



School of Medicine Catalog

Vanderbilt University

2024/2025

Containing general information and courses of study for the 2024/2025 session

School of Medicine
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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.

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.

VUSM MISSION STATEMENT

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), genetic counseling (2017), and imaging science (2022).

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 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

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for multiple VUSM degree and certificate programs.

School Deans, Directors, and Principal Administrators

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

JOHN KURIYAN, Ph.D., Dean of Basic Sciences

DONALD W. BRADY, M.D., Executive Vice Dean for Academic Affairs

CHARLES R. SANDERS, Ph.D., Vice Dean (Basic Sciences)

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

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

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

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

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

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

VIVIAN GAMA, Ph.D., Associate Dean for Equity and Inclusive Mentoring (Basic Sciences)

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

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

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

DONNA E. ROSENSTIEL, L.C.S.W., Associate Dean for Health Sciences Education

SHANE P. STENNER, M.D., M.S., Associate Dean for Education Design and Informatics

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

SARALYN WILLIAMS, M.D., Associate Dean for Faculty Affairs

CODY A. CHASTAIN, M.D. Assistant Dean for Undergraduate Medical Education Program Evaluation and Improvement

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

LOURDES ESTRADA, Ph.D., Assistant Dean for Health Equity Education; Associate Director, Academics and Operations, Medical Scientist Training Program; Co-Director, Graduate Certificate Program in Health Equity

PATRICK HU, M.D., Ph.D., Assistant Dean and Director, Office for Medical Student Research

KEITH OBSTEIN, M.D., Assistant Dean for Simulation in Medical Education and Director of the Center for Experiential Learning and Assessment

KENDRA P. PAREKH, M.D., M.H.P.E., Assistant Dean for Undergraduate Medical Education

CATHLEEN C. PETTEPHER, Ph.D., Assistant Dean for Medical Student Assessment

REBECCA R. SWAN, M.D., Assistant Dean for Graduate Medical Education

LYNN E. WEBB, Ph.D., Assistant Dean for Faculty Development

BAN M. ALLOS, M.D., Co-Chair, Doctor of Medicine Admission Committee

School of Medicine

LUKE R. FINCK, Ed.D., Co-Chair, Doctor of Medicine Admission Committee

TODD A. RICKETTS, Ph.D., Director, Doctor of Audiology, Master of Deaf Education, and Master of Science (Speech-Language Pathology) Programs, Vice Chair of Graduate Studies, Department of Hearing and Speech Sciences Programs

ERIC D. AUSTIN, M.D., M.S.C.I., Director, Master of Science in Clinical Investigation Program

HEATHER BOUTELL, M.Ed., Director, School of Medicine Financial Aid

RYAN J. BUCKLEY, M.D., Director, Medical Innovators Development Program

MARTHA SHAW DUDEK, M.S., L.C.G.C., Director, Master of Genetic Counseling Program

JOHN G. ELEY, Ph.D. Director of Medical Physics Education

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

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

LOGAN KEY, M.Ed., Director, Office of Student Records; Associate University Registrar

JENNIFER KIMBLE, M.Ed., Director, Admissions

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

TODD E. PETERSON, Ph.D., Director, Master of Imaging Science Program

ELIZABETH S. ROSE, M.Ed., M.P.H., Co-Director, Graduate Certificate Program in Global Health

CHRISTIANNE L. ROUMIE, M.D., M.P.H., Director, Master of Public Health Program

REGINA G. RUSSELL, M.Ed., Director, Learning Systems Outcomes

CHRISTOPHER P. TERNDROP, M.D., Director, Graduate Certificate in Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Health

SARAH C. WOODALL, Director, Medical Alumni Affairs

DEL RAY ZIMMERMAN, Director, Office of Diversity Affairs and LGBTQ Health

JANE N. ZUBULAKE, Chief Business Officer, Office of Health Sciences Education

KENNETH G. LEWIS, Ph.D., Associate Director of Medical Physics Education

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

SARAH R. HUFF, M.A., Assistant Director for Medical Student Affairs

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

BRENNA A. HANSEN, M.L.A.S., Administrative Director, Office of Undergraduate Medical Education

Faculty

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

School of Medicine Contacts

For a list of School of Medicine contacts, please visit <https://medschool.vanderbilt.edu/contact-information>.

Vanderbilt University School of Medicine Standing Committees

Executive Faculty of the Vanderbilt University School of Medicine

Academic Year 24/25 Published 7/15/24

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The Executive Faculty reviews, on a regular basis, the work of the 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 executive vice dean for academic affairs, 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.

Members: Ronald Alvarez, Richard Caprioli, David Cortez, Robert Dittus, Peter Embi, Jane Freedman, Stephan Heckers, Ben Ho Park, C. Melanie Schuele and Yu Shyr.

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 Members:

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Chairs: Gaelyn Garrett and Eric Delpire.

Gold Committee: Nicole Miller, Claus Schneider, Seth Smith, Bryan Shepherd, Lynne Stevenson, Rebecca Swan, and Luc Van Kaer.

Black Committee: Jessica Ancker, Arna Banerjee, Jake Block, Natasha Halasa, David Jacobson, Sunil Kripalani, and Edward Levine.

Ex officio: Alyssa Hasty, Saralyn Williams, and Donald Brady.

CPAPC Members:

Chair: Neal Patel, Rony Adam, Robert Deegan, Robert Miller, Kris Rehm, and LeAnn Stokes.

Ex officio: Saralyn Williams and Donald Brady.

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](#)

[Health Equity and Inclusive Excellence](#)

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

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

Learning Environment

Student Responsibility for Adherence to Policy

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. Specifically, School of Medicine policies align vertically with both Vanderbilt University policies and individual degree program policies. Students, faculty, and staff are required to be familiar with policies at all levels; university, school and program.

- **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 vanderbilt.edu/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 lives. 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/.
- **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/>).
- **Program Websites.** All VUSM programs maintain websites containing information important for students, faculty, and staff, as well as prospective students.
- **Explore-VUSM** 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.

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.

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

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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.

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

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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

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 members.
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 Council.
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 a character witness or non-legally trained faculty adviser present 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.

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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 Medicine. 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 Code. 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 incident. 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

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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.

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).

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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.

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

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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 safety. 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

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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 <http://vu.edu/vumcdresscode>.

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 programs, 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 senior 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 executive vice dean for academic affairs.

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.

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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 2024/2025*

FALL SEMESTER 2024**

Classes/clinicals begin for 3rd- and 4th-year M.D. students / Monday 1 July

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

Orientation for 1st-year M.D. students / Monday 15 July–Wednesday 17 July

Classes begin for 1st-year M.D. students / Thursday 18 July

Break for 2nd year M.D. students / Saturday 20 July–Sunday 25 August

Fall semester begins for master's and doctoral programs (other than M.D.) / Wednesday 21 August

Labor Day—No classes or clinical activities / Monday 2 September

Fall break for most master's and doctoral programs (other than M.D.), except Master of Public Health and Master of Genetic Counseling (2nd year) / Thursday 10 October–Sunday 13

Fall break for 1st-year M.D. students / Saturday 19 October–Tuesday 22 October

School of Medicine

Thanksgiving holiday for master's and doctoral programs (other than M.D.) / Saturday 23 November–Sunday 1 December

Thanksgiving holiday for all M.D. students / Thursday 28 November–Sunday 1 December

Fall classes end for most master's and doctoral programs (other than M.D.) / Thursday 5 December

Final exams end for most master's and doctoral programs (other than M.D.) / Saturday 14 December

Classes/clinicals end for all M.D. students / Friday 20 December

VUSM Administrative offices closed / Tuesday 24 December 2024–Wednesday 1 January 2025

SPRING SEMESTER 2025**

Classes begin for all M.D. students / Monday 6 January

Spring semester begins for most master's and doctoral programs (other than M.D.) / Monday 6 January

Martin Luther King Jr. Day—No class or clinical activities / Monday 20 January

Spring break for master's and doctoral programs (other than M.D.) except Master of Public Health / Saturday 8 March–Sunday 16 March.

Spring break for 1st- and 2nd-year M.D. students / Saturday 26 April–Sunday 4 May

Spring classes end for most master's and doctoral programs (other than M.D.) / Monday 21 April

Class/clinical ends for 4th-year M.D. students / Wednesday 30 April

Final exams end for most master's and doctoral programs (other than M.D.) / Thursday 1 May

Commencement / Friday 9 May

SUMMER SESSION 2025**

May session begins for master's and doctoral programs (other than M.D.) and summer session begins for Master of Genetic Counseling and Master of Public Health / Monday 5 May

School of Medicine

Memorial Day—No class or clinical activities / Monday 26 May

May session ends for master's and doctoral programs (other than M.D.) / Friday 30 May

Full summer session begins for most master's and doctoral programs (other than M.D.) / Tuesday 3 June

Juneteenth—No class or clinical activities for all professional degree programs / Thursday 19 June

Independence Day—No class or clinical activities for VUSM professional degree Programs / Friday 4 July

Summer break begins for 1st-year M.D. students (tentative) / Saturday 26 July

Full summer session ends for master's and doctoral programs (other than M.D.) / Friday 8 August

*All dates are subject to change

** Programs other than the MD, check program calendars for exact class dates.

Degree Programs

Doctor of Medicine

[Program Overview](#)

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

[Special Programs](#)

[Program Policies and Procedures](#)

[Graduate Certificate Programs](#)

[Dual Degrees](#)

[Honors and Awards](#)

Hearing and Speech Sciences

[Doctor of Audiology](#)

[Master of Education of the Deaf](#)

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

Medical Physics

[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 Imaging Science

[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](#)

School of Medicine

Master of Science in Clinical Investigation

[Program Overview](#)

[Contact Information](#)

[Admission](#)

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

[Academic Policy](#)

[Other Program Policy and Procedure](#)

[M.D./M.S.C.I. Dual Degree](#)

VUSM Tuition, Fees, and Financial Assistance

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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 at vanderbilt.edu/stuaccts/fees/index.php. Tuition, fees, and all other university charges are due by the last day of the month in which they are billed, or late fees will apply. For example, payment must be received by August 31 for the fall semester (billed August 1st) 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 by the last day of the month in which they are billed to the student. Additional information can be found at vanderbilt.edu/stuaccts.

Refund of Tuition: M.D. students

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). Transcripts may be held for any student with an outstanding balance. Diplomas of graduating students may also be held until all indebtedness to the university is cleared.

Financial Clearance

Students may not be allowed to register for any term if they have outstanding, past-due, unpaid balances for any previous term. Transcripts may be held for any student with an outstanding balance. Diplomas of graduating students may also be held until all indebtedness to the university is cleared.

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 simultaneously pursuing two Vanderbilt University degree programs are typically assessed tuition in only one degree program each term. Tuition and fees are ordinarily charged each term based on the degree program in which they are primarily enrolled.

Costs and Fees

Costs included with tuition

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

Professional Liability Insurance

School of Medicine students enrolled in programs that require clinical/patient care responsibilities are automatically covered by professional liability insurance, required of all enrolled students, at the time of registration. Details of the policy are available through [Vanderbilt University Insurance and Risk Management](#), and students are encouraged to familiarize themselves with these details and with their responsibilities in this regard.

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Students are covered when they are completing required and elective learning activities related to their courses of study at 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 facility.

Long-Term Disability Insurance

M.D. students are automatically covered by 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/.

Verification Costs

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

University-Required Fees

The following university-required fees, found at vanderbilt.edu/stuaccts/fees/index.php, are assessed separately from tuition by the Office of Student Accounts (they appear as charges on students' bills). These fees are mandatory and cannot be removed or waived. Fees are approved by the VU Board of Trust annually.

Transcript Fee

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

Student Services and Student Health Fees - In-Person Programs

The Student Services Fee provides financial support, based on the university's needs, for student co-curricular interests, organizations, events, and programs, as well as student support services and resources. The Student Services Fee also allows students to qualify for free or reduced-price tickets to some athletic events. Information regarding eligibility and the process for obtaining tickets to athletic events is found at [Vanderbilt Student Ticketing](https://vanderbilt.edu/student-ticketing/).

The Student Health Fee provides financial support for the Student Care Network - the holistic network of services and resources pertaining to health and wellness available to Vanderbilt University students - and the Project Safe Center for Sexual Misconduct Prevention and Response. The primary offices of the Student Care Network include Student Care Coordination, Student Health Center, Psychological & Counseling Center, and Center for Student Wellbeing. Students also have access to a wide range of additional on-campus and community resources through the Student Care Network, including telehealth services. Additional information about the Student Health Fee may be found in the [Vanderbilt University Student Handbook](https://vanderbilt.edu/student-handbook/).

Student Services and Student Health Fees - Online Programs

The Online Student Services and Student Health Fees provide financial support, based on the university's needs, for programs, student co-curricular interests, and student support services and resources, including the expansion of resources and services in support of online student health and wellbeing. Online learners at Vanderbilt have access to student services provided by on-campus partners, with the goal of providing online students with the support to belong, succeed, thrive, and grow.

Online student health fees are waived for students who are employed by Vanderbilt University or Vanderbilt University Medical Center.

Services available for online students include:

- [Career Services](#)

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- [Library Services](#)
- [Writing Studio](#)
- [Student Access & Accommodation](#)
- [Student Care Network](#)
- [Project Safe](#)
- [Equity, Diversity, and Inclusion](#)
- [Financial Aid](#)

For Academic Year 2024-25, returning students in online programs will receive a scholarship waiver from Student Affairs to cover the Online Student Services and Student Health Fees for Fall 2024, Spring 2025, and Summer 2025.

Student Health Insurance

All degree-seeking students registered at Vanderbilt for four (4) or more hours, and students actively enrolled in research courses (including, but not limited to dissertation or thesis courses and other courses considered to equate to full-time enrollment), 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/>. In addition, students may email SHIP@vanderbilt.edu with questions.

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. (medfinaid@vanderbilt.edu)

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 academic progress and 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 simultaneously pursuing two degree programs are typically assessed tuition and fees in only one degree program each term. Any scholarship funds awarded would be on the basis of the degree program in which the student was assessed tuition and fees in a given term. Students do not receive scholarship funds for one degree program while enrolled in another VU degree program.

Vanderbilt University School of Medicine Policy

School of Medicine

Admission to School of Medicine Programs

[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

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 Imaging Science, 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 IMAGING SCIENCE

[Imaging Science](#)

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

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.

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 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 should be directed to the Equal Opportunity and Access Office at (615) 343-9336. Allegations of sexual misconduct and other forms of power-based personal violence, should be directed to the Title IX Office at (615) 343-9004.

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.

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.

Student Records (Family Educational Rights and Privacy Act)

School of Medicine

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 misleading. 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 official in performing his or her tasks. 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, etc.) 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

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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. 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.

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 University

Accreditation

Vanderbilt University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Vanderbilt University also may offer credentials such as certificates and diplomas at approved degree levels. 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).

Modification Policy and Nondiscrimination Statement

The university reserves the right, through its established procedures, to modify the requirements for admission

School of Medicine

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/faculty-affairs/oapraa/student-achievement. 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/crimeinfo/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

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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 University

Commodore 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, Master of Legal Studies, Doctor of Jurisprudence.

School of Medicine. Master of Education of the Deaf, Master of Genetic Counseling, Master of Imaging Science, 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 Nursing. Master 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.

School of Medicine

No honorary degrees are conferred.

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School of Medicine

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