may be made available to any person without the student's consent unless the student gives notice as provided for, below. Vanderbilt has designated the following as directory information: the student's name, address, telephone number, email address, student ID photos, major field of study, school, classification, participation in officially recognized activities and sports, weights and heights of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other information that would not generally be considered harmful or an invasion of privacy if disclosed. Any student who does not wish disclosure of directory information should notify the Office of the University Registrar in writing. No element of directory information as defined above is released for students who request nondisclosure except as required by statute.

The request for nondisclosure does not apply to class rosters in online class management applications, or to residential rosters—or rosters of groups a student may join voluntarily—in online, co-curricular engagement applications, or rosters of other information on the websites of student organizations that a student may join. Neither class rosters in online class management applications, nor residential rosters in online co-curricular engagement applications, are available to the public.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which students' education records and personally identifiable information (PII) contained in such records—including Social Security Numbers, grades, or other private information—may be accessed without consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to student records and PII without consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities may allow access to education records and PII without consent, to researchers performing certain types of studies, in certain cases even when the University objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the third parties that they authorize to receive PII, but the Authorities need not maintain direct control over the third parties.

In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without student consent, PII from education records, and may track student participation in education and other programs by linking such PII to other personal information that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

If a student believes the university has failed to comply with FERPA, he or she may file a complaint using the Student Complaint and Grievance Procedures as outlined in the *Student Handbook*. If dissatisfied with the outcome of this procedure, students may file a written complaint with the Family Policy Compliance Office, U.S.

School of Medicine

Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5920.

Questions about the application of the provisions of the Family Educational Rights and Privacy Act should be directed to the Office of the University Registrar or to the Office of General Counsel.

The Commodore Card

The Commodore Card is your official Vanderbilt ID. It is used for identification, for access to residence halls, academic buildings, and campus events, the rec center, libraries and as a debit card for meal plans and other purchases on and off campus. You will receive a digital Commodore Card on your iOS or Android device which you can provision prior to arriving at Vanderbilt, so you are all set the moment you step foot on campus. You will also receive a plastic card for some activities such as using Nashville public transit.

Physical ID cards are issued at the Commodore Card Office, 184 Sarratt Student Center, Monday through Friday from 8:30 am – 4:00 pm. Digital ID cards are available for iOS and Android devices. For more information, please visit vanderbilt.edu/cardservices.

VA Compliance Statement

Any covered individual will be able to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a “certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs’ (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Vanderbilt University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Vanderbilt Child and Family Center

Vanderbilt Child and Family Center provides support and resources to the community of Vanderbilt families across the spectrum of life. As reflected in our provision of new parent support, early childhood education, family life resources, and elder care support, VCFC values the university’s commitment to the education of the whole person and cultivation of lifelong learning. Visit vanderbilt.edu/child-family-center.

Vanderbilt Directory

Individual listings in the online People Finder Directory consist of the student’s full name, Vanderbilt email address, and campus mailing address (if available). Students may elect to add additional contact information to their listings, including school, academic classification, local phone number, local address, permanent address, cellphone, pager, and fax numbers. Student listings in the People Finder Directory are available to the Vanderbilt community via logon ID and e-password. Students may choose to make their online People Finder listings available to the general public (i.e., viewable by anyone with access to the internet), or to block individual directory items. Students who have placed a directory hold with the Office of the University Registrar will not be listed in the online directory.

Directory information should be kept current. Students may report address changes, emergency contact information, and missing person contact information via the web by logging in to YES (Your Enrollment Services) <https://yes.vanderbilt.edu> and clicking on the Personal Information link.

Vanderbilt University Police Department

The Vanderbilt University Police Department, (615) 322-2745, is a professional law enforcement agency dedicated to the protection and security of Vanderbilt University and its diverse community

School of Medicine

(police.vanderbilt.edu).

The Vanderbilt University Police Department comes under the charge of the Office of the Vice Chancellor for Administration. As one of Tennessee's larger law enforcement agencies, the Vanderbilt University Police Department provides comprehensive law enforcement and security services to all components of Vanderbilt University including the academic campus, Vanderbilt University Medical Center, Vanderbilt Health at One Hundred Oaks, and a variety of university-owned facilities throughout the Davidson County area.

The Police Department includes a staff of more than one hundred people, organized into three divisions under the Office of the Associate Vice Chancellor and Chief of Police: Operations Division (Main Campus, Medical Center, and 100 Oaks Precincts), Administrative Division, and Auxiliary Services Division. All of Vanderbilt's commissioned police officers have completed officer training at a state-certified police academy and are required to complete on-the-job training as well as attend annual in-service training. Vanderbilt police officers hold Special Police Commissions and have the same authority as that of a municipal law enforcement officer, while on property owned by Vanderbilt, on adjacent public streets and sidewalks, and in nearby neighborhoods. When a Vanderbilt student is involved in an off-campus offense, police officers may assist with the investigation in cooperation with local, state, or federal law enforcement. The department also employs non-academy-trained officers called community service officers (commonly referred to as CSOs) who lend assistance 24/7 to the Vanderbilt community through services that include providing walking escorts, providing jump starts, and unlocking cars. For non-emergency assistance from a community service officer, dial (615) 322-2745 (2-2745 from an on-campus extension).

The Vanderbilt University Police Department provides several services and programs to members of the Vanderbilt community:

VandyRide

The Vanderbilt University Police Department administers the VandyRide escort system at Vanderbilt University. The VandyRide escort system provides vehicular escorts to designated locations on campus. The service consists of vans that operate from 6:00 p.m. to 3:30 a.m. GPS technology allows students to track VandyRide on their route via computer or mobile phone using the VandySafe app, setting up text message alerts to let them know when a van will be arriving at their stop. Please visit vanderbilt.edu/movevu/commuter-options to download the app.

Stop locations were chosen based on location, the accessibility of a secure waiting area, and student input. Signs, freestanding or located on existing structures, identify each stop. A walking escort can be requested to walk a student from his/her stop to the final destination. An ADA van is also accessible to students with mobility impairments. For complete information about the VandyRide service, including routes, stops, and times, please visit vandyvans.com or call (615) 322-2554.

As a supplement to the VandyRide van service, walking escorts are available for students walking to and from any location on campus during nighttime hours. Walking escorts are provided by VUPS officers. The telephone number to call for a walking escort is either (615) 322-2745 (2-2745 from a campus phone) or (615) 421-8888 (1-8888 from a campus phone), after which, a representative from VUPD will be dispatched to the caller's location, or to a designated meeting point to accompany the caller to his or her destination.

Emergency Phones

Emergency telephones (Blue Light Phones) are located throughout the university campus, Medical Center, and 100 Oaks.

Each phone has an emergency button that when pressed automatically dials the VUPD Communications Center.

School of Medicine

An open line on any emergency phone will activate a priority response from an officer. An officer will be sent to check on the user of the phone, even if nothing is communicated to the dispatcher. Cooperation is essential to help us maintain the integrity of the emergency phone system. These phones should be used only for actual or perceived emergency situations.

An emergency response can also be activated by dialing 911 from any campus phone. Cellphone users can dial (615) 421-1911 to summon an emergency response on campus. Cellphone users should dial 911 for off-campus emergencies. Callers should be prepared to state the location from which they are calling.

Exchange Area

The Vanderbilt University Police Department has designated the lobby of the Police building located at 111 28th Ave South as an "Exchange Area." The Exchange Area is for Vanderbilt University students, faculty, and staff to trade legal items bought and sold online on various secondhand applications in a safe environment. Either the seller or buyer must be Vanderbilt affiliated (student, faculty, or staff). The affiliated person must complete the online registration form at police.vanderbilt.edu/safedeal prior to the actual trade.

Security Notices

In compliance with the U.S. Department of Higher Education and the Jeanne Clery Act, Security Notices are issued to provide timely warning information concerning a potentially dangerous situation on or near Vanderbilt University. This information is provided to empower our students and employees with the information necessary to make decisions or take appropriate actions concerning their own personal safety. Security Notices are distributed throughout Vanderbilt to make community members aware of significant crimes that occur at the university. They are distributed through Vanderbilt email lists and through the department's webpage, police.vanderbilt.edu/pdfs/annual-security-report.pdf.

Educational and Assistance Programs

The Crime Prevention Unit of Vanderbilt University Police Department offers programs addressing issues such as sexual assault, domestic violence, workplace violence, personal safety, RAD (Rape Aggression Defense) classes, and victim assistance. VUPD provides additional services including property registration (for bikes, laptops, etc.), lost and found, weapons safekeeping, and Submit a Crime Tip. For further information on available programs and services, call (615) 322-7846 or visit police.vanderbilt.edu/services.

Additional information on security measures and crime statistics for Vanderbilt is available from the Vanderbilt University Police Department, 111 28th Avenue South, Nashville, Tennessee 37212. Information is also available at police.vanderbilt.edu.

Annual Security Report

The *Vanderbilt University Annual Security Report* is published each year to provide you with information on security-related services offered by the university and campus crime statistics in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Tennessee College and University Security Information Act.

This booklet is prepared with information provided by the Nashville Metropolitan Police Department, the Department of Student Athletics, Office of the Dean of Students, the Office of Housing and Residential Experience, and the Vanderbilt University Police Department. It summarizes university programs, policies, and procedures designed to enhance personal safety for everyone at Vanderbilt.

A copy of this report may be obtained by writing or calling the Vanderbilt University Police Department, 111 28th Avenue South, Nashville, Tennessee 37212, or by telephone at (615) 875-9157. A PDF copy of this report may also be obtained on the website at police.vanderbilt.edu/crimeinfo/index.php.

Vanderbilt University

Accreditation

School of Medicine

Vanderbilt University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award bachelor's, master's, and doctoral degrees. Questions about the accreditation of Vanderbilt University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Please contact SACSCOC only in relation to Vanderbilt's accreditation. Inquiries about admission requirements, educational programs, and financial aid should be directed to the university.

Equity, Diversity, and Inclusion

Excellence at Vanderbilt is inextricably tied to the university's commitment to fostering an inclusive community where people of all identities, backgrounds, and perspectives can thrive. The Vice Provost for Strategic Initiatives and the Vice Chancellor for Equity, Diversity and Inclusion and Chief Diversity Officer work in partnership with students, faculty, and staff to identify and implement best practices that advance equity, diversity, and inclusion across campus in pursuit of building and supporting an inclusive community enriched by a broad variety of experiences and knowledge. Visit vanderbilt.edu/diversity for more information.

Mission, Goals, and Values

Vanderbilt University is a center for scholarly research, informed and creative teaching, and service to the community and society at large.

Vanderbilt will uphold the highest standards and be a leader in the quest for new knowledge through scholarship, dissemination of knowledge through teaching and outreach, and creative experimentation of ideas and concepts.

In pursuit of these goals, Vanderbilt values most highly intellectual freedom that supports open inquiry, equality, compassion, and excellence in all endeavors.

Modification Policy and Nondiscrimination Statement

The university reserves the right, through its established procedures, to modify the requirements for admission and graduation and to change other rules, regulations, and provisions, including those stated in this bulletin and other publications, and to refuse admission to any student, or to require the withdrawal of a student if it is determined to be in the interest of the student or the university. All students, full time or part time, who are enrolled in Vanderbilt courses are subject to the same policies.

Policies concerning noncurricular matters and concerning withdrawal for medical or emotional reasons can be found in the Student Handbook, which is on the Vanderbilt website at vanderbilt.edu/student_handbook.

NONDISCRIMINATION STATEMENT

In compliance with federal law, including the provisions of Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, Executive Order 11246, the Vietnam Era Veterans Readjustment Assistance Act of 1974 as amended by the Jobs for Veterans Act, and the Uniformed Services Employment and Reemployment Rights Act, as amended, and the Genetic Information Nondiscrimination Act of 2008, Vanderbilt University does not discriminate against individuals on the basis of their race, sex, sexual orientation, gender identity, religion, color, national or ethnic origin, age, disability, military service, covered veterans status, or genetic information in its administration of educational policies, programs, or activities; admissions policies; scholarship and loan programs; athletic or other university-administered programs; or employment. In addition, the university does not discriminate against individuals on the basis of their gender expression. Requests for information, inquiries or complaints should be directed to these offices: Equal Opportunity and Access Office, eoavanderbilt.edu, telephone (615) 343-9336; Title IX Office, Title IX Coordinator, titleix@vanderbilt.edu, telephone (615) 343-9004, 110 21st Avenue South, Suite 975, Nashville TN 37203; Student Access Office, studentaccess@vanderbilt.edu, telephone (615) 343-9727.

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Obtaining Information about the University

Notice to current and prospective students:

In compliance with applicable state and federal law, the following information about Vanderbilt University is available:

Institutional information about Vanderbilt University, including accreditation, academic programs, faculty, tuition, and other costs, is available in the catalogs of the colleges and schools on the Vanderbilt University website at vanderbilt.edu/catalogs.

Information about financial aid for students at Vanderbilt University, including federal and other forms of financial aid for students, is available from the Office of Student Financial Aid and Scholarships on the Vanderbilt University website at vanderbilt.edu/financialaid. The Office of Student Financial Aid and Scholarships is located at 2309 West End Avenue, Nashville, Tennessee 37240-7810, (615) 322-3591 or (800) 288-0204.

Information about graduation rates for students at Vanderbilt University is available on the Vanderbilt University website at vanderbilt.edu/pie/student/. Paper copies of information about graduation rates may be obtained by writing the Office of the University Registrar, Vanderbilt University, PMB 407701, 110 21st Avenue South, Suite 110, Nashville, Tennessee 37240-7701 or by calling (615) 322-7701.

The Vanderbilt University Annual Security Report on university-wide security and safety, including related policies, procedures, and crime statistics, is available from the Vanderbilt University Police Department on the university website at police.vanderbilt.edu/pdfs/annual-security-report.pdf. A paper copy of the report may be obtained by writing the Vanderbilt University Police Department, 2800 Vanderbilt Place, Nashville, Tennessee 37212, or by calling (615) 343-9750. For more information, see the “Vanderbilt University Police Department” section of this catalog.

A copy of the annual Equity in Athletics Disclosure Act Report on the Vanderbilt University athletic program participation rates and financial support data may be obtained by writing the Vanderbilt University Office of Athletic Compliance, 2601 Jess Neely Drive, P.O. Box 120158, Nashville, Tennessee 37212 or by calling (615) 322-7992.

Information about your rights with respect to the privacy of your educational records under the Family Educational Rights and Privacy Act is available from the Office of the University Registrar on the Vanderbilt University website at registrar.vanderbilt.edu/ferpa. Paper copies of this information about educational records may be obtained by writing the Office of the University Registrar, Vanderbilt University, PMB 407701, 110 21st Avenue South, Suite 110, Nashville, Tennessee 37240-7701, or by calling (615) 322-7701. For more information, see the “Student Records (Family Educational Rights and Privacy Act)” section of this catalog.

The Jean and Alexander Heard Libraries

The Jean and Alexander Heard Libraries system at Vanderbilt University houses nearly five million items and provides access to millions more resources through its nine campus libraries: Central Library (A&S); Peabody Library; Annette and Irwin Eskind Family Biomedical Library and Learning Center; Walker Management Library; Wilson Music Library; Massey Law Library; Stevenson Science and Engineering Library; the Divinity Library; and the Special Collections Library. These libraries share an online presence that provides access to an integrated catalog of print and e-resources, as well as information about library services, workshops, programs, exhibitions, research guides, and librarian subject specialists.

School of Medicine

Library staff teach students to be information literate and help them develop research skills in an increasingly complex information environment. Students can connect with a librarian in person or ask questions through the library website. Library spaces across campus offer quiet individual study spaces, group study, and instructional rooms, as well as learning commons and cafes. Faculty- and student-curated exhibitions throughout the libraries offer intellectual and creative insights that encourage students to think critically and see their own work in new ways. Students, faculty, and staff come to the library to read in a cozy nook, meet friends for group study, grab a quick meal, or attend an author's talk. Even if you are off campus, digital library resources are at your fingertips via your phone, laptop, or computer.

The oldest items in the library date from ca. 2500 BCE, and new publications are being added every day. Among the collection strengths are: Latin American history, politics, and culture; the History of Medicine Collections; the W. T. Bandy Center for Baudelaire and Modern French Studies; the Southern Literature and Culture Collections; the United States Playing Card Collection; and the Vanderbilt Television News Archive, the world's most extensive archive of television news covering 1968 to present. The libraries are also involved in digital scholarship, publishing and partnering with faculty on the *Revised Common Lectionary*, one of the first published web-based resources of scriptural readings for the liturgical year, *Ecclesiastical and Secular Sources for Slave Societies*, a digital preservation program for endangered documents related to slave societies, the *Global Music Archive*, a multimedia archive for traditional and popular song, music, and dance of Africa and the Americas, and *Syriaca*, a digital project for the study of Syriac literature, culture, and history.

Get to know your libraries and your librarians early in your career at Vanderbilt. They have the information you need—and can help you transform that information into knowledge, creativity, and success.

The University

Comodore Cornelius Vanderbilt, who gave a million dollars to build and endow Vanderbilt University in 1873, expressed the wish that it “contribute . . . to strengthening the ties which should exist between all geographical sections of our common country.”

A little more than a hundred years later, the Vanderbilt Board of Trust adopted the following mission statement: “We reaffirm our belief in the unique and special contributions that Vanderbilt can make toward meeting the nation's requirements for scholarly teaching, training, investigation, and service, and we reaffirm our conviction that to fulfill its inherited responsibilities, Vanderbilt must relentlessly pursue a lasting future and seek highest quality in its educational undertakings.”

Today as Vanderbilt pursues its mission, the university more than fulfills the Commodore's hope. It is one of a few independent universities with both a quality undergraduate program and a full range of graduate and professional programs. It has a strong faculty of more than 4,200 full-time members and a diverse student body of more than 12,800.

The 334-acre campus is about one and one-half miles from the downtown business district of the city of Nashville, combining the advantages of an urban location with a peaceful, parklike setting of broad lawns, shaded paths, and quiet plazas.

The schools of the university offer the following degrees:

College of Arts and Science. Bachelor of Arts.

Blair School of Music. Bachelor of Music, Bachelor of Musical Arts.

Divinity School. Master of Divinity, Master of Theological Studies, Master of Theology, Doctor of Ministry.

School of Engineering. Bachelor of Engineering, Bachelor of Science, Master of Engineering.

Graduate School. Master of Arts, Master of Fine Arts, Master of Liberal Arts and Science, Master of Science, Doctor of Philosophy.

Law School. Master of Laws, Doctor of Jurisprudence.

School of Medicine. Master of Education of the Deaf, Master of Genetic Counseling, Master of Public Health, Master of Science in Clinical Investigation, Master of Science in Medical Physics, Master of Science (Applied Clinical Informatics, Speech-Language Pathology), Doctor of Audiology, Doctor of Medical Physics, Doctor of Medicine.

School of Medicine

School of Nursing. Master of Science in Nursing, Doctor of Nursing Practice.

Owen Graduate School of Management. Master of Accountancy, Master of Business Administration, Master of Management in Health Care, Master of Marketing, Master of Science in Finance.

Peabody College. Bachelor of Science, Master of Education, Master of Public Policy, Doctor of Education.

No honorary degrees are conferred.

University Courses

By tackling pressing real-world problems and addressing big questions, University Courses educate the whole student and promote lifelong learning. The courses leverage the natural synergies across Vanderbilt's ten schools and colleges, giving students the opportunity to reach beyond their area of study and interact with faculty at the intersection of disciplines. Each course promotes trans-institutional learning while providing opportunities to embrace diverse perspectives. For more information, visit vu.edu/university-courses.

Vanderbilt University Administration

DANIEL DIERMEIER, Ph.D., Chancellor

C. CYBELE RAVER, Ph.D., Provost and Vice Chancellor for Academic Affairs

ANDRÉ L. CHURCHWELL, M.D., Vice Chancellor for Equity, Diversity, and Inclusion and Chief Diversity Officer

STEVEN K. ERTEL, B.A., Vice Chancellor for Communications

NATHAN GREEN, B.B.A., Vice Chancellor for Government and Community Relations

ANDERS W. HALL, M.B.A., Vice Chancellor for Investments and Chief Investment Officer

ERIC C. KOPSTAIN, M.B.A., Vice Chancellor for Administration

CANDICE STOREY LEE, Ed.D., Vice Chancellor for Athletics and University Affairs and Athletic Director

JOHN M. LUTZ, A.B., Vice Chancellor for Development and Alumni Relations

RUBY Z. SHELLAWAY, J.D., Vice Chancellor, General Counsel, and Secretary of the University

BRETT C. SWEET, M.B.A., Vice Chancellor for Finance, Information Technology and Chief Financial Officer

Deans of the Schools and Colleges

JEFFREY R. BALSER, M.D., Ph.D., Dean of the School of Medicine

CAMILLA PERSSON BENBOW, Ed.D., Dean of Peabody College

LORENZO F. CANDELARIA, Ph.D., Dean of Blair School of Music

C. ANDRE CHRISTIE-MIZELL, Ph.D., Dean of the Graduate School

PHILIPPE M. FAUCHET, Ph.D., Dean of the School of Engineering

JOHN G. GEER, Ph.D., Dean of the College of Arts and Science

CHRIS GUTHRIE, J.D., Dean of the Law School

PAMELA R. JEFFRIES, Ph.D., Dean of the School of Nursing

M. ERIC JOHNSON, Ph.D., Dean of Owen Graduate School of Management

LAWRENCE J. MARNETT, Ph.D., Dean of Basic Sciences, School of Medicine

EMILIE M. TOWNES, Ph.D., Dean of the Divinity School

Vanderbilt University Board of Trust

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School of Medicine

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