School of Medicine Catalog

Vanderbilt University

2024/2025

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

School of Medicine

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 is 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

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

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

TINA IVERSON, 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

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

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

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

SARAH R. HUFF, M.A.Ed., Director, Medical Student Affairs

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

JENNIFER KIMBLE, M.Ed., Director, Admissions

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

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

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

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

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.

School of Medicine

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:

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

School of Medicine
Student Responsibility for Adherence to Policy

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

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 Students[1]

Statement of Standards

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

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

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

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

Comments

The following delineates more clearly the behavior enumerated above that may be inimical to the development of

mutual respect between students and teacher, and between fellow students. For purposes of these Comments, the term "person" shall refer to a student in interactions between fellow students or, in student-teacher interactions, to the student or teacher, as appropriate.

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

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

Reporting Procedure

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

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

VUSM Compact Between Teachers and Learners in VUSM Programs

Preamble

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

School of Medicine

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

This document draws heavily from the following sources:

School of Medicine

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.

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

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

VUSM Tuition, Fees, and Financial Assistance

University and School of Medicine Policies

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

Tuition and Fees

Tuition and fee amounts for each program are listed 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.

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.

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*.

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

- [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

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

Catalog Search

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

These policies were approved by the Doctor of Medicine Undergraduate Medical Education Committee on May 8, 2024 and became effective AY 2024-25*.

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

Application to the Doctor of Medicine Program Policy

A. Vanderbilt University School of Medicine participates in the American Medical College Application Service (AMCAS). Applications are received online by AMCAS any time after 1 June and before 1 November preceding the anticipated enrollment date the next year.
B. The Interview Review Subcommittee evaluates AMCAS, secondary application, and letters of evaluation to decide which applicants are invited for an interview. Interviews are typically conducted between September and February. The Admission Committee evaluates the application materials and interview reports to decide which applicants are invited to join the entering class. The Admission Committee makes the final decision on acceptances. Invitations to join the class are typically made in December and February.
C. Vanderbilt does not participate in the Early Decision Program in AMCAS and does not have an Early Assurance Program.
D. A criminal background check is required after admission to the Doctor of Medicine program and must be received and approved by the school before matriculation.

Application to Dual Degree Programs Policy

Vanderbilt University School of Medicine offers various dual degree programs. Application is made to each program separately, and admission to both programs is required to enter a dual degree program. For those applying to the Medical Scientist Training Program (M.D./Ph.D.) a separate application to the Ph.D. program is not required; see Procedures below.

PROCEDURES

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

A. Application to the M.D./Ph.D. program is indicated by selecting M.D./Ph.D. degree on the AMCAS application to Vanderbilt University School of Medicine followed by completion of the Medical Scientist Training Program (MSTP) secondary application.
B. The application is reviewed by the MSTP Leadership Team and select members of the MSTP Admission Subcommittee. Interview offers are extended to competitive applicants. The MSTP Admission Subcommittee then makes recommendations for acceptance. Ultimately, the Admission Committee makes the final decision on acceptance to the M.D. Program.
C. Students in the first year of Ph.D. training or students currently enrolled in the M.D. Program may also be considered for admission.

Application Procedure for Admission to Oral and Maxillofacial Surgery—Doctor of Medicine Program (OMS-MD)

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

Transfer Students Policy

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

The Transfer Students Policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on March 26, 2024, and became effective AY 2024-25.

Non-degree-seeking Students Policy

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

The Non-degree-seeking Students Policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on March 7, 2024, and became effective AY 2024-25.

Doctor of Medicine Admission: Requirements for Entrance

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on March 26, 2024, and was approved by the Executive Faculty of the VUSM Committee on May 8, 2024. Effective AY 2024-25.

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

OVERVIEW

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

POLICY FOR PROSPECTIVE STUDENTS Competency Recommendations

A. Vanderbilt University School of Medicine (VUSM) recognizes that the undergraduate academic experience of applicants varies greatly. Therefore, we made the decision to move away from specific course requirements to competency recommendations. The expansive and ever-changing landscape of medicine and its practice necessitates that an applicant demonstrate competencies in the natural and life sciences, social sciences, and mathematics. This is based on the American Association of Medical Colleges (AAMC)-Howard Hughes Medical Institute's Scientific Foundations for Future Physicians and the AAMC-Behavioral and Social Science Foundations for Future Physicians.

B. Competencies can be met through traditional and/or newly established interdisciplinary courses of study in an accredited institution of higher learning. The use of Advanced Placement or other credit is acceptable, but it is strongly encouraged to build stronger competencies through courses taken in college. Although there is no timeframe in which students must meet the competencies, it is recommended that students have recent exposures to most or all of these areas. Mastery of competencies is assessed through use of the AAMC holistic review of application materials including, but not limited to, academic and MCAT performance and letters of evaluation.

C. Competitive applicants should demonstrate in-depth competency in each of the following areas of study, based on the American Association of Medical Colleges-Howard Hughes Medical Institute's Scientific Foundations for Future Physicians and AAMC-Behavioral and Social Science Foundations for Future Physicians:

   a. *Biology:* Applicants should demonstrate competence in the understanding of molecular and cellular biology, genetics, and how they regulate organ and organismic structure and function.

   b. *Chemistry/Biochemistry*: Applicants should demonstrate competence in the basic principles of chemistry as it pertains to living systems.

   c. *Mathematics/Statistics and Physics*: Applicants should demonstrate competence in the basic principles of physics and mathematics underlying living systems. Applicants should demonstrate basic competence in statistics or biostatistics.

   d. *Social Sciences and Communication*: It is imperative that the applicant demonstrate competence in the humanistic understanding of patients. It is required that the applicant speaks, writes, and reads English fluently.

D. The faculty of the Vanderbilt University School of Medicine recognizes its responsibility to present

candidates for the M.D. degree who have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care.

Medical College Admission Test

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

Letters of Evaluation

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

POLICY FOR ADMITTED STUDENTS

Admitted students must:

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

Doctor of Medicine Selection Factors

Vanderbilt University School of Medicine seeks to matriculate a diverse group of academically exceptional students whose attributes and accomplishments suggest that they will be future leaders and/or scholars in medicine. To accomplish this goal, VUSM provides a review of each candidate by multiple members of the faculty who are broadly representative of the faculty body. The committee uses a holistic approach to evaluate an array of applicant attributes, including but not limited to academic excellence, personal characteristics, accomplishments in research, leadership, service to others, life experiences, demonstrated interest and commitment to medicine, and participation in extracurricular activities.

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

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

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

A. All course recommendations applicable to the Doctor of Medicine program apply to OMS-MD applicants as

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

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

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on February 27, 2024; was approved by the Executive Faculty of Vanderbilt University Medical School on May 8, 2024; and became effective AY 2024-25.

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

Purpose

The purpose of this policy is to describe the technical standards for the Doctor of Medicine program.

Policy Overview

The Vanderbilt University School of Medicine Admission Committee affirms that all candidates for the M.D. must possess the intellectual, physical, and emotional competencies necessary to meet the standards required by the curriculum with or without reasonable accommodations. All students must be able to achieve the levels of competence required by the faculty to complete medical school and enter residency and clinical practice. Candidates for the M.D. must have abilities and skills in the following areas, as detailed below: (1) observational skills; (2) communication skills; (3) motor skills;(4) intellectual-conceptual skills; (5) cognitive skills; and (6) behavioral attributes, social skills, and professional expectations. The use of a trained intermediary is not allowable if the use of the intermediary shifts the reliance of candidates' judgment from their own observation and prioritization to that of the intermediary.

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

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

IMPLEMENTATION OF TECHNICAL STANDARDS IN THE ADMISSIONS PROCESS

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

IMPLEMENTATION OF TECHNICAL STANDARDS DURING DEGREE CANDIDACY

A complete and careful consideration of all the skills, attitudes, and attributes of each candidate will be performed. This includes an assessment of the candidate's willingness, desire, and ability to complete the

medical curriculum and fulfill all requirements for medical licensure and will be informed by the knowledge that students with varied types of disabilities have the ability to become successful medical professionals. Should a candidate have or develop a disability or condition that may affect their need for accommodation, the candidate should contact Student Access to begin the interactive process for determining reasonable accommodations.

Technical Standards *Observational Skills*

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

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

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

Communication Skills

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

Motor Skills

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

Intellectual-Conceptual Skills

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

Cognitive Skills

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

Behavioral Attributes, Social Skills, and Professional Expectations

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

Any concerns about the content or application of these technical standards should be referred to the School of Medicine director of admissions or the School of Medicine senior associate dean for medical student and alumni affairs. Students who, after review of the technical standards determine that they require reasonable accommodations to fully engage in the program, should contact Vanderbilt Student Access at studentaccess@vanderbilt.edu to discuss their accommodation needs. Given the nature of the program, additional time may be needed to implement approved accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged.

Content current as of May 11, 2024.

REFERENCES:

LCME Element 10.5

Vanderbilt University School of Medicine Vital Experiences

Doctor of Medicine Admission: Visiting Student Policy

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on February 25, 2022 and became effective AY 2022-23.

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

POLICY

Students Visiting from U.S. Medical Schools

Vanderbilt University School of Medicine typically accepts visiting medical students from accredited U.S. medical schools, space and clinical conditions permitting.

The visitor must:

1. Be an enrolled medical student in good academic standing at a U.S. allopathic or osteopathic medical school. (Not all specialties at Vanderbilt University School of Medicine accept osteopathic students.)
2. Have completed all core clinical rotations required by the visitor's home school.
3. Be taking the elective for credit from their own school with their dean's approval.
4. Have adequate professional liability and health insurance coverage.
5. Submit immunization records which are reviewed by Vanderbilt University Student Health Services.
   a. The visitor must be deemed compliant by student health before being cleared to rotate in a clinical setting.
6. Show proof of an acceptable criminal background check conducted within 12 months of the first date of the rotation.
7. Have taken and passed the USMLE Step 1 exam.

Visiting students may take courses from the approved list which consists of predominately Advanced Clinical Experiences (ACEs) in the School of Medicine, space and clinical conditions permitting and with approval of the course director. Visiting students should not contact the course directors directly. All inquiries must be made through the Office of Enrollment Services. Failure to apply through this office may result in the student's not being able to take the course.

Visiting students may not enroll for more than four weeks of elective work without special approval.

School of Medicine

Students Visiting from Meharry Medical College

The Vanderbilt University School of Medicine has an alliance with Meharry Medical College which allows Meharry medical students to take electives at Vanderbilt, space and clinical conditions permitting, at no cost. Meharry medical students must meet all requirements for visiting students and follow the visiting student application procedures with the exception that Meharry students may be considered for an elective prior to Step 1 results being available.

Students Visiting from Non-U.S. Medical Schools

Vanderbilt University School of Medicine typically accepts a finite number of students from non-U.S. medical schools, space and clinical conditions permitting, during November through April each year. Students from non-U.S. medical schools are eligible for this program if:

1. There are available spaces in existing courses.
2. The student is in their final year of medical school.
3. The student demonstrates proficiency in English as evidenced by the TOEFL score or by enrollment in a medical school in which English is the primary instructional language.
4. The student has been nominated by an institution with whom Vanderbilt has an existing collaboration or by a clinical faculty member at Vanderbilt who already has a professional relationship with the student.

An affiliation agreement must be signed and in place before any student visiting from a U.S. or non-U.S. medical school may rotate at Vanderbilt. Vanderbilt University School of Medicine has adopted the AAMC Universal Clinical Training Agreement (UCTA), endorsed by the Liaison Committee on Medical Education. As a participant in the UCTA, Vanderbilt requires only an implementation letter which adopts the terms of the UCTA.

Visiting Student Application Procedures

Students Visiting from U.S. Medical Schools

Students wishing to visit Vanderbilt University School of Medicine should submit a Visiting Student Application through the Association of American Medical Colleges' (AAMC) Visiting Student Learning Opportunities (VSLO) Program. Applications are processed up to twelve weeks in advance of the requested rotation.

A complete application includes a CV, USMLE Step 1 result, medical school transcript, AAMC Immunization Form, Vanderbilt Required Additional Immunization Addendum, and criminal background check report completed within 12 months prior to the date of enrollment as a visiting student.

All accepted students must confirm their participation by submitting a non-refundable $160 processing fee payable to Vanderbilt University School of Medicine.

Visitors are required to participate in an orientation with the Office of Enrollment Services on, or prior to, the first day of the rotation which includes training sessions in Bloodborne Pathogens, Standards of Conduct and HIPAA.

Complete information about the Visiting Student Program is online at medschool.vanderbilt.edu/visiting-medical-students/.

Students Visiting from Non-U.S. Medical Schools

Students visiting from non-U.S. medical schools must pay a $250 registration fee and $750 per elective. The elective fee is waived for students at the University of Jordan with which Vanderbilt has a reciprocal relationship.

Information on the program is on the website at *medschool.vanderbilt.edu/visiting-medical-students/visiting-international-students/.*

REFERENCES

LCME Element 10.8

Doctor of Medicine: Dual Degree Programs

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

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

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

See the Doctor of Medicine Curriculum Requirements Policy for more information.

The following are dual degree programs recognized by the VUSM MD Program:

M.D./Ph.D. (Medical Scientist Training Program)

M.D./J.D.

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

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

M.D./M.Ed.

M.D./M.P.H.

M.D./MBA

[M.D./M.A. in Medicine, Health, and Society](#)

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

Last reviewed on April 11, 2024.

Doctor of Medicine: Graduate Certificate Programs

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

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

Doctor of Medicine: Graduate Certificate Programs: Biomedical Ethics

Center for Biomedical Ethics & Society, Vanderbilt University School of Medicine

Note: School of Medicine graduate certificate programs are open to Doctor of Medicine (M.D.) students only.

The Medical Student Certificate in Biomedical Ethics is comprised of three components that build upon the core curricular offerings in ethics provided in *Foundations of Medical Knowledge* and *Foundations of Clinical Care*.

1. Interdisciplinary Graduate Seminar, *Ethics in Healthcare* (IDIS 7222)*.

2. Research Immersion is focused on the student's special research interests within ethics. Projects may combine empirical and conceptual work with mentorship provided by designated mentors within the Ethics, Education, Policy and Society area of the Medical Student Research Immersion at VUSM or in another area with approval by the director of the certificate program in the Center for Biomedical Ethics and Society based on the inclusion of ethics content in the project. Students can expect to gain a degree of mastery in the research methods of ethics, and gain competence in addressing the ethical issues of medical research and practice in other areas of medicine. The Interdisciplinary Graduate Seminar described below will be part of this Research Immersion experience. The ideal time for the Research Immersion is during a 3-6 month period that includes August-November of the third year of medical school.

3. Apprenticeship with the Clinical Ethics Consult Service, which is offered as an Advanced Clinical Experience (ACE) Course (MED 5825). The Ethics Consult Service of the Center for Biomedical Ethics & Society provides formal consults to Vanderbilt University Medical Center hospitals and conducts a wide range of educational programs in ethics for faculty, staff, fellows, residents, students, and others. This service is directed by Joe Fanning.

The graduate seminar, the Research Immersion experience and the consult apprenticeship can be taken

separately, but completion of the Certificate in Biomedical Ethics requires successful completion of all three components.

Ethics in Healthcare (IDIS 7222) This seminar examines contemporary healthcare ethics in the U.S. and the disciplinary perspectives that inform this field. Attention is given to the political and cultural forces that have shaped the chief ethical problems in healthcare and to the philosophical, religious and social scientific tools used to address them. A major learning objective of the seminar is to gain facility with the tools of ethical analysis, and to assess their practical uses and limits. This seminar serves as a gateway for additional work in the field. Fall term, 3 credit hours.

Additional information may be found at https://medschool.vanderbilt.edu/certificate-programs/biomedical-ethics/.

Doctor of Medicine: Graduate Certificate Programs: Global Health

Global Health

The Vanderbilt University Graduate School offers a certificate in Global Health that is open to students in all Vanderbilt University degree programs. While not offered through VUSM, the certificate is aligned topically with VUSM professional programs, and many VUSM students pursue the certificate. Additional information can be found at medschool.vanderbilt.edu/certificate-programs/global-health/.

Doctor of Medicine: Graduate Certificate Programs: Health Equity

Note: School of Medicine graduate certificate programs are open to Doctor of Medicine (M.D.) students only.

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

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

Curriculum

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

1. Foundations in Health Equity (FHE) I & II
    - FHE I: Course covering foundational concepts and skills.
    - FHE II: Monthly evening sessions during Immersion Phase where students work with faculty facilitators to apply advanced foundational concepts to health inequities and begin to plan their immersion experience in health equity project.
2. Complete at least two additional courses in health equity and related field. The following courses count toward this requirement:

    - Shade Tree Clinical Services Learning
    - ACE: Spanish Language Peds Clinic
    - ACE: Primary Care if taken at community-based locations (i.e., Siloam, Matthew Walker)
    - ISC: Community Healthcare-Patients, Populations, and Systems of Care

- ISC: Global Health
- ISC: The National Opioid Crisis
- AE: Global Health
- AE: Contagion of Distress - How Social Determinants, Illness Experience, and Resiliency affect Mental Health
- IDIS: Ecology and Health: Climate, Food, and Justice
- ISC: Disability Competent Care
- ISC: LGBTQ+ Health
- Sexual Medicine and Reproduction

3. Immersion Experience in Health Equity (minimum two-month commitment) - Certificate students must complete a mentored experience with individualized learning goals that requires Graduate Certificate in Health Equity director approval. This mentored experience:

- May be related to clinical care, research, public health, or community health
- May use required research immersion blocks to satisfy this requirement (requires research course director approval), or
- May be used to satisfy Foundations of Healthcare Delivery (FHD) Quality Improvement requirement (requires FHD course director approval)

Doctor of medicine students interested in pursuing the Certificate in Health Equity may learn more at www.vumc.org/healthequity/graduate-certificate-health-equity.

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

Note: School of Medicine graduate certificate programs are open to Doctor of Medicine (M.D.) students only.

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

The Certificate in LGBTQ+ Health comprises three elements:

1. **Research Immersion in LGBTQ+ Health.** Students will select a research topic within the realm of LGBTQ+ health. This may include selecting a topic within a clinical specialty, for example, adolescent medicine, infectious disease, psychiatry, or surgery. Projects may combine empirical and conceptual work with mentorship provided by designated mentors.
2. **Formal didactic coursework.** Students will take either *LGBTQ+ Health in Inter-professional Practice* (available to VUSM students through the School of Nursing) or *ISC: Sexual Medicine and Reproduction*. In addition to the basic sciences underlying the pathophysiology of health in these populations (e.g., HPV infection, HPA dysregulation with chronic stress), clinical specialties highlighted in the course include pediatrics and adolescent medicine, OB/GYN, psychiatry, and internal medicine with content threads from ethics, medico-legal health care, human development, and chronic care.
3. **Capstone Project.** Each student will complete a capstone project related to LGBTQ+ health. This may include development of patient education materials, providing a community or staff training, or implementation of a quality improvement project. The capstone is expected to enable students to demonstrate proficiency and acquired knowledge in the area of LGBTQ+ health.

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

Doctor of Medicine: Graduate Certificate Programs: Neurodevelopmental Disabilities

Note: School of Medicine graduate certificate programs are

open to Doctor of Medicine (M.D.) students only by application.

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

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

- Rigorous weekly online core curriculum on NDD, with monthly to bi-monthly evening classes,
- A monthly, evening leadership seminar series,
- Care navigation practicum in which students assist patients and families in navigating the care they are receiving while learning about social determinants of health and community-based services,
- Clinical experiences in various interprofessional hospital-based, community-based, and public health clinics,
- Interprofessional group projects, and
- A broad list of activities from which the students can tailor their experiences based on their professional goals and aspirations.

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

Participants receive tuition assistance. Successful completion of the NDD Graduate Certificate also meets the VUMC Foundations for Healthcare Delivery requirement for an interprofessional experience during the Immersion Phase and LC7 of the VUSM Learning Communities requirements during the Immersion Phase.

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

*AUCD LEND program website: https://www.aucd.org/itac-lend-programs

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

Doctor of Medicine: Honors and Awards

Gold Humanism Honor Society

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

Founder's Medal

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

School of Medicine

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

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

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

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

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

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

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

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

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

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

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

School of Medicine

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

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

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

EXCELLENCE IN PUBLIC HEALTH AWARD. This award is distributed by the Physicians Professional Advisory Committee (PPAC) of the United States Public Health Service (USPHS). The purpose is to recognize medical students who conduct public health work in their community and exemplify the USPHS and its mission to protect, promote, and advance the health and safety of our nation.

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

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

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

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

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

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

RICHARD B. JOHNSTON JR. AWARD. This award is presented to a graduating student entering pediatrics who has

demonstrated excellence in academic scholarship and an extraordinary commitment to clinical medicine exemplifying the highest professional standards of the physician- scientist.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Last reviewed on April 9, 2024.

Doctor of Medicine: M.D./M.P.H. Dual Degree

Vanderbilt University School of Medicine (VUSM) offers a five-year M.D./M.P.H. dual-degree program for students who want to better understand and address health issues on a population level. M.D./M.P.H. students are able to contextualize health and understand the determinants of health. In addition, students gain the research skills needed to engage in academic research.

Professionals with M.D./M.P.H. degrees may have interests in the following areas: prevention, health literacy, education and advocacy, policy analysis and development, evidence-based practice, academic research, quality improvement, monitoring and evaluation, health services research, health disparities, leadership and management, clinical research.

Degree requirements

Students in the M.D./M.P.H. dual degree program must complete the two degree programs' requirements before graduating with both degrees.

The M.P.H. degree requires 42 hours of academic credit which includes a practicum experience and thesis research.

The year of M.P.H. course work is composed of three academic terms: fall, spring, and summer. The summer term includes didactic courses and courses dedicated to independent work on the public health practicum and thesis.

The M.D. Program's Research Immersion Phase may be completed before matriculating in the M.P.H. Program, and/or it may be integrated with the M.P.H. Program's thesis and practicum requirements. This time should be planned in advance with input from the M.P.H. Program.

How to apply

School of Medicine

Medical students enrolled in Vanderbilt University School of Medicine (VUSM) are eligible to apply.

Before a dual degree student can matriculate in the M.P.H. Program, they must be in good academic standing with the M.D. Program and receive approval for their plan of study from the M.P.H. program director.

VUSM students should apply in the fall of their second year or in the fall of their third year by submitting an application to the Vanderbilt M.P.H. Program in SOPHAS. Click here for application deadlines.

Before matriculating in the M.P.H. Program, Vanderbilt medical students must successfully complete the following courses:

- Foundations of Medical Knowledge
- Foundations of Clinical Care
- Research 1 (Case)
- Research 2 (Discovery)

Programs of study

Students who wish to complete the M.D./M.P.H. Program have two options with respect to the timing of their year of M.P.H. course work:

Compare the two options

Option 1:

- Apply to the M.P.H. Program in the fall of the **second** year of medical school
- Matriculate in the M.P.H. Program after two years in the M.D. Program

Option 2:

- Apply to the M.P.H. Program in the fall of the **third** year of medical school
- Matriculate in the M.P.H. Program after three years in the M.D. Program

Tuition

The M.D./M.P.H. dual degree program provides a cost-effective option for those interested in earning both degrees. Students are charged three full years of M.D. Program tuition and one year of M.P.H. Program tuition. For their fifth year, they are charged half a year of M.D. Program tuition and half a year of M.P.H. Program tuition.

For example:

Year	Primary Program	Tuition
1	M.D.	M.D. Year 1 Tuition
2	M.D.	M.D. Year 2 Tuition
3	M.D.	M.D. Year 3 Tuition
4	M.P.H.	M.P.H. Year 1 Tuition
5	1/2 M.D. 1/2 M.P.H.	1/2 M.D. Year 4 Tuition 1/2 M.P.H. Year 2 Tuition

Doctor of Medicine Program Communication Policy During Step Study Period and Immersion Phase FLEX Months

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on May 5,

2023 and became effective AY 2023-24.

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

PURPOSE

To describe expectations for email communications between students and Vanderbilt University School of Medicine (VUSM) faculty and staff during the Step Study Period and FLEX months in the Immersion Phase. This policy supplements any University-wide policies located in the Student Handbook.

POLICY

1. During the mandatory Step Study Period in July and August prior to the start of the Immersion Phase:
   a. If a student is unable to monitor their email daily, they will enable automatic, out-of-office notifications for internal and external senders.
   b. VUSM faculty and staff will make efforts to limit emails to students during this time. However, during the last two (2) weeks of this period, it is expected that students check their emails, at minimum, weekly to ensure receipt of notifications and/or tasks regarding upcoming coursework and/or required activities.
2. During FLEX months in the Immersion Phase, if students are unable to check their email daily, they will enable automatic, out-of-office notifications. Students remain responsible for completing any tasks regarding upcoming coursework and/or required activities; therefore, it is expected that students check their emails, at minimum, weekly to ensure receipt of notifications and/or tasks regarding upcoming coursework and/or required activities.

References

[VUSM Student Contact Information](#)

Doctor of Medicine Program Overview: Accreditation

Program Accreditation

Liaison Committee on Medical Education

LCME Secretariat

(AMA) American Medical Association

330 North Wabash Avenue Suite 39300

Chicago, IL 60611-5885

Phone: 312-464-4933

[LCME.org](#)

LCME Secretariat

(AAMC) Association of American Medical Colleges

655 K Street NW Suite 100

Washington, DC 20001-2399

Phone: 202-828-0596

[LCME.org](#)

Last reviewed on May 9, 2023.

Doctor of Medicine Program Overview: Admission Bylaws

School of Medicine

Article I – Overview and Mission Statements

*Section 1 – Introduction***:** This document is meant to provide Vanderbilt University School of Medicine (VUSM) and constituents with the authority, structure, and procedure for the admissions process for students applying to the MD program. This includes the regular MD program as well as unique training pathways which include the Medical Scientist Training Program (MSTP) and training for Oral Maxillofacial Surgery (OMS-MD). The overarching principles driving the MD admissions process are enunciated below:

Section 2 – 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, 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 healthcare 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 will 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.

Section 3 – Authority of the Admissions Committee: The VUSM Admissions Committee is charged by the dean of VUSM to select all members of each entering VUSM medical student class and is granted sole authority in making all related decisions.

Article II – The Overall Structure of the Admissions Process.

The structure of our admissions process is intended to provide the framework upon which we can evaluate and recruit an outstanding group of diverse students to VUSM in the fairest and most efficient method possible. The process is designed to include a holistic review of applications and to be independent of political or financial influence.

Section 1 – Director and Assistant Director of Medical Admissions:

1. The director of medical admissions reports to the vice provost for university enrollment affairs and dean of admissions for Vanderbilt University and works closely with the senior associate dean for medical student and alumni affairs in the School of Medicine, the faculty co-chairs of the Admissions Committee, the admissions leadership team, and individual members of the Admissions Committee.
2. The assistant director of medical admissions reports to the director of medical admissions.
3. The following are the roles/duties of the director and assistant director of medical admissions:
   a. Collaborate with the university enrollment affairs team in modeling admissions and scholarship strategies toward achieving goals established annually by the dean of VUSM.
   b. Manage all operations related to the admissions process.
   c. Work with the co-chairs of the medical school Admissions Committee to ensure interviewers and reviewers are properly trained for their roles.
   d. Evaluate the admissions process, along with the co-chairs of the Admissions Committee and the admissions leadership team, to ensure a continuous quality improvement of said process.
   e. Assign applicants for review by the various sub-review committees and the Admissions Committee with guidance from the co-chairs.
   f. Supervise the logistics of the interview day.

g. Schedule training sessions for review subcommittees and Admissions Committee members and interviewers.
h. Manage the Admissions Process Compensation Program.
i. Create a communications flow that includes suspected, invited and matriculated applicants.
j. Plan and oversee Second Look Weekend for admitted students and Pre-Med PreVU for pre-med advisers.
k. Oversee the admissions portal and coordinate the technical standards of the portal with the academic affairs process and solution implementations team.
l. Monitor and document application flow and note admissions trends.
m. Coordinate the waitlist selection program, with the faculty co-chairs of admissions and members of the Admissions Committee.
n. Interface with the Association of American Medical Colleges (AAMC) and the Group on Student Affairs (GSA) regarding admissions.
o. Engage in other recruitment efforts.

Section 2 – Faculty Co-chairs of Medical School Admissions:

1. Selection and tenure of faculty admissions co-chairs
   a. Two Vanderbilt University School of Medicine faculty members shall serve as the faculty co-chairs of the medical school Admissions Committee.
   b. The executive vice dean for academic affairs will appoint the co-chairs with input from the dean of VUSM, leadership from the VUSM Office of Diversity Affairs, prior Admissions Committee co-chairs and the director of medical admissions.
2. Co-chairs will serve five-year terms, with no more than two consecutive terms. These terms should be staggered so that an experienced individual is always in office. At the discretion of the executive vice dean for academic affairs and the dean of VUSM, the co-chair position may be modified to facilitate effective transition.
3. The following are the roles/duties of the co-chairs. In all cases, the co-chairs will collaborate with the director and assistant director of medical admissions and the senior associate dean for medical student and alumni affairs.
   a. Oversee and continually review the entire admissions process, including MSTP and OMS-MD applicants, with input from the admissions leadership team. The admission leadership team is described below in Section 3. The faculty co-chairs remind committee members and interviewers that all admissions decisions are made free from political or financial influence. In all phases of the review process the faculty co-chairs monitor the process to ensure that no undue influences impact the process of applicant evaluation or selection.
   b. Recruit a diverse team of application review committee members, Admissions Committee members, and interviewers.
   c. Conduct training sessions, including conflict of interest training, for the committees and interviewers.
   d. Organize and lead committee meetings.

Section 3: Admissions Leadership Team:

1. The admissions leadership team, chaired by the faculty co-chairs of the Admissions Committee, includes a representative dean from the VUSM Office of Diversity Affairs, the director of medical admissions, the assistant director of medical admissions, and decision makers and faculty leaders that represent the MSTP and OMS-MD programs.
2. The admissions leadership team communicates regularly and meets as needed but no less than bimonthly to monitor ongoing results of the admissions process and make improvements in the process as indicated.
3. Ongoing communication is provided to the senior associate dean for medical student and alumni affairs.

Article III – Organization of Admissions Review and Acceptance

A commitment is made to ensure a candidate's file is reviewed by several faculty members. In all phases of the review process the faculty co-chairs monitor the process to ensure that no undue influences impact the process of applicant evaluation or selection. Authority to review applications in the subcommittees named below have been vested by the Admissions Committee. Quorum for the Admissions Committee is defined as a simple majority of the voting faculty membership of the committee. Quorum for the interview review subcommittee is defined as a simple majority of the voting membership. Quorum is required for any vote by the committees.

Section 1. MD-only Program:

1. Leadership Team Subcommittee include three faculty members from the leadership admissions team. These members screen primary applications to determine which candidates who did not receive an automatic secondary application will receive a secondary application and be forwarded to the interview

review subcommittee. This is a non-voting subcommittee.

2. Interview Review Subcommittee members review completed applications including secondary application material and Letters of Evaluation to determine offers for an interview.
3. Admissions Committee faculty members review files of applicants who have completed their interviews; this committee determines final scores for potential admission and approves the final list of admitted students and wait list. Student members of the Admissions Committee each attend a subset of the committee meetings, specifically the meetings for any files reviewed by the student member. The student member submits scores on files they review and participates in discussion of the files if there is a disparity in scoring of an individual file. Students are non-voting members.

Section 2. Special Programs:

The constitution of subcommittees for the MSTP and OMFS provides a mechanism for the efficient and effective review of applicants to these specialized training programs. Each subcommittee includes faculty members and students from the School of Medicine who have interest and expertise in the respective area. Each subcommittee has representation on the Admissions Committee and presents evaluated and ranked applicants to the Admissions Committee for consideration for admission.

1. Medical Scientist Training Program (MSTP) subcommittee review process parallels that described for the regular MD program with additions that support the evaluation of applicants to this program that provides integrated training for both the MD and PhD degrees.
2. Oral Maxillofacial Surgery (OMS-MD) subcommittee review process parallels that described for the regular MD program with additions that support the evaluation of recent dental school applicants who will complete an integrated MD degree and Oral Maxillofacial Surgery Residency.

Section 3. Acceptance Process:

The Admissions Committee will have the final authority to admit candidates from the MD-only Program, Medical Scientist Training Program (MSTP), and Oral Maxillofacial Surgery Program (OMS-MD).

1. Admissions are conditional based upon the satisfactory criminal background check and verification of an official baccalaureate degree and advanced degree if applicable.
2. At least twice each admissions season, ordinarily in December and February, all applicants reviewed by the Admissions Committee are considered for acceptance by the Admissions Committee with admissions modeling assistance from the Vanderbilt University Enrollment Affairs team.

Section 4. Waitlist

The co-chairs of the Admissions Committee, in collaboration with the director and assistant director of medical admissions, identify applicants as needed from the approved waitlist so as to meet the enrollment goals of the Admissions Committee, including total number of students in the class and broad composition of the class. These invitations generally occur beginning in late April and may continue as needed until the class matriculates.

The VUSM Doctor of Medicine Program Admission Bylaws were reviewed and approved by the Doctor of Medicine Undergraduate Medical Education Committee on March 26, 2024.

Doctor of Medicine Program Overview: Bylaws for the Undergraduate Medical Education Committee

Article 1—Overview and Charge

Section 1—Introduction: These bylaws establish the authority, structure, and goals of the Vanderbilt University School of Medicine (VUSM) Undergraduate Medical Education Committee (UMEC), and outline the processes and methodologies used to obtain those goals.

Section 2—Charge: The UMEC is charged by the Dean of the School of Medicine to provide oversight and governance of the program leading to the MD degree. UMEC reports to the Dean through the senior associate dean for undergraduate medical education and the executive vice dean for academic affairs and along with the Dean holds final authority for the curriculum as a whole. This includes oversight of the design and delivery of the MD curriculum and the authority to establish and monitor policies governing all aspects of the program, including admissions, student affairs, curriculum, assessment, progress and promotions, and learning environment.

School of Medicine

Section 3—Goals: The goals of the UMEC are to assure that the MD program is aligned with the VUSM mission statement, that the execution of the program achieves its stated goals, and that all aspects of the program comply with standards and elements established by the Liaison Committee on Medical Education.

Article 2—Composition and Structure of the UMEC

Section 1—Faculty and Staff Representatives: UMEC shall be composed of members of the School of Medicine faculty, to include:

- Twelve total required clerkship faculty representatives
  - Two representatives from each of the six departments with required clerkships during the Foundations of Clinical Care phase (Medicine, Surgery, Pediatrics, Obstetrics/Gynecology, Psychiatry, Neurology). One representative from these core clinical departments will be a Chair, Vice Chair for Education, or Core Program Director. The second core clinical representative will be selected by the department chair after receiving self-nominations from the faculty members of each department. Each serves a term of three years and may serve up to two consecutive terms if re-selected by their departments.
- Six total at-large faculty representatives
  - Four from non-core clinical and two from basic science departments on a rotating basis, who are selected by the department chair after receiving self-nominations from the clinical department faculty and basic science department faculty respectively. Each serves a term of three years and may serve up to two consecutive terms if re-elected by their departments.
- Six total Phase faculty representatives
  - Two representatives from each phase of medical school (ordinarily, the faculty co-chairs of each phase team).
- Three total longitudinal element faculty representatives
  - One representative from each longitudinal element (Foundations of Health Care Delivery, Research, and Learning Communities).
- Two special program faculty representatives
  - One representative from the Medical Scientist Training Program (MSTP) and one representative from the Medical Innovators Development Program (MIDP).
- Additional voting members include:
  - Two co-chairs of the Student Curriculum Committee,
  - One representative of the Vanderbilt University Medical Center (VUMC) clinical leadership recruited by the executive vice dean for academic affairs,
  - Two housestaff representatives recruited through the VUMC Designated Institutional Official,
  - One patient representative recruited from the Patient and Family Advisory Council,
  - And one representative from the Vanderbilt University School of Nursing (VUSN).
- All faculty and staff representatives are voting members, and a quorum will be constituted by greater than 50% of voting members.

Section 2—Ex officio Members: The executive vice dean for academic affairs, the senior associate dean for undergraduate medical education, the senior associate dean for medical student and alumni affairs, the assistant dean for assessment, the associate dean for diversity, the associate dean for educational design and informatics, the assistant dean for UME program evaluation and improvement, the assistant dean for health equity education, and the director of student records serve on UMEC as ex officio members. Ex officio members are non-voting.

Section 3—Structure of UMEC: UMEC shall consist of an Executive Committee, a Curriculum Monitoring Sub-Committee, and a Policy Sub-Committee. The Executive Committee is chaired by the senior associate dean for undergraduate medical education and consists of the two sub-committee co-chairs, the senior associate dean for medical student and alumni affairs and the executive vice dean for academic affairs. The Executive Committee is responsible for monitoring the progress of the sub-committees and for monitoring UMEC membership to ensure that these comply with these by-laws. It will oversee the activities of all of the teams that execute and support the curriculum and will also be responsible for planning the Annual Curriculum Summit.

Each voting representative on UMEC will be assigned to one of the two sub-committees. Faculty co-chairs will serve terms of three years, with the option of serving two consecutive terms. The chairs shall be responsible for all activities of their sub-committees.

Article 3—UMEC and Sub-Committee Functions

School of Medicine

Section 1—Policy Sub-Committee: The policy sub- committee will meet every other month. It shall carry out the following responsibilities:

a. Maintain an inventory of all policy related to the MD program, including policies related to the curriculum, student affairs, learning environment and progress and promotions.
b. Review each policy on a regular basis, at least every three years, or sooner if issues arise.
c. Annual review of LCME standards and elements related to the MD program to ensure existing policies remain in compliance.
d. Recommend changes to policy as needed, to be presented to the UMEC for discussion and a vote.
e. Craft new policies as necessary, in response to internally identified needs or external compliance issues to be presented to the UMEC for discussion and a vote.

Section 2—Curriculum Monitoring Sub-Committee: The curriculum monitoring sub-committee will meet every other month. It shall carry out the following responsibilities:

a. Conduct annual reviews of course and longitudinal element evaluations as presented by the respective phase or element teams and ensure alignment with the medical education program objectives.
b. Prepare and present annual phase and longitudinal element reviews for the UMEC.
c. Request and review reports and recommendations from VUSM teams as needed.
d. Review long-term and short-term program evaluation data.
e. Annual review of LCME standards and elements related to delivery of the curriculum.
f. Recommend changes in courses and programs based on above reviews and present any major recommendations for change to the UMEC for a vote (e.g. major change in course length, content areas, teaching and/or assessment approaches).

Section 3—UMEC (Full Committee): The full committee will meet every other month. Meetings will be devoted to reports from the Curriculum Monitoring and Policy Sub-Committees and to issues identified by the Executive Committee or the Sub-Committees that require discussion and decisions. The agenda will be determined by the Executive Committee. UMEC will carry out its responsibilities via the following functions:

a. Discuss and vote on major changes in policy as recommended by the Policy Sub-Committee.
b. Discuss and vote on new policies as recommended by the Policy Sub-Committee.
c. Review and vote on annual phase team and longitudinal element reports, along with recommendations that might emerge from the Curriculum Monitoring Sub-Committee.
d. Vote on plans for major changes in courses, new courses or segments of the curriculum, as defined in Article 3: Section 2: item f above.
e. Review annual program level evaluation data, including but not limited to the AAMC Graduation Questionnaire, the Y2Q survey, the annual VUSM learning system survey, aggregate performance on USMLE exams, aggregate promotions and progress data, and results of annual assessment events, such as EPA weeks.
f. Recommend changes to the curriculum or to major assessment events based on that review.
g. Sponsor an Annual Curriculum Summit. The Executive Committee will determine the agenda, which will focus on topics that would most benefit from the input of a wider group of stakeholders. Prior to this meeting, the UMEC will distribute a summative program evaluation report to the participants and time will be allotted for questions and discussion. Participants in this Summit will include the Dean, department chairs, all elected and ex officio members of UMEC, all phase and longitudinal element teams, members of the Office for Education Design and Informatics, and members of the Program Evaluation and Assessment team.

Article 4—Curricular Teams

Section 1—Phase teams: Phase teams will consist of course, program, and block directors and other faculty members who have major teaching roles in that phase, to include representation from each of the longitudinal elements as well as representation from the student curriculum committee, when needed. There will be teams for the Foundations of Medical Knowledge phase, the Foundations of Clinical Care phase, and the Immersion phase. Each phase team will appoint co-chairs who will serve on UMEC and will represent their respective phases at Policy and Curriculum Monitoring Sub-Committee Meetings. Phase teams will meet regularly to carry out the following responsibilities:

a. Review course content to ensure integration with special attention to gaps and redundancies.
b. Review assessment approaches and policies to ensure consistency across similar course types (e.g. clerkships in Foundations of Clinical Care Phase and Integrated Sciences Courses (ISCs) in the Immersion Phase).
c. Review each required course annually, including student performance, student evaluations, and course director reflections, and make recommendations for improvement.

    1. In Immersion Phase, review aggregate data from each course annually, including student performance data and student evaluations for the Advanced Clinical Experiences, Acting Internships, and Advanced Electives as well as course director reflections for the Integrated Science Courses. The team will make recommendations for improvement.

d. Review and make recommendations to the Policy Sub-Committee regarding policies specific to the phase, such as attendance and excused absence and duty hours.

e. Prepare regular reports as needed for the Curriculum Monitoring Sub-Committee.

f. Review relevant annual data from sources such as the Y2Q Questionnaire, the Graduation Questionnaire, and the annual Learning System Survey.

g. Prepare a report for the UMEC in preparation for the Annual Curriculum Summit to include review of the team's activities over the course of the year, a summary of student performance for the entire year (including any adverse actions, probation, remediation of courses, etc.); evidence of successful integration among phase elements; and any other information deemed important by the phase teams. The team will set annual phase goals accordingly.

h. Make recommendations for major changes to the Curriculum Monitoring Sub-Committee and UMEC. Major changes requiring approval by the UMEC include:

    1. Addition or deletion of courses to the phase, or changes in numbers of required courses such as ISCs in the Immersion Phase.

    2. Major changes in course content, length, instructional strategies, and/or assessment strategies.

    3. Changes in major curriculum level requirements, such as changes to the required clinical experiences.

Section 2. Longitudinal Element Teams: Longitudinal Element teams will consist of the faculty members charged with oversight of that element. These teams meet regularly to coordinate experiences and to review program evaluation data. Additionally, each longitudinal team will appoint a representative to each phase team. Each longitudinal team will appoint co- chairs who will serve on the Policy and Curriculum Monitoring Sub- Committees and UMEC. In addition, they will prepare a report for the UMEC in preparation for the Annual Curriculum Summit to include review of the team's activities over the course of the year, a summary of student performance for the entire year, evidence of successful integration among phase elements, and the element's evaluations across levels of training. The team will set annual goals accordingly, and the annual review will be presented at the Annual Curriculum Summit.

Article 5: Curriculum Evaluation and Operations

Section 1. Office of Undergraduate Medical Education Evaluation and Assessment Team: The Office of Undergraduate Medical Education Evaluation and Assessment Team oversees the implementation of all program evaluation and continuous educational quality improvement activities for the M.D. program. This team is responsible for ensuring evaluation is conducted in a systematic and rigorous manner which includes:

a. Design and oversight of evaluation plan including methodology and content
b. Design and distribution of evaluation instruments
c. Data collection, reporting, and archiving

This team supports the UMEC, Phase Teams, Longitudinal Elements Teams, and the Learning System Integration Team in their functions. The assistant dean for program evaluation and quality improvement is responsible for this team under the direction of the senior associate dean for undergraduate medical education.

Section 2. Learning System Integration Team: The Learning System Integration (LSI) Team is a trans-phase collaborative group meeting every other month to focus on operational and logistical issues (such as scheduling, faculty demands, space utilization, coordinated communications, IT support, etc.). The LSI Team will refer any programmatic and/or policy issues to UMEC for review and decision-making. This team will be chaired by the senior associate dean for undergraduate medical education or designee.

Membership will include:

- Assistant dean for assessment
- Assistant dean for program evaluation and quality improvement
- Assistant dean for undergraduate medical education
- Assistant dean for health equity education
- Associate dean for education design and informatics

- Associate dean for equity, diversity, and inclusion
- Associate director for MIDP
- Associate director for MSTP
- Chair of UMEC
- Chairs of the student curriculum committee
- Director of clinical skills development
- Director of student records
- Director of the Annette and Irwin Eskind Family Biomedical Library
- Executive vice dean for academic affairs
- Leaders of all phase teams and longitudinal elements (Foundations of Medical Knowledge, Foundations of Clinical Care and MK, FCC, Immersion Phases; Research, Learning Communities, Foundations of Healthcare Delivery).
- Representation of the assessment and portfolio coaching programs
- Senior associate dean for medical student and alumni affairs
- Senior associate dean for undergraduate medical education
- Any other person(s) invited by the committee chair or designee

REFERENCES

LCME Element 1.5

The Bylaws for the Undergraduate Medical Education Committee VUSM Doctor of Medicine Program were reviewed and approved by the Doctor of Medicine Undergraduate Medical Education Committee on May 8, 2024.

Doctor of Medicine Program Overview: Contact Information

Doctor of Medicine Medical Student and Alumni Affairs

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School of Medicine

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Medical Innovators Development Program

Ryan Buckley, M.D., M.S.

Program Director

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Medical Scientist Training Program

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

Associate Dean for Physician-Scientist Education and Training

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(615) 875-1340

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

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

Doctor of Medicine Program Overview: Major Learning Facilities

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

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

VUMC houses educational sites for the M.D. program as well. Rudolph A. Light Hall provides a venue for select learning and co-curricular activities for the M.D. program. Medical Center North and the Vanderbilt University Institute of Imaging Science Building also provide locations for select laboratory sessions for the M.D. program. Clinical learning experiences take place throughout VUMC and the Veterans Administration Hospital.

Major VUMC facilities are located within close walking distance to EBL, while select other clinical training facilities are located in the greater Nashville area.

See Principal Clinical Education Affiliates and Credit for Course Work Completed Away.

Last reviewed on April 11, 2024.

Doctor of Medicine Program Overview: Standing Program Committees

Doctor of Medicine Admission Committees

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

For additional information about these committees, please see the Doctor of Medicine Program Admission Bylaws.

Undergraduate Medical Education Accreditation Standards Committee

The UME Accreditation Standards Committee (UASC) is established to monitor ongoing compliance of the

School of Medicine

Vanderbilt University School of Medicine M.D. program with Liaison Committee on Medical Education (LCME) standards and elements.

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

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

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

Doctor of Medicine Student Promotion Committees

The Promotion Committees, in consultation with representatives of the faculty responsible for instruction, are charged with making recommendations to the dean and the executive faculty regarding the progress and promotion of students. Details of the process can be found on the [Doctor of Medicine Progress and Promotion](#) page of the catalog.

Doctor of Medicine Undergraduate Medical Education Committee

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

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

The UMEC consists of an Executive Committee, a Curriculum Monitoring Sub-committee, and a Policy Sub-committee. The work of the UMEC is supported by the following teams: Phase Teams, Longitudinal Elements Teams, Evaluation and Assessment Team, and the Learning System Integration Team.

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

Medical Scientist Training Program (MSTP) Admission Subcommittee

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

Medical Scientist Training Program (MSTP) Senior Oversight Committee

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

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

Membership: MSTP Leadership Team, Donald W. Brady, Amy E. Fleming, D. Catherine Fuchs, John Kuriyan, and Jennifer A. Pietenpol.

Last reviewed on April 3, 2024.

Doctor of Medicine: Program Policies and Procedures: Assessment Policy

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on April 26, 2022 and became effective AY 2022-23.

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

PURPOSE

To establish assessment practices within the doctor of medicine program.

POLICY

Students are assessed on the medical education program objectives within the six competency domains of patient care, knowledge for practice, practice-based learning and improvement, interpersonal and communication skills, systems-based practice, and professionalism. All students must ultimately meet or exceed the medical education program objectives as a requirement for graduation.

Assessment occurs in the context of a programmatic curricular alignment such that all assessments are clearly focused on and aligned with the stated learning objectives of each course or clerkship and these objectives are derived from and directly mapped to the medical education program objectives.

Assessment activities contribute to student learning by giving each student ongoing feedback about their performance. Assessments are designed to promote the habits of self-directed learning and include formative and summative assessments of student performance, which serve as the basis for ongoing feedback to the students. Assessment data is available to students in their learning portfolio.

Assessment tools may include written examinations (multiple choice questions, short answer questions, essays), performance assessments (observed structured clinical encounters, workplace-based assessments), assignments (reflections, presentations), portfolios, or other assessments as appropriate for the learning activity.

All courses and clerkships must provide students with information on how and when they are assessed.

All courses and clerkships must provide the opportunity for formative assessment.

REFERENCES

Doctor of Medicine Program Grading Policy

Doctor of Medicine Program Midcourse Feedback Policy

Doctor of Medicine Program Narrative Assessment Policy

[Doctor of Medicine Program Policy for Direct Observation](#)

[Doctor of Medicine Program Workplace-based Assessment Policy](#)

Doctor of Medicine: Program Policies and Procedures: Assessment Policy: Grading Policy

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on April 26, 2022 and became effective AY 2022-23.

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

PURPOSE

The purpose of this policy is to describe the grading process.

POLICY

The Doctor of Medicine program has established medical education program objectives that are aligned with six domains of competence: patient care, knowledge for practice, practice-based learning and improvement, interpersonal and communication skills, systems-based practice, and professionalism.

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

Grading Scales

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

- FMK: All courses
- FCC: All courses
- Immersion: Advanced electives; Learning Communities; PLAN (Inquiry Program); Foundations of Healthcare Delivery (except for Quality Improvement (QI))

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

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

Withdrawal: The grade of W is entered onto the transcript when a student withdraws from a course/clerkship after the first day of the course/clerkship but before the halfway point of the course/clerkship. Failure to withdraw before the halfway point of the course/clerkship may result in failure and may impact progress and promotion. The following exceptions apply:

- For Foundations of Healthcare Delivery: Quality Improvement (QI): For each 4-week unit of QI, a student must withdraw from the unit before the halfway point of the unit.
- Learning Communities (LC)—Immersions: For each 4-week unit of LC, a student must withdraw before the halfway point of the unit.
- For Research Immersions—For each 4-week unit of Research Immersions, a student must withdraw from the unit before the halfway point of the unit.
- Failure to withdraw before the halfway point of each QI, LC, or Research Immersion unit may impact the

final course grade and/or progress and promotion.

Failure to follow procedures to officially withdraw from a course/clerkship may result in a failure and may impact progress and promotion.

Temporary Grades

P-star (P*): A temporary grade of P* is given to students whose performance is marginal because of important deficiencies in some aspect(s) of course work which precludes awarding academic credit for completion of that course. Students should be assigned a "Below Threshold" in the domain(s) in which they are deficient. P* should not be used to indicate performance that is marginal but does not require course-specific remediation. Such a concern should be indicated as a "Threshold" performance in the relevant competency domain(s). This is then tracked across courses in the learning portfolio. P* should not be used to indicate incomplete work. The P* grade should only be applied if a plan for remediation, such as repeating an exam, has been put in place.

The P* grade may be applicable for academic credit only after that remediation has been completed to the satisfaction of the course director, in which case the P* is converted on the official transcript to a P. No grade higher than a P can be assigned after such remediation, and the domain(s) of concern are marked as "threshold" in the final grade. In the absence of satisfactory remediation, the P* grade is converted on the official transcript to an F. If a transcript is requested before final resolution, the P* is present to indicate the course work has not yet been completed at a satisfactory level. Any remediation plan must be completed in a timely manner: for courses in the Immersion phase, within six weeks of receiving the P* grade; in FCC, within six weeks of completion of the student's final clerkship block; in FMK, prior to entry into the FCC phase.

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

Change **of Grade**

After submission of a student's final grade in a course or clerkship, the course/clerkship director may request a change of grade. Justification for the request is reviewed by the senior associate dean for undergraduate medical education or their designee. If the grade change is approved, the senior associate dean for undergraduate medical education or designee notifies the director of medical student records regarding the justification for the grade change, and the grade change is recorded in the student's record accordingly.

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

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

School of Medicine

Faculty Advisers' Roles and Responsibilities for Grading

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

Expectations **for Conduct During Examinations and Work Submitted for Academic Credit**

Faculty and Students' Responsibilities

Students are expected to comply with the Honor Code of the School of Medicine and the Vanderbilt University School of Medicine Compact Between Teachers and Learners. In addition, students are expected to comply with the rules of the instructor regarding classes, examinations, lab work, clinical placements, or any work/activity for academic credit.

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. 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.

In order to facilitate transparency of expectations, students are apprised of appropriate conduct for a given course on the first day of class or during the first week that a course meets. Standards of behavior for each course are published in the course syllabus, and course directors explain the pertinent points (especially regarding examinations) verbally as well.

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.

When in doubt, the student should contact the faculty member.

Incidents reported to the Honor Council may be separately incorporated into the competency domain assessment and promotion committee review process as appropriate.

Expectations for Conduct in Examinations

Personal belongings may not be brought into the seating area of the testing room. All materials, except computers for online examinations, must be left outside the room or deposited in the area designated for personal belongings. Items listed below are not permitted in the seating area of the testing room:

1. Personal digital devices, calculators, or cellular telephones
2. Recording/filming devices
3. Watches with alarms, computer, or memory capability
4. Radios or paging devices
5. Reference materials (books, notes, or papers)
6. Backpacks, briefcases, luggage, coats, or brimmed hats
7. Eyeglasses are permitted, but may be subject to inspection by proctors
8. Earbuds or headphones (with the exception of noise cancelling ear plugs which may be brought into the testing room)

The use of cell phones is prohibited during the examination period, except in explicitly predetermined situations (e.g., multifactor authentication). If a student has a legitimate need to be available to urgent outside

communications during the assessment period, the student must make the appropriate arrangements with the Office of Undergraduate Medical Education (OUME) prior to the assessment period. An OUME staff member is designated to receive any urgent communications and notifies the student of outside communications if the need arises.

Students may leave the room only for restroom breaks during the examination. Leaving the room can be disruptive to other students, so it is preferred that students not leave the room unless it is unavoidable.

If a student finishes the exam before time is called, the student should leave quietly and not return to the classroom or immediate outside area until the examination period is over.

For online examinations, students are responsible for confirming device eligibility prior to the date of the exam and for working with the educational technology team as needed.

Exams are closed resource (i.e., no use of reference materials of any kind and must be completed independently) unless otherwise indicated by the course director.

It is prohibited to discuss the exam or course materials with others during the exam.

The content of exams is confidential, and it is prohibited to discuss the content of exams unless given explicit permission by the course/clerkship director.

Expectations for Conduct in National Board of Medical Examiners (NBME) Examinations

Students must comply with the NBME examination rules. If the NBME rules conflict with the School of Medicine policy, then the NBME rules apply for that examination. For example:

- Cellular telephones may be brought into the testing room for virtual NBME exams
- Students are escorted by a proctor to the restroom; additional testing time is not given

The examination materials used in NBME examinations are confidential, and the confidentiality of examination content must be maintained at all times. It is prohibited to communicate, publish, reproduce, or transmit any part of your exam, in any form, or by any means, verbal or written, for any purpose.

REFERENCES

Doctor of Medicine Program Leave of Absence Policy

Doctor of Medicine Program Faculty Support and Advising Roles

LCME 9.8, Fair and Timely Summative Assessment

Doctor of Medicine: Program Policies and Procedures: Assessment Policy: Narrative

Assessment

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on April 26, 2022 and became effective AY 2022-23.

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

PURPOSE

To ensure each student receives a narrative description of their performance.

POLICY

Each student will receive narrative assessments during the curriculum that, when aggregated, provide feedback on their knowledge, skills, attitudes and behaviors, including non-cognitive achievement, in a manner consistent with the medical education program objectives.

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

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

The Medical Student Performance Evaluation (MSPE) is created as a part of a student's permanent record and is submitted according to the Electronic Residency Application Service's timeline for fourth-year medical students. Included in the MSPE are summative comments from performance evaluations throughout medical training. Students participate in the MSPE writing process and the content of the MSPEs is available for the students to review and suggest edits.

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

REFERENCES

LCME 9.5, Narrative Assessment

LCME 11.4, Provision of MSPE

LCME 11.6, Student Access to Educational Records

Doctor of Medicine: Program Policies and Procedures: Assessment Policy: Program Midcourse Feedback Policy

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on April 26, 2022 and became effective AY 2022-23.

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

PURPOSE

To ensure that each student is provided with formal feedback early enough to allow sufficient time for remediation.

POLICY

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

REFERENCES

LCME 9.7, Formative Assessment and Feedback

Doctor of Medicine: Program Policies and Procedures: Assessment Policy: Program Policy for Direct Observation

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on April 26, 2022 and became effective AY 2022-23.

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

PURPOSE

To ensure each student receives direct observation.

POLICY

All students will be directly observed on all required clerkships while performing patient evaluations, with special attention to those aspects of the evaluation that are most pertinent to that specialty and to the required clinical experiences. The direct observation must be documented in the student's portfolio, along with feedback on the performance.

REFRENCES

LCME 9.4, Assessment System

Doctor of Medicine: Program Policies and Procedures: Assessment Policy: Workplace-based Assessment

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on June 13,2023 and became effective AY 2023-24.

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

PURPOSE

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

OVERVIEW

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

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

POLICY

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

REFERENCES

[Standard Operating Procedures for Workplace-based Assessment Requirements](#)

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

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on February 25, 2022 and became effective AY 2022-23.

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

- All missed time over the allowable 2 days must be made up.
- 75% of the total planned clinical experience in the course MUST be completed in-person (e.g., for courses with a 4-week clinical experience, 3 weeks must be completed in-person)
- Up to 25% of the total planned clinical experience in the course can be completed with virtual clinical experiences
- Virtual clinical experiences include but are not limited to:

    - Self-directed case-based study
    - Simulation
    - Telemedicine encounters
    - Virtual conferences
    - Virtual lectures
    - Virtual MCT encounters
    - Virtual or online cases
    - Virtual rounds

Guidelines

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

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

- Propose a make-up plan based on the course objectives and their personal learning goals
- Seek course director approval through the formal absence request process
- Document completion of the make-up plan, including a log of virtual experiences
- Complete the make-up plan in the manner and timing that was mutually agreed upon by the student and course/clerkship director

MAKING UP REQUIRED IN-PERSON CLINICAL TIME

Should in-person clinical time be required to be made up, the student and course/clerkship director will work collaboratively to determine the best timing for clinical work. It would be at student and course/clerkship director

discretion about when missed clinical experiences could be made up. This will depend on multiple factors including the student's schedule as well as the availability of space in the clinical environment.

- It would be permissible to allow in-person clinical time to be made up on weekends, evenings, or breaks, assuming availability of space in the clinical environment.

- It would be permissible to allow in-person clinical time to be made up during FCC electives. This would require a waiver of the elective requirement. (See Curriculum Requirements [Link to Kuali MD Curriculum Requirements] policy for details).
- Make up of in-person clinical activities will not take precedence over other course work for which the student is currently enrolled.
- If missed FCC in-person clinical time cannot be made up over the course of the FCC phase, it is strongly encouraged that this be made up in June/July prior to the start of the Flex months for Step study. For MSTP students, arrangements must be made to complete missed clinical time prior to the completion of Step study time.
- At the latest, the missed FCC in-person clinical requirements must be made up during the first three months of the Immersion Phase. If it has not been made up by this time, students must take a Flex month to complete the clinical requirements.

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

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

Progress and Promotion

Students can be given a provisional promotion to the Immersion Phase contingent on satisfactory completion of their missed in-person clinical requirements (see, MD Student Progress and Promotion policy {LINK TO POLICY IN KUALI}).

REFERENCES

Curriculum Requirements Policy

Student Progress and Promotion

LCME Element 8.8

Doctor of Medicine: Program Policies and Procedures: Attendance and Leave Policies: Financial Obligations During Partial-Year Enrollment

Students in the MD program are enrolled under a year-long (July-June) enrollment calendar rather than a semester-based calendar. These students are billed one-half the year's tuition in July and one-half in January.

Some students withdraw or otherwise separate from ordinary enrollment during the year to pursue an outside degree program, external opportunity, or for personal or health reasons. Their dates of separation vary. When a student withdraws during a period of enrollment following the July or January billing date, a proportional refund will be issued by the Office of Student Accounts based on the length of actual attendance. These dates are available in the refund policy, as published by the Office of Student Accounts.

In some cases, students *return* to enrollment prior to the July or January billing cycle. If a student returns to enrollment in November or December, prior to the January billing cycle, or May or June, prior to the July billing cycle, that student will not be obligated for tuition for these months, provided the student is projected to be assessed for a total of at least 4 years of MD tuition. Students must still pay required fees. Furthermore, during periods of enrollment beyond the fourth year, in no case will the application of this policy be utilized to create gaps in enrollment for the express purpose of avoiding a tuition obligation.

Students who return at a time other than November or December, or May or June, will be reviewed by a committee including the Director of Financial Aid, Director of Medical Student Records, and Senior Associate Dean for Medical Student and Alumni Affairs. The committee will review each individual case and apply the following guidelines:

A student who returns from a period of separation in a month other than July will be obligated for tuition for the first half of the year as follows, depending on the month of return:

- August: 80% of the assessed tuition costs for the first half of the year
- September: 67% of the assessed tuition costs for the first half of the year
- October: 50% of the assessed tuition costs for the first half of the year
- November: No obligation
- December: No obligation

A student who returns from a period of separation in a month other than January will be obligated for tuition for the second half of the year as follows, depending on the month of return:

- February: 80% of the assessed tuition costs for the second half of the year
- March: 67% of the assessed tuition costs for the second half of the year
- April: 50% of the assessed tuition costs for the second half of the year
- May: No obligation
- June: No obligation

All tuition offsets described above will be made in the form of a credit to the student's account.

Last reviewed on June 16, 2023.

Rev. 15 June 2023

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

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on October 30, 2023 and is effective 2024-25.

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

POLICY

Leave of Absence

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

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

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

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

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

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

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on October 30, 2023 and became effective AY 2024-25.

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

Student Absence Request forms are available online at *medschool.vanderbilt.edu/md-gateway/forms*. A Student Absence Request form must be completed for any absence. Required information includes the date, time, and reason for the absence request. For the Foundations of Medical Knowledge and Foundations of Clinical Care Phases, the signatures of (1) the block/clerkship/course director and (2) the senior associate dean for medical student and alumni affairs or the assistant dean for medical student assessment approving the absence request are required. For the Immersion Phases, the signatures of (1) the course director and (2) Immersion Phase Leadership are required. Note that for the Immersion Phase, the senior associate dean for medical student and alumni affairs and the assistant dean for medical student assessment are notified of all absences that are approved, but their signatures are not required. For all phases, once the absence request is reviewed the student will be notified if the absence request was or was not approved.

Important Considerations:

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

School of Medicine

Types of Absences

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

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

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

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

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

Mandatory Sessions Across All Phases and All Courses

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

Mandatory sessions in all phases and courses include:

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

School of Medicine

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

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

1. Mandatory sessions in FMK include all of the mandatory sessions listed for all phases/all courses and:
    - Small group sessions (small groups may include discussion or presentation sessions, team-based or case-based learning sessions, laboratory session, etc., as defined for individual courses)
    - 1st day of the course
    - Last day of the course before an assessment in a block
2. Unless stated otherwise, students are not required to attend general lectures in FMK courses. However, because many topics are covered only in lectures and many exam questions are derived directly from this material, attendance in lectures is strongly encouraged.
3. *Foundations of Medical Knowledge Phase Personal Days.* It is recognized that life events that are neither serious health issues nor family emergencies may affect a student's schedule. In these cases, students may request a personal day in order to miss a mandatory session. These are considered planned absences. Permission for absence may be granted at the discretion of the individual course directors. The rules that govern the use of personal days are:
    - Personal days are only available in the FMK Phase
    - Students must request permission from the course leadership for each active course in which sessions would be missed in writing and in advance using the appropriate Student Absence Request form.
    - If granted an absence, students who anticipate missing a mandatory small group session due to taking a personal day must notify their group facilitator/clinical team/classmates at least 4 weeks in advance that they are not attending.
    - Students are held responsible for material they miss when taking personal days. At the discretion of the course leadership, students may have to complete a make-up assignment on material they missed.
    - During the FMK phase, students are allowed to take up to a total of three (3) personal days (not more than one day per block).
    - *Personal Day Restricted Periods.* Students may not use a personal day to extend a school holiday (not including normal weekend breaks). Also, students may not use personal days to miss the following sessions, including:
        i. Examinations
        ii. First day of any class
        iii. Orientation
        iv. Last day of class before an assessment in a block
        v. Other sessions as determined by course leadership/administration

Foundations of Clinical Care (FCC) Phase

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

Immersion Phase

1. Mandatory sessions in Immersion Phase include all mandatory sessions listed for all phases/all courses and:
    - Immersion Weeks
    - In-person sessions in longitudinal courses (Foundations of Healthcare Delivery, Learning Communities, and Research courses)
2. A student is not allowed to miss more than two days (whether planned or unplanned) within a course. If more than two days are missed, a student must arrange to make up additional time.

REFERENCES

LCME Standard 12, Element 4

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

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on October 23, 2022 and became effective AY 2022-23.

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

PURPOSE

To describe medical student duty hours to ensure maximal benefit of educational activities while limiting fatigue that may negatively impact patient care and education.

POLICY

Foundations of Medical Knowledge Phase

During the Foundations of Medical Knowledge (FMK) Phase duty hours are defined as all educational and clinical activities related to the student's current coursework. This includes:

1. All mandatory scheduled educational activities such as lectures or small group sessions inclusive of time in longitudinal courses (Foundations of Healthcare Delivery, Learning Communities, Physical Diagnosis, and Research Inquiry Program).
2. Time spent in preparation for mandatory educational activities.
3. All direct patient care activities (whether completed in-house or at home).

Duty hours DO NOT include time spent:

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

We expect that:

1. Total required educational activities, inclusive of time spent in preparation for mandatory educational activities, should not exceed thirty (30) hours per week to allow for additional time for self-directed learning.
2. When calculating the weekly duty hours, the following guidelines are used to account for preparation time:
3. 2 hours of preparatory time for each case in **case-based learning**
4. 30 minutes to 1 hour for session preparation (e.g., reading articles, reviewing videos, completing online modules) for **team-based learning** depending upon the session topic
5. 30 minutes to 1 hour for **Research CASE** preparation (e.g., reading articles) depending upon session topic
6. 30 minutes for **Learning Communities** preparation (e.g., reading articles)

Foundations of Clinical Care and Immersion Phases

In order to encourage a well-rounded, balanced journey through medical school, it is the policy of Vanderbilt University School of Medicine that duty hours of medical students in the Foundations of Clinical Care and Immersion Phases should reflect the general guidelines set forth for residents by the Accreditation Council for Graduate Medical Education (ACGME).

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

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

Duty hours DO NOT include time spent:

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

We expect that:

1. Total required clinical and educational activities should not exceed eighty (80) hours per week which is inclusive of longitudinal coursework (e.g., Foundations of Healthcare Delivery and Learning Communities in Immersion Phase).
2. Students should take one day off in seven; this is typically a weekend day.
3. Students should be off (free from clinical and educational responsibilities) for eight (8) consecutive hours after a daily duty period/shift before returning to duty.
4. In-house call no more than once every three nights, averaged over the length of the course.
5. Continuous on-site duty should not exceed twenty-four (24) consecutive hours, and up to four (4) additional hours for educational activities (e.g., transitioning care, formal didactics).
6. Should be off (free from clinical and educational responsibilities) for 14 consecutive hours after 24 hours of in-house call.

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

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

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on October 23, 2022 and became effective AY 2022-23.

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

POLICY Extracurricular Work or Activities

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

Student Pay for Work Performed for Credit

Students may not be paid for work performed as part of their elective or required course work for credit. Exceptions to this rule are made only when students are in special programs, such as students on military scholarships, students in funded graduate certificate programs, students in funded Medical Scientist Training Programs, students in the Medical Innovation Development Program completing certain industry internships, and students in the Oral and Maxillofacial Surgery program when acting as residents.

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

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on March 3, 2023; was approved by the Executive Faculty of Vanderbilt University School of Medicine on April 12, 2023; and became effective AY 2023-24.

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

School of Medicine

PURPOSE

The purpose of this policy is to provide a safe and supportive environment for medical student learning and growth in the clinical setting, to ensure that the school adheres to expectations that protect patients and ensure student safety, and to describe the mandatory training, teaching, and assessment skills required to be a medical student supervisor.

POLICY

This policy applies to individuals who supervise medical students across all required and elective clinical activities at all training sites.

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

Supervisors in the Clinical Setting

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

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

Levels of Supervision – Direct vs. Indirect

1. Direct Supervision: The medical student performs a task with the Supervisor physically present in the same location as the student; able to provide direct instructions and feedback to the student in real time; able to take over patient care duties if and when necessary. A resident physician or another health professional acting within their scope of practice may provide direct supervision under the indirect supervision of an attending physician.
2. Indirect Supervision - The Supervisor may not be physically present with the student; however, they are on-duty, immediately available, and can be called to the physical location of the student if and when necessary. The Supervisor verifies in person all relevant components of the history and physical exam that are obtained independently by students and verifies and communicates in person to the patient the assessment and plan.
   a. In cases where telecommunication technology is used, the Supervisor and/or patient is not physically present with the student and the Supervisor is concurrently monitoring the patient care through appropriate telecommunication technology.
3. The limitations for the requirements of proximity and timing of supervision, as well as the specific tasks that a student may perform without direct supervision, depends on various factors, including:

   - the level of training of the student;
   - previous experience and skill of the student within the scope of the clinical activity and setting;
   - the familiarity of the Supervisor with the student's skills;
   - the acuity of the situation and the degree of risk to the patient.

How VUSM Monitors Clinical Supervision

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

Doctor of Medicine: Program Policies and Procedures: Curriculum Requirements

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on April 30, 2024 and became effective AY 2024-25.

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

PURPOSE

To describe the curriculum requirements for the M.D. degree.

POLICY

The curriculum requirements for the MD degree are established by the Undergraduate Medical Education Committee. The Doctor of Medicine program reserves the right to change the curriculum requirements, instructional strategies, and required activities at any point to ensure that all medical education program objectives, competencies, and required clinical experiences are being met. Any changes will be communicated to the students in a timely manner.

Medical Innovators Development Program (MIDP), Medical Scientist Training Program (MSTP), Oral and Maxillofacial Surgery (OMS-MD) students, and dual degree students may have additional expectations and should refer to the appropriate sections below.

Curriculum Phases

There are three phases of the curriculum: Foundations of Medical Knowledge (FMK), Foundations of Clinical Care (FCC), and Immersion Phase (IMM). To complete each phase, students must satisfactorily complete the requirements of each phase, including passing each course/clerkship and satisfactorily completing course/clerkship requirements.

Ordinarily, students complete all clerkships before proceeding to the Immersion Phase, but under special circumstances, students may defer one or more clerkships to pursue specific research or clinical interests. Such plans must be approved by the senior associate dean for undergraduate medical education.

Foundations of Medical Knowledge Phase (FMK–Year 1)

This phase is 49 weeks and provides students with a strong foundation in the basic sciences, medical humanities, and behavioral and social sciences that supports ongoing learning over the ensuing years. For successful completion of the FMK Phase, the following are required:

- Foundations of the profession
- Human Blueprint and Architecture
- Microbes and Immunity
- Homeostasis
- Renal & Digestion
- Reproduction & Endocrine
- Brain, Behavior and Movement

The following longitudinal courses are required:

- Foundations of Physician Responsibility I
- Research-Clinical Applications of Scientific Evidence (CASE)

Foundations of Clinical Care Phase (FCC–Year 2)

This phase is 41 weeks and provides students with a strong foundation in clinical care delivery to support the development of clinical skills and clinical reasoning. For successful completion of the FCC Phase, the following are required:

- Cumulative objective structured clinical examination (OSCE)
- FCC Launch
  - This is a one-week course at the start of the FCC Phase. It will be required for the Entering Class of 2021 and subsequent classes. Entering classes prior to 2021 are required to complete the Diagnostics and Therapeutics Course.

Clerkships

- Students must complete discipline-specific clinical clerkships including Surgery (8 weeks), Medicine (8 weeks), Pediatrics (6 weeks), Obstetrics-Gynecology (6 weeks), Neurology (4 weeks), and Psychiatry (4 weeks).

Electives

- All students are required to take two (2) two-week electives during the FCC phase. These experiences are designed to allow students to explore focused clinical areas and potential career choices. Students may select from offerings across many clinical disciplines. The scheduling of these electives is linked to the clerkship blocks in Pediatrics and in Obstetrics and Gynecology.
- A student may request an exemption from one (1) elective requirement if they have a compelling reason. Reasons may include a need to make up clerkship time, illness requiring treatment, or other unavoidable life events that require the student to be away from school. When the student needs an exemption, they must contact the senior associate dean for medical student and alumni affairs to make a formal request. The decision to grant the exemption is made by the senior associate dean for undergraduate medical education in consultation with the senior associate dean for medical student and alumni affairs. Only one (1) exemption is permissible. An exempted elective does not appear on the transcript.

The following longitudinal courses are required:

- Foundations of Healthcare Delivery (FHD) 2
- Learning Communities - FCC
- Research - Discovery

Immersion Phase (IMM–Years 3 and 4)

The Immersion phase is 64 weeks and is a highly individualized phase that allows each student to create a schedule based on their future clinical and scholarly trajectory. Students complete a mixture of experiences with varying levels of structured versus workplace learning across multiple clinical disciplines, including acting internships (AIs), integrated science courses (ISCs), advanced clinical experiences (ACEs), and Advanced Electives (AEs). Students may track their progress towards the M.D. degree through the Your Enrollment Services (YES) Degree Audit function.

For successful completion of the Immersion Phase, students must complete 15 four-week blocks or equivalent (e.g., longitudinal ACE) that include:

- Four (4) ACEs
- Four (4) ISCs
- One (1) AI
- Three (3) Research Immersions
- Three (3) competency and interest-driven rotations with at least one (1) being a clinical rotation. These can be ISCs, ACEs, AIs, AEs, clinical away rotations, or special studies with no more than two (2) being clinical away rotations.

Of the 15 required blocks, one (1) must be completed in the primary care setting and one (1) in the acute care setting.

The following longitudinal courses are required during the Immersion Phase:

- Foundations of Healthcare Delivery (FHD) :
    - Health Care Delivery Immersion I
    - Health Care Delivery Immersion II
    - Interprofessional Education 2
    - Patient Safety
    - Health Care Delivery Immersion III
    - Quality Improvement
        - Students must complete Quality Improvement Units 1, 2, and 3 by the end of block 10 of the intended year of graduation.
    - Learning Communities—Immersions (8 Units)
    - Research:
        - PLAN (Planning, Logistics, and Navigation)

- Students must complete PLAN before beginning the Research Immersion.
- Research Immersion
- Students must complete (or have attained waivers for) all Research Immersion requirements (noted above) by the end of block 2 of the intended year of graduation.
- Introduction to Core Entrustable Professional Activities
  - This is a one (1) week course that is required in the Immersion Phase. This course includes didactic, small group, and simulation activities to support competency development and readiness for residency.

See Appendix A for a description of the requirements of the Immersion phase.

Dual Degree Students

For students enrolled in one of the dual-degree programs at Vanderbilt University, the curriculum requirements for the M.D. degree are the same as for M.D. students as listed above with the following exceptions:

- In IMM Phase:
  - see Appendix B for IMM Phase requirements.

Medical Innovators Development Program (MIDP) Students

The curriculum requirements for MIDP students are the same as for M.D. students as listed above with the following exceptions:

- In FCC Phase:
  - Innovation Activism is required.
  - Research—Discovery is not required.

- In IMM Phase:
  - See Appendix C for IMM Phase requirements.
  - Research Immersion is not required.

Medical Scientist Training Program (MSTP) Students

MSTP students will typically complete the FMK and FCC phases, exit for graduate studies, then return for a single remaining medical school year to complete the Immersion Phase.

For students enrolled in the MSTP, the curriculum requirements for the M.D. degree are the same as for M.D. students as listed above with the following exceptions:

- In FMK Phase:
  - MSTP Seminar Series is required.
  - Foundations of Biomedical Research I is required.
- In FCC Phase:
  - Research-Discovery is not required.
  - Foundations of Biomedical Research II is required.
- In IMM Phase:
  - See Appendix D for IMM Phase requirements.
  - Clinical Preceptorship Program-Foundations of Healthcare Delivery (CPP-FHD) is required.
  - Introduction to Core EPAs is not required.
  - Research Immersion is not required.

Oral and Maxillofacial Surgery-Doctor of Medicine Curriculum Requirements (OMS-MD) Students

Students in the OMS-MD program meet in full the requirements for the doctor of medicine after three years of full-time training. The curriculum requirements for OMS-MD students are the same as for M.D. students as listed above with the following exceptions:

- In FCC Phase:
  - Research-Discovery is not required
  - FHD: Public Health Prevention for OMFS is required.
- In IMM Phase, the following are required:
  - See Appendix E for IMM Phase requirements.
  - Research Immersion is not required.

School of Medicine

- The following are required:
  - ACE: Primary Care
  - ACE: Emergency Medicine
  - 6 blocks of ACE: Anesthesiology for OMFS
  - 2 blocks of AI: Oral & Maxillofacial Surgery
  - FHD: Quality Improvement 1, 2, and 3 (beginning with the graduating class of 2025)
  - Learning Communities Units 3 and 4 (beginning with the graduating class of 2024)

Vanderbilt Program in Interprofessional Learning (VPIL) Students

The curriculum requirements for VPIL students are the same as for M.D. students as listed above with the following exceptions:

- In IMM Phase:
  - FHD-IPE 2 is not required if Interprofessional Clinic: VPIL 1 and Interprofessional Clinic: VPIL 2 have been satisfactorily completed OR if Vanderbilt Program in Interprofessional Learning (VPIL) has been satisfactorily completed.

[Appendix A: Immersion Phase Requirements](#)

[Appendix B: Immersion Phase Dual Degree Requirements](#)

[Appendix C: Immersion Phase MIDP Requirements](#)

[Appendix D: Immersion Phase MSTP Requirements](#)

[Appendix E: Immersion Phase Oral and Maxillofacial Surgery Requirements](#)

Appendix A: Immersion Phase Requirements

C2.0 Requirements (in Months)	Ongoing Longitudinal Courses
4 Integrated Science Courses (ISCs) - on campus	Foundations of Health Care Delivery (10 units, see below)
1 Acting Internship - on campus	
4 Advanced Clinical Experiences (ACEs) - on campus	Learning Communities (8 units, see below)
3 Research Immersion, must be completed by Feb of graduating year	
3 Additional Courses (Competency and/or interest-driven, can be ISCs, ACEs, Away ACEs, AIs or Advanced Electives) • away with approval; only 2 aways will count toward graduation requirements • one must be clinical	
Overall Requirements	
15 months required	
7 flex months (4 flex + 2 months for Step 1 or 2 in July/August of year 3 + 1 month for interviews in December of year 4	
May register for up to 19 rotations	
Must include: • 1 Primary Care course (ACE: PC (VU or away) plus others as listed in the catalog) • 1 Acute Care course (Any ICU-based course, plus others as listed in the catalog)	

School of Medicine

Impact of Increasing Research Months
To extend research beyond 3 months
Student must be in good academic standing and complete an approval process
4 months: Additional research month fulfills one competency/interest-driven rotation
5 months: Additional research months fulfill two competency/interest-driven rotations
6 months: Additional research months fulfill two competency/interest-driven rotations and require the use of one flex month

Longitudinal Course Requirements	
Foundations of Health Care Delivery - 10 units	**Learning Communities - 8 units**
Quality Improvement 1-3: QI3 must be completed by Oct. prior to graduation (self-enroll)	LC1 Medical Error (self-enroll)
Patient Safety (self-enroll)	LC2 Lifelong Learning (self-enroll)
Health Care Economics and Policy (February Y4 Immersion Week)	LC3 Situational Leadership (self-enroll)
Public Health and Prevention (August Y3 Immersion Week)	LC4 Change Management (self-enroll)
Advanced Communication 1 (August Y3 Immersion Week)	LC5 Priority Setting (self-enroll)
Advanced Communication 2 (May Y3 Immersion Week)	LC6 Sustaining Well-being in Medicine (self-enroll)
Interprofessional Education 1 (May Y3 Immersion Week)	LC7 Dealing with Ambiguity (self-enroll)
Interprofessional Education 2 (self-enroll)	LC8 Leading and Managing Up (self-enroll)

Appendix B: Immersion Phase Dual Degree Requirements

School of Medicine

C2.0 Requirements (in Months)	Ongoing Longitudinal Courses
4 Integrated Science Courses (ISCs) - on campus	Foundations of Healthcare Delivery (10 standard units that can vary by dual degree, see below)
1 Acting Internship - on campus	
4 Advanced Clinical Experiences (ACEs) - on campus	Learning Communities (8 standard units that can vary by dual degree, see below)
3 Research Immersion* (must be completed by Feb of graduation year)	
2 Competency and Interest-driven Rotations • can be ISCs, ACEs, Away ACEs, AIs or Advanced Electives • away with approval; only 2 aways will count toward graduation requirements • one must be clinical	

Overall requirements
14 months required
7 flex months (4 flex + 2 months for Step 1 in July/August of year 3 + 1 month for interviews in December of year 4)
May register for up to 18 rotations
Must include: • 1 Primary Care course (ACE: PC (VU or away) plus others as listed in the catalog) • 1 Acute Care course (ACE: Emergency Medicine or any ICU-based course, including ISC: Critical Care or critical care ACEs)

Longitudinal Course Requirements for Traditional Students (see below for dual degree exceptions)	
Foundations of Health Care Delivery - 10 units	Learning Communities - 8 units
Quality Improvement 1-3: QI3 must be completed by October before graduation (self-enroll)	LC1 Medical Error (self-enroll)
Patient Safety (self-enroll)	LC2 Lifelong Learning (self-enroll)
Health Care Economics and Policy (February Y4 Immersion Week)	LC3 Situational Leadership and Diagnosing (self-enroll)
Public Health and Prevention (August Y3 Immersion Week)	LC4 Change Management (self-enroll)
Advanced Communication 1 (August Y3 Immersion Week)	LC5 Priority Setting (self-enroll)
Advanced Communication 2 (May Y3 Immersion Week)	LC6 Sustaining Well-being in Medicine (self-enroll)
Interprofessional Education 1 (May Y3 Immersion Week)	LC7 Dealing with Ambiguity (self-enroll)
Interprofessional Education 2 (self-enroll)	LC8 Leading and Managing Up (self-enroll)

Research Immersion
It is strongly recommended that students contact the Office of Medical Student Research to discuss dual degree plans before enrollment in the degree program. Waiver request required for all dual degree students. Any request for research extensions requires review of entire schedule.
MPH: *MPH Researcher track*. Affords students the opportunity for a waiver of PLAN and Research Immersion requirements. *MPH Practitioner track*. In general, does not afford students the opportunity for a waiver of MD research requirements. However, if a student is seeking a waiver, they must work with the Office of Medical Student Research prior to starting the program to determine what activities may qualify for a waiver.
MDiv: PLAN and Research Immersion required.
MBA: PLAN and Research Immersion requirements may be fulfilled by degree coursework. Evidence required for waivers.
MEd: PLAN and Research Immersion requirements fulfilled by degree coursework.
MSCI: PLAN and Research Immersion requirements fulfilled by degree coursework.
MTS: If taking the thesis track, PLAN and Research Immersion requirements may be fulfilled by degree coursework. Evidence required for waivers.
JD, MS in Biomedical Informatics, MA in Medicine, Health and Society: PLAN and Research Immersion requirements may be fulfilled by degree coursework. Evidence required for waivers.

Learning Communities
Some Learning Communities requirements are fulfilled by graduate degree coursework.
MPH: all 8 units required; recommended to complete in Y3
MDiv: all 8 units required; recommended to complete in Y3
MBA: 4 units required (LC1, LC2, LC6 and LC7); recommended to complete in Y3
MEd: 7 units required (LC1, LC3, LC4, LC5, LC6, LC7 and LC8); recommended to complete in Y3
MSCI: Will be reviewed on a case-by-case basis
MTS: Will be reviewed on a case-by-case basis
JD, MS in Biomedical Informatics, MA in Medicine, Health and Society: Will be reviewed on a case-by-case basis

Foundations of Health Care Delivery
Please view the FHD document for details on [Dual Degree equivalencies for MBA and MPH students](#).
MPH: 5 longitudinal units required (QI 1-3, IPE2, and PS recommended to complete in Y3) plus both year 3 Immersion Weeks (AC1/PHP and AC2/IPE1).
MDiv: all 10 units required: 5 longitudinal units required (QI 1-3, IPE2, and PS recommended to complete in Y3) plus all 3 Immersion Weeks, including the 4th year Immersion Week (via attendance or alternative pathway depending on individual student's schedule).
MBA: 5 longitudinal units required (QI 1-3, IPE2, and PS recommended to complete in Y3) plus both year 3 Immersion Weeks (AC1/PHP and AC2/IPE1).
MEd: all 10 units required: 5 longitudinal units required (QI 1-3, IPE2, and PS recommended to complete in Y3) plus all 3 Immersion Weeks, including the 4th year Immersion Week (via attendance or alternative pathway depending on individual student's schedule).
MSCI: Will be reviewed on a case-by-case basis.
MTS: Will be reviewed on a case-by-case basis.
JD, MS in Biomedical Informatics, MA in Medicine, Health and Society: Will be reviewed on a case-by-case basis.

Appendix C: Immersion Phase MIDP Requirements

Requirements for students entering in 2021 and before

C2.0 Requirements (in Months)	Ongoing Longitudinal Courses
1 Integrated Science Course (ISC) - on campus	Foundations of Health Care Delivery (7 units, see below)
1 Acting Internship - on campus	
4 Advanced Clinical Experiences (ACEs) - on campus	
3 IDEA Lab - on campus	
1 Business and Entrepreneurship - on campus, delivered longitudinally	Learning Communities (8 units, see below)
1 Industry Immersion	
4 Competency and Interest-driven Rotations (can be ISCs, ACEs, Away ACEs, AIs or Advanced Electives) • away with approval; only 2 aways will count toward graduation requirements • three must be clinical	

Overall requirements
15 months required
7 flex months (4 flex + 2 months for Step 1 in July/August of year 3 + 1 month for interviews in December of year 4)
May register for up to 19 rotations
Must include: • 1 Primary Care course (ACE: PC (VU or away) plus others as listed in the catalog) • 1 Acute Care course (Any ICU-based course, plus others as listed in the catalog)

Longitudinal Course Requirements	
Foundations of Health Care Delivery - 7 units	Learning Communities - 8 units
Patient Safety (self-enroll)	LC1 Medical Error (self-enroll)
Health Care Economics and Policy (February Y4 Immersion Week)	LC2 Lifelong Learning (self-enroll)
Public Health and Prevention (August Y3 Immersion Week)	LC3 Situational Leadership and Diagnosing (self-enroll)
Advanced Communication 1 (August Y3 Immersion Week)	LC4 Change Management (self-enroll)
Advanced Communication 2 (May Y3 Immersion Week)	LC5 Priority Setting (self-enroll)
Interprofessional Education 1 (May Y3 Immersion Week)	LC6 Sustaining Well-being in Medicine (self-enroll)
Interprofessional Education 2 (self-enroll)	LC7 Dealing with Ambiguity (self-enroll)
	LC8 Leading and Managing Up (self-enroll)

Requirements for students entering in 2022 and after

School of Medicine

C2.0 Requirements (in Months)	Ongoing Longitudinal Courses
4 Integrated Science Courses (ISCs) - on campus	Foundations of Health Care Delivery (7 units, see below)
1 Acting Internship - on campus	3 Intrapraneurship and Entrepreneurship
4 Advanced Clinical Experiences (ACEs) - on campus	Learning Communities (8 units, see below)
3 IDEA Lab - on campus	
1 Industry Immersion	
2 Competency and Interest-driven Rotations (can be ISCs, ACEs, Away ACEs, AIs or Advanced Electives) • away with approval • one must be clinical	

Overall requirements
15 months required
7 flex months (4 flex + 2 months for Step 1 in July/August of year 3 + 1 month for interviews in December of year 4)
May register for up to 19 rotations
Must include: • 1 Primary Care course (ACE: PC (VU or away) plus others as listed in the catalog) • 1 Acute Care course (Any ICU-based course, plus others as listed in the catalog)

Longitudinal Course Requirements	
Foundations of Health Care Delivery - 7 units	**Learning Communities - 8 units**
Patient Safety (self-enroll)	LC1 Medical Error (self-enroll)
Health Care Economics and Policy (February Y4 Immersion Week)	LC2 Lifelong Learning (self-enroll)
Public Health and Prevention (August Y3 Immersion Week)	LC3 Situational Leadership and Diagnosing (self-enroll)
Advanced Communication 1 (August Y3 Immersion Week)	LC4 Change Management (self-enroll)
Advanced Communication 2 (May Y3 Immersion Week)	LC5 Priority Setting (self-enroll)
Interprofessional Education 1 (May Y3 Immersion Week)	LC6 Sustaining Well-being in Medicine (self-enroll)
Interprofessional Education 2 (self-enroll)	LC7 Dealing with Ambiguity (self-enroll)
	LC8 Leading and Managing Up (self-enroll)

Appendix D: Immersion Phase MSTP Requirements

School of Medicine

MSTP C2.0 Requirements (in Months)	Ongoing Longitudinal Courses
1 Integrated Science Course (ISC) - on campus	Foundations of Health Care Delivery (4 units)
1 Acting Internship - on campus	
2 Advanced Clinical Experiences (ACEs) - on campus	Learning Communities (4 units, see below)
4 Competency and Interest-driven Rotations (can be ISCs, ACEs, Away ACEs, AIs or Advanced Electives) • away with approval; only 2 aways will count toward graduation requirements • two must be clinical	
Overall Requirements	
8 months required	
2 flex months (1 Flex + 1 month for interviews in December of year 4)	
Must include: • 1 Primary Care course • 1 Acute Care course (EM or ICU-based course)	

Longitudinal Course Requirements	
Foundations of Health Care Delivery - 4 units plus	**Learning Communities - 4 units**
Interprofessional Education 2 (self-enroll)	LC1 Medical Error (self-enroll)
Patient Safety (self-enroll)	LC2 Lifelong Learning (self-enroll)
Health Care Economics and Policy (February Y4 Immersion Week)	LC7 Dealing with Ambiguity (self-enroll)
IHI Modules (self-paced VSTAR Learn Course)	LC8 Our Social Mission in Medicine (self-enroll)

Appendix E: Immersion Phase Oral and Maxillofacial Surgery Requirements

C2.0 Requirements (in Months)	Ongoing Longitudinal Courses
8 Advanced Clinical Experiences (ACEs) - on campus • Anesthesiology for OMFS (6) • Emergency Medicine (1) • Primary Care (1)	Foundations of Health Care Delivery (4 units, see below)
2 Acting Internship - on campus • Oral and Maxillofacial Surgery	Learning Communities (2 units, see below)
10 months required	

Longitudinal Course Requirements	
Foundations of Health Care Delivery - 4 units	**Learning Communities - 2 units**
Quality Improvement: QI1 in August, QI2 in Nov, QI3 in Jan	LC3 Situational Leadership and Diagnosing (Oct)
Public Health and Prevention module (to be completed during FCC)	LC4 Change Management (Oct)

Doctor of Medicine: Program Policies and Procedures: Degree Requirements

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on April 28, 2023 and became effective AY 2023-24.

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

POLICY

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

- Have satisfactorily completed the medical curriculum. (See Curriculum Requirements [Link to Kuali page MD Curriculum Requirements]
- Have attained or acquired all required medical education program objectives.
- Have satisfactorily completed the required clinical experiences.
- Have taken Step 1 and Step 2 Clinical Knowledge (CK) of the United States Medical Licensing Examination by the following deadlines: waivers must be approved by the senior associate dean for medical student and alumni affairs or designee.
  - Have taken Step 1 or Step 2CK prior to orientation week of the Immersion phase.
    - For students enrolled in the Medical Scientist Training Program (MSTP), Step 1 or Step 2 CK must be taken within 8 weeks of the end of block 5 of the Foundations of Clinical Care Phase for their entering class.
  - Have taken the remaining Step exam (Step 1 or Step 2CK) by February 1 of their 4th year/final year of medical school.
- Have no outstanding unpaid balances with the university, other than sanctioned educational loans.

Length and Delivery of Program

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

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

Medical Scientist Training Program (MSTP)

The MSTP is a dual endeavor between the Vanderbilt University School of Medicine and the Vanderbilt University Graduate School. Trainees are required to fulfill the requirements for both the M.D. and the Ph.D. degrees. Since some competencies for the M.D. are met by the graduate school experience, it is possible for MSTP students matriculating July 2013 or after to complete the M.D. program in a total of three years. The MSTP allows both dual and alternating enrollment in the School of Medicine and the Graduate School.

The cornerstone of the Vanderbilt MSTP is training in scientific inquiry afforded by a rigorous Ph.D. experience.

After completing the first two years of medical school and at least two laboratory rotations, trainees select a laboratory and department for graduate studies. This selection is typically formalized before the end of the second year of medical school.

Requirements for successful completion of the Ph.D. degree are determined by the graduate program and the Ph.D. thesis must be successfully defended prior to reentry into medical school.

REFERENCES

LCME Element 9.9

Doctor of Medicine: Program Policies and Procedures: Disclosure of Offenses

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on April 30, 2024, and became effective AY 2024-25.

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

POLICY

A. From the time of enrollment through M.D. degree conferral, students are required to report to the senior associate dean for medical student and alumni affairs any arrest, criminal charge, and disposition or conviction of any arrest or charge occurring after their initial background check.
B. Students are also required to report:
    a. Allegations, investigations, disciplinary action from any licensing board, and any actions that may impact their participation in the program; and
    b. Any adverse information resulting from subsequent criminal background checks obtained by any organization, even one unaffiliated with Vanderbilt University.
C. Reports must be made to the senior associate dean for medical student and alumni affairs as soon as possible but in no event later than seven (7) calendar days of the event or reason giving rise to the reason for the report.
D. In addition to the initial background check performed at enrollment, additional background checks may be required (e.g., clinical placement at an outside institution, including the Veterans Affairs Medical Center).

REFERENCES

Doctor of Medicine Requirements for Entrance

VUSM Requirement for Background Investigation

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

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on March 7, 2023 and became effective AY 2023-24.

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

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

Managing Multiple Faculty Roles

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

advising students regarding personal or academic struggles with roles in assessment of student performance or assigning grades.

To identify and manage potential conflicts, the VUSM administration established a system that defines compatible and incompatible faculty roles within the educational enterprise. Authority over this system resides with the executive vice dean of academic affairs or their designee.

The M.D. Program Educator Role Matrix (below) illustrates roles that have been identified as including some potential for conflict. The matrix places advising roles in one of two categories as they relate to assessment activity: (1) Manageable conflict, and (2) Incompatible conflict. For manageable conflicts (yellow on matrix), the adviser must develop and submit for approval by the executive vice dean for academic affairs, or their designee, a conflict management plan that mitigates or eliminates the role conflict. When roles are determined to be incompatible (red on matrix), the faculty member must relinquish either the assessing or advising role.

The Office of Undergraduate Medical Education maintains records of Role Conflict Management Plans; management plans are available to students upon request. Before each academic year, the senior associate dean for undergraduate medical education reviews all educators' roles and existing conflict management plans to ensure that they conform to the school's standards. Any new conflict management plans are required to be completed prior to the commencement of the academic year.

Key Advisory Roles

Executive Vice Dean for Academic Affairs: The executive vice dean for academic affairs is a member of the VUSM administration. Their primary role is oversight of educational affairs for the School of Medicine. The executive vice dean for academic affairs may not occupy any of the advisory or assessment roles contained in the M.D. Program Educator Role Matrix, with the exception of course director, provided a grading committee is in place.

Associate Dean for Diversity Affairs: The associate dean for diversity affairs is a member of the VUSM administration. One of their roles includes advising students on academic, career, and personal concerns. The associate dean for diversity affairs is a secondary VUSM official designated to write students' Medical Student Performance Evaluations (MSPE), but students may request that another school official complete the MSPE. The associate dean for diversity affairs also oversees the Reporting Issues in Striving for Excellence (RISE) program (the mistreatment reporting system) in conjunction with the senior associate dean for medical student and alumni affairs.

Senior Associate Dean for Medical Student and Alumni Affairs: The senior associate dean for medical student and alumni affairs is a member of the VUSM administration. Their primary role is advising on academic, career, and personal concerns. The senior associate dean for medical student and alumni affairs has office hours and meets with students in all years of training. The senior associate dean for medical student and alumni affairs is the primary VUSM official designated to write each student's MSPE, but students may request that another school official complete the MSPE. The senior associate dean for medical student and alumni affairs also writes letters of recommendation for students applying for scholarships or various academic opportunities. The senior associate dean for medical student and alumni affairs oversees the Colleges program, the Careers In Medicine program, and the Student Wellness Program. The senior associate dean for medical student and alumni affairs also oversees the RISE program in conjunction with the associate dean for diversity affairs. The senior associate dean for medical student and alumni affairs has access to all academic records. The senior associate dean for medical student and alumni affairs may not occupy any of the advisory or assessment roles contained in the M.D. Program Educator Role Matrix, with the exception of course director, provided a grading committee is in place.

Senior Associate Dean for Undergraduate Medical Education: The senior associate dean for undergraduate medical education is a member of the VUSM administration. Their primary role in the medical school involves development and delivery of curriculum and assessment for the M.D. degree. The senior associate dean for undergraduate medical education has office hours and can meet with students in any year of training to discuss academic and career concerns. The senior associate dean for undergraduate medical education frequently meets with students who are navigating the curriculum to maximize various academic opportunities. The senior

associate dean for undergraduate medical education has access to all academic records and administers the Promotion Committee process. The senior associate dean for undergraduate medical education may not occupy any of the advisory or assessment roles contained in the M.D. Program Educator Role Matrix, with the exception of course director, provided a grading committee is in place.

Assistant Dean for Medical Student Assessment: The assistant dean for medical student assessment is a member of the VUSM administration. Their primary role is to identify and assist students with performance issues. The assistant dean for medical student assessment serves as an academic resource for students, meeting with individuals as indicated and coordinating tutoring in partnership with course directors. The assistant dean for medical student assessment communicates with Vanderbilt University Student Access Services in the event that a student requires accommodation. The assistant dean for medical student assessment helps to coordinate Promotion Committee meetings by preparing the meeting agenda, assembling the academic data to be reviewed, attending all meetings and reporting on student progress/concerns, as needed, and following up with students, as needed, after promotions committee meetings occur. The assistant dean for medical student assessment has access to all academic records. The assistant dean for medical student assessment may not occupy any of the advisory or assessment roles contained in the M.D. Program Educator Role Matrix, with the exception of course director, provided a grading committee is in place.

Assistant Dean for Undergraduate Medical Education: The assistant dean for undergraduate medical education is a member of the VUSM administration. Their primary role in the medical school involves development and delivery of curriculum and assessment for the M.D. degree. The assistant dean for undergraduate medical education frequently may meet with students who are navigating the curriculum to maximize various academic opportunities. The assistant dean for undergraduate medical education has access to all academic records. The assistant dean for undergraduate medical education may not occupy any of the advisory or assessment roles contained in the M.D. Program Educator Role Matrix, with the exception of portfolio coach and course director, provided a grading committee is in place.

Student Assistance Program Director: The Student Assistance Program director is a VUSM faculty member who directs the Student Assistance Program (SAP). The goal of the SAP is to provide students with guidance in study skills, test-taking strategies, and general advice for academic success within a rigorous medical school curriculum. The Student Assistance Program director has access to all academic records. The Student Assistance Program director may occupy some other roles contained in the M.D. Program Educator Role Matrix, provided there is an acceptable role conflict management plan in place.

College Mentor: College mentors are VUSM faculty members who manage the activities of and advising programs within the Colleges and Learning Communities. College mentors serve assigned students as advisers in the areas of professional wellness and career counseling. College mentors are involved with programming throughout the year in the M.D.'s Student Wellness Program and Careers in Medicine program. College mentors also serve as teachers in the Learning Communities coursework, focusing on content in medical humanities, metacognition, ethics, leadership, and policy. The college mentors do not grade students in learning communities, but instead provide formative feedback. College mentors may occupy other roles in the M.D. Program Educator Role Matrix, provided there is an acceptable role conflict management plan in place. College mentors do not have access to student academic records (grades, etc.). A student may grant a college mentor access to their academic record and may revoke such permission at any time without negative consequences.

Faculty Affiliate Adviser: Faculty affiliate advisers are VUSM faculty who are voluntary appointed to the role. Faculty affiliate advisers are assigned to one of the four Colleges. Faculty affiliate advisers are invited to participate in programming throughout the year in the Student Wellness Program and Careers in Medicine Program. Faculty affiliate advisers do not have access to student academic records (e.g., grades, etc.). Faculty affiliate advisers may occupy other roles in the M.D. Program Educator Role Matrix, provided there is an acceptable role conflict management plan in place.

Specialty Adviser: As students approach their senior year of medical school, they are urged to choose an adviser from the specialty in which they will apply for residency. Specialty advisers are VUSM faculty who voluntarily

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assume the role. The primary goal of this advisory relationship is to provide students with resources to most effectively obtain a successful residency match. Once established, this advisory relationship exists for the duration of the residency application and the National Residency Match processes. Specialty advisers provide academic and career counseling, strategic schedule planning, and interviewing advice specific to the specialty of choice. Specialty advisers do not have access to student academic records (grades, etc.). Specialty advisers may occupy other roles in the M.D. Program Educator Role Matrix, provided there is an acceptable role conflict management plan in place.

VUSM MD Program Educator Role Matrix

	APD	ClkD	MCT	PC	PCM	RCD*	RPD	SGF**
EVDAA	Incompatible	Incompatible	Incompatible	Incompatible	Incompatible	Manageable	Incompatible	Incompatible
ADDiversity	Incompatible	Incompatible	Incompatible	Incompatible	Incompatible	Manageable	Incompatible	Incompatible
SADMSAA	Incompatible	Incompatible	Incompatible	Incompatible	Incompatible	Manageable	Incompatible	Incompatible
SADUME	Incompatible	Incompatible	Incompatible	Incompatible	Incompatible	Manageable	Incompatible	Incompatible
aDA	Incompatible	Incompatible	Incompatible	Incompatible	Incompatible	Manageable	Incompatible	Incompatible
aDUME	Incompatible	Incompatible	Incompatible	Manageable	Incompatible	Manageable	Incompatible	Incompatible
SAPD	Incompatible	Manageable	Manageable	Manageable	Incompatible	Manageable	Incompatible	Manageable
CM	Manageable	Manageable	Manageable	Incompatible	Incompatible	Manageable	Incompatible	Manageable
FAA	Manageable	Manageable	Compatible	Compatible	Manageable	Manageable	Manageable	Compatible
SA	Compatible	Compatible	Compatible	Compatible	Compatible	Compatible	Compatible	Compatible

*Required course directors includes FMK block directors, Director of Learning Communities, FHD course directors, Research course directors (including Area Directors and Research Mentors).

**Small Group Facilitators includes Small Group Facilitators for FMK and FHD.

Key	
🟥	Incompatible Roles
🟨	Manageable conflict+
🟩	Compatible Roles

+Requires conflict mgmt plan

Assessment Roles (horizontal axis)	
APD	Associate/Assistant Program Director
ClkD	Clerkship Director
MCT	Master Clinical Teacher
PC	Portfolio Coach
PCM	Promotions Committee Member
RCD*	Required Course Director
RPD	Residency Program Director or Associate Training Director
SGF**	Small Group Facilitator
Advisory Roles (vertical axis)	
EVDAA	Executive Vice Dean for Academic Affairs
ADDiversity	Associate Dean for Diversity Affairs
SADMSAA	Senior Associate Dean for Medical Student and Alumni Affairs
SADUME	Senior Associate Dean for Undergraduate Medical Education
aDUME	Assistant Dean for Undergraduate Medical Education
aDA	Assistant Dean for Medical Student Assessment
SAPD	Student Assistance Program Director
CM	College Mentor
FAA	Faculty Affiliate Advisor
SA	Specialty Adviser

*Required course directors includes FMK block directors, Director of Learning Communities, FHD course directors, Research course directors (including Area Directors and Research Mentors).

**Small Group Facilitators includes Small Group Facilitators for FMK and FHD.

Doctor of Medicine: Program Policies and Procedures: Medical Education Program Objectives (MEPOs)

The following set of Medical Education Program Objectives (MEPOs) was formally adopted by the Undergraduate Medical Education Committee in December of 2021, following an extensive design and refinement process that began at the 2021 Annual Curriculum Summit. These MEPOs drive medical education across the MD program, including the selection and appropriate placement of curriculum content within courses/clerkships and curriculum phases, and the review and revision of the curriculum.

Patient Care

- PC1. Gather essential and accurate information about patients, their values and preferences, and social contributors of health through history-taking, physical examination, and the use of relevant data.
- PC2. Interpret clinical information and formulate a prioritized differential diagnosis that reflects the use of medical knowledge in a clinical reasoning process, recognizing and addressing potential uncertainty and individual bias.
- PC3. Formulate personalized management plans that include reassessment and follow-up, based on evaluation of clinical conditions; scientific evidence; patients' values, beliefs, and behaviors; and potential barriers to care.

Interpersonal Communication Skills

- IPCS1. Communicate effectively with colleagues, patients, and families, demonstrating cultural humility.
- IPCS2. Demonstrate sensitivity, honesty, and compassion during difficult conversations (e.g., discordance, ethical dilemmas, end of life, adverse events, disclosure of errors).
- IPCS3. Adapt verbal and nonverbal communication strategies to promote inclusive and collaborative care within interprofessional teams.

Knowledge for Practice

(Previously Medical Knowledge)

- KP1. Demonstrate deep knowledge of foundational science, clinical science, and health systems science and their contribution to health, illness, and the promotion of wellness.
- KP2. Apply the scientific method and appropriate study designs to evaluate questions of interest and to collect, analyze, and disseminate new information.
- KP3. Integrate newly acquired information with prior knowledge to provide clinical care and manage uncertainty.

Practice-Based Learning and Improvement

- PBLI1. Identify personal strengths and weaknesses in knowledge, skills, and attitudes, develop individualized learning goals, and implement plans to promote lifelong learning.
- PBLI2. Analyze practice systematically by incorporating feedback, utilizing quality improvement methods, and applying relevant literature to improve performance and achieve equitable outcomes.
- PBLI3. Seek, critically appraise, and apply scientific evidence to improve the care of diverse individuals, populations, and communities.

Systems-Based Practice

- SBP1. Apply systems thinking to the care of patients, the health of communities, and the performance of institutions, recognizing complex interdependencies of health care microsystems and macrosystems.
- SBP2. Coordinate care and participate in collaborative interprofessional teams to deliver high-value care.
- SBP3. Demonstrate system citizenship by proactively contributing to a culture of safety, system improvement, and a learning health system.

Professionalism

- PR1. Demonstrate healthy coping mechanisms to manage conflict between personal wellness and professional responsibilities.
- PR2. Demonstrate ethical thinking in interactions with patients, colleagues, and the institution.
- PR3. Demonstrate conscientiousness, discernment, and honesty in interactions with patients, colleagues, and the institution.
- PR4. Demonstrate professional duty and accountability to patients, colleagues, the institution, and the public including compliance with relevant laws, policies, and regulations.
- PR5. Demonstrate core behaviors of servant leadership in working with others.

Doctor of Medicine: Program Policies and Procedures: Program Evaluation

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on May 17, 2024 and became effective AY 2024-2025.

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

PURPOSE

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

OVERVIEW

Program evaluation seeks to obtain information to determine if medical students are experiencing the best possible learning experiences during their medical school career, if medical students are meeting medical educational program objectives, and whether the school and curriculum are fulfilling their mission and goals. Program evaluation is integrated with continuous educational quality improvement to further enhance the Doctor of Medicine Program. There are three major components to program evaluation at VUSM:

- Course evaluation examines how the design and organization of courses and their content support medical student learning and achievement of course objectives that contribute to medical education program objectives.
- Phase evaluation examines the impact of courses and the interaction of phase components on medical student learning and achievement of medical education program objectives.
- Program evaluation examines the impact of the overall curriculum and the interaction of its components on medical student learning and the achievement of medical education program objectives.

School of Medicine

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

POLICY

A. The Undergraduate Medical Education Committee (UMEC) is charged with central oversight of the Doctor of Medicine Program and its curriculum. The UMEC regularly reviews reports describing the performance of the system, making recommendations for improvement and monitoring the impact of changes.

B. The Office of Undergraduate Medical Education Evaluation and Assessment Team oversees the implementation of all program evaluation and continuous educational quality improvement activities for the Doctor of Medicine Program. This oversight includes both the ongoing curriculum and program as well as pilot studies or innovations. The Evaluation and Assessment Team is responsible for ensuring that all evaluation is conducted in a systematic and rigorous manner. This includes:
   - Design and oversight of evaluation plan including methodology and content
   - Design and distribution of evaluation instruments
   - Data collection, reporting, and archiving

C. Students are required to complete VUSM-developed course surveys that they receive from the Office of Undergraduate Medical Education Evaluation and Assessment Team.
   a. Students who do not complete surveys will be reported to the senior associate dean of undergraduate medical education and the Promotions Committee. Completing program and course evaluations is a vital part of the continuous improvement process at VUSM.
   b. Students may opt out of any VUSM-developed evaluation survey and/or any assigned VUSM-developed evaluation focus group. Any student wishing to opt-out must request a meeting with the senior associate dean for undergraduate medical education to discuss their reasons for wanting to be excused from the requirement to respond to a survey or participate in a focus group. This process must be started before the day the survey closes.

D. In recognition that students are providing feedback about a system in which they are also being assessed, specific steps have been put in place to protect students from any real or perceived bias related to the provision of quality improvement information. Data that are collected in evaluation activities developed by VUSM or received from the AAMC are stored on secure servers managed by the Office of Undergraduate Medical Education.
   a. There are two levels of access to evaluation data stored in secure locations.
      i. Individually identifiable data
         1. The evaluation and assessment team program manager and staff receive Family Educational Rights and Privacy Act training and do not share identifiable data.
         2. The assistant dean for undergraduate medical education program evaluation and improvement, the senior associate dean for undergraduate medical education, and the assistant dean for undergraduate medical education may review individually identifiable data as needed in the context of programmatic review.
      ii. De-identified data
         1. The executive vice dean for academic affairs, members of UMEC, and other faculty and student leadership engaged in the program improvement processes may be provided with de-identified data for programmatic review.
   b. Routine access to evaluation data will be managed by the evaluation and assessment team program manager. Non-routine requests for access will be referred to the senior associate dean for undergraduate medical education or their designee, typically the assistant dean for undergraduate medical education program evaluation and improvement.

DEFINITIONS

Evaluation

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

REFERENCES

Standard Operating Procedures for Course Evaluation

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

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on June 28, 2022; was approved by the Executive Faculty of Vanderbilt University School of Medicine on April 12, 2023; and became effective AY 2023-24.

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

PURPOSE

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

OVERVIEW

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

POLICY

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

RELATED LCME STANDARDS

9.1: Preparation of Resident and Non-Faculty Instructors

PRINCIPLES

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

Accountable Dean or Director: Associate Dean for GME/DIO

Doctor of Medicine: Program Policies and Procedures: Student Assignment and Transportation to Clinical Sites

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on April 30, 2024, and became effective AY 2024-25.

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

Purpose

To inform students of clinical site assignments and related travel.

School of Medicine

Policy

A. To ensure broad exposure to clinical sites and patient populations students may be placed for educational experiences at clinical sites located away from the Vanderbilt University School of Medicine campus.
B. Students should be prepared to travel up to 35 miles from the Vanderbilt University School of Medicine campus to reach assigned clinical sites (maximum of 70 miles round trip per day). Students are responsible for their own transportation to and from all clinical sites for educational experiences, including all costs associated with that travel.
C. Clinical sites may have additional requirements specific to that site. Students will be notified of these requirements. Students must meet all requirements for the clinical site to which they are assigned in a timely manner. Failure to meet site requirements could result in cancellation of a student's enrollment in the course.
D. Once students have been assigned to clinical sites, students can request an alternate site or clinical assignment when there are extenuating circumstances through the Clinical Site Assignment Appeal Procedure.

Procedure Clinical Site Assignment Procedure

Assignments to clinical sites are made by the clerkship/course director.

Clinical Site Assignment Appeal Procedure

To request an alternate site or clinical assignment, the student should make a formal request for an appeal in writing to the senior associate dean for medical student and alumni affairs as soon as possible. The appeal will be evaluated by the senior associate dean for medical student and alumni affairs. Each request will be evaluated on the nature of the request, impact on other students. and available options. The student and course/clerkship director will be notified of the decision as soon as possible.

Notification of Additional Requirements for Clinical Sites Procedure

A. Notification of additional requirements for clinical sites will be made as soon as possible.
   a. In the Immersion Phase, notifications of additional requirements for courses requiring VA electronic health record access will be made no later than two weeks prior to the course start date.

References

Program Attendance Policy

Clinical Time Requirements Policy

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

LCME Element 10.9, Student Assignments

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

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on March 7, 2023; was approved by the Executive Faculty of Vanderbilt University School of Medicine Committee on April 12, 2023; and became effective AY 2023-24.

This policy applies to Vanderbilt University School of Medicine Doctor of Medicine program.

PURPOSE

Academic Year 24/25 Published 7/15/24

School of Medicine

The purpose of this policy is to describe the progress and promotions process.

POLICY AND PROCEDURES

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

The dean or the dean's designee (usually the executive vice dean for academic affairs) appoints a promotion committee to each of the three phases of training (Foundations of Medical Knowledge, Foundations of Clinical Care, Immersion). Each committee consists of at least seven faculty members. Each member serves a four-year term with staggered terms. The senior associate dean for medical student and alumni affairs, the senior associate dean for undergraduate medical education, the assistant dean for medical student assessment, and the associate dean for diversity are non-voting ex officio members of each committee. The executive vice dean for academic affairs appoints a faculty chair for each committee, and the senior associate dean for undergraduate medical education oversees the promotion committee process.

Students who interrupt the four-year doctor of medicine program for any reason (e.g., dual degree program, leave of absence, etc.) and then return, follow the promotion procedures applicable to the class with which they are scheduled to graduate upon their return; however, as much as feasible, their academic requirements are aligned with expectations at the time of their entry to the School of Medicine. Such students are expected to confer with the senior associate dean for undergraduate medical education and the senior associate dean for medical student and alumni affairs to clarify expectations prior to registering on their return.

Promotion Committees
Portfolio Review Process

Student Recourse Regarding Promotion Committee Recommendations

REFERENCES

MD Grading Policy

MD Faculty Support and Advising Roles

LCME Standard 10.3

Doctor of Medicine: Program Policies and Procedures: Student Progress and Promotion: Portfolio Review Process

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on March 7, 2023; was approved by the Executive Faculty of Vanderbilt University School of Medicine Committee on April 12, 2023; and became effective AY 2023-24.

The student and their portfolio coach participate in the portfolio review process. This process summarizes evidence in the student's learning portfolio to determine if the student is meeting performance expectations and to direct future learning. At designated times for each phase, students complete a self-assessment of performance in each competency domain guided by templates in the portfolio and coaches complete an independent review of the student portfolio.

For each competency domain, students and coaches assign an overall progress level of:

- Below Threshold—indicates a failing performance
- Threshold—indicates a marginal performance that meets expectations in some areas but not all
- Target—indicates a performance that meets all expectations

Because this process integrates performance evidence across courses, it is possible that a student's performance could be designated as "Threshold" or "Below Threshold" in a competency domain despite passing grades in all courses. For any performance deficiency that is serious enough to result in a course failure or a final assessment of a domain as "Below Threshold" by a course director, the student and coach must assign the impacted domain(s) as "Below Threshold" as well.

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

In addition to assigning a progress level for each competency domain, students write a narrative summary for their assigned progress level, complete a reflection, and develop personal learning goals and plans. Students must specifically address any competency domain(s) with a progress level of Threshold or Below Threshold in their learning goals and plan.

During the student-coach meetings, coaches and students review assessments, discuss and attempt to resolve any differences in progress level determinations, and review the learning goals and plans for appropriateness. If differences between student and coach interpretations of assessment evidence were not resolved during the student-coach meeting, this is indicated in the coach assessment. The original student self-assessment, the coach assessment, and the report of the joint assessment resulting from the student-coach meeting are retained in the portfolio and available for the Promotion Committee to review.

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

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on March 7, 2023; was approved by the Executive Faculty of Vanderbilt University School of Medicine Committee on April 12, 2023; and became effective AY 2023-24.

Promotion Committee Process

The Promotion Committees may include faculty from the basic science and clinical departments within the School of Medicine. Each Promotion Committee member is assigned a cohort of students to follow throughout the phase. Prior to each meeting, Promotion Committee members review the portfolio and learning plan of each assigned student. Promotion Committee members have complete access to the assessment evidence in the learning portfolios of all their assigned students to assist them in making recommendations regarding progress and promotion.

If a committee member cannot attend a meeting in person or remotely, the assistant dean for medical student assessment will present the student information on behalf of the committee member. The committee member assigned to the student shares with the assistant dean for medical student assessment any information that they may have assembled in preparation for the meeting. As requested by the Promotion Committee, discussion may include input from the student's portfolio coach, clerkship/course directors, and other members of the committee.

As requested by the Promotion Committee, clerkship/course directors for their respective phases attend Promotion Committee meetings to provide information about the class as a whole and to answer questions that committee members may pose regarding a student's performance.

Portfolio Coaches attend committee meetings during which any of their assigned students are scheduled for presentation to provide information about a student's response to feedback and their learning plan and to answer questions that committee members may pose regarding the student's performance. If a portfolio coach is unable to attend, the assistant dean for undergraduate medical education or the assistant dean for medical student assessment may provide information and answer questions on behalf of the portfolio coach.

The senior associate dean for undergraduate medical education and the chair of each committee may determine whether members must be physically present or may participate remotely for a given meeting. A quorum of the Promotion Committee shall consist of at least four of the voting members of a committee; however, any proposed dismissal requires the participation of all voting members, unless an exception is granted by the executive vice dean for academic affairs.

Meetings occur three times during each phase of the curriculum (the Foundations of Medical Knowledge Phase (FMK), the Foundations of Clinical Care Phase (FCC) and the Immersion Phase (IMM). Additional meetings may be called by the senior associate dean for undergraduate medical education if performance or conduct concerns arise regarding any individual student or as needed at the discretion of the senior associate dean for undergraduate medical education.

Students to be discussed during committee meetings include:

- any student making "satisfactory progress with concern";
- any student on probation;
- any student with a failing or marginal course grade;
- any student with a domain progress level of Threshold or Below Threshold;
- any student not making satisfactory progress on the required clinical experiences;
- any student seeking special privileges that require the committee's permissions; and
- other students as deemed necessary by faculty or administration for any other reason, including a conduct concern.

Promotion Committee Recommendations

Each promotion committee is charged with making recommendations as follows:

Recommendations on Student Progress

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

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

Students with a designation of "Satisfactory Progress with Concern" receive a Letter of Concern from the Promotion Committee that outlines domains(s) of concern and expectations for improvement. Letters of Concern (LOCs) are not reported in the Medical Student Performance Evaluation (MSPE). LOCs are not generally reported externally and are intended to assist students in avoiding adverse actions; see section on Adverse Action below. However, LOCs will be disclosed in response to a Family Educational Rights and Privacy Act (FERPA) request and if required by law. Students then work with their coach to establish a personal learning plan (PLP) which includes learning goal(s) and a learning plan that specifically addresses the committee's concern(s). The student must enact the PLP prior to the next promotions committee meeting. The PLP and the student's progress will be reviewed at the next committee meeting. The Promotion Committee may require additional meetings between the coach and such students during the period between Promotion Committee meetings. Students who fail a

required block, course, or clerkship must repeat that element, or must have an alternate remediation plan that is approved by the course director. The remediation plan must be articulated in the PLP.

Recommendations on Student Promotion

Recommendations regarding promotion are made at the end of the FMK phase and the end of the FCC phase to the Executive Faculty for a decision. In view of the integrated and individualized nature of the Immersion phase, meetings during this phase focus on the academic progress of each student, granting eligibility for the national residency matching process and certifying eligibility for graduation.

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

The FMK and FCC Phase Promotion Committees make one of the following recommendations for each student:

1. Promotion to next phase
2. Provisional promotion contingent upon authorized delayed completion of specified requirement(s). To support the individualized nature of our curriculum, situations may arise in which it is appropriate to permit special scheduling of educational opportunities. Students not on probation may request such scheduling flexibility through the senior associate dean for undergraduate medical education. Some students, in compliance with approved targeted remediation plans, may also be eligible for this action.
3. Promotion on probation which includes a targeted remediation plan
4. Not eligible for promotion
   a. Targeted remediation, with later re-evaluation for promotion
   b. Repeat the phase on probation
   c. Dismissal

Targeted remediation may include repeating a failed exam, retaking a failed course, and/or specialized coaching for deficits in specific domains.

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

1. Promotion to senior status (eligible for match process)
2. Promotion on probation (eligible for match process) which includes a targeted remediation plan [1]
3. Not eligible for promotion
   a. Targeted remediation, with later re-evaluation for promotion to senior status
   b. Dismissal

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

1. Recommended for graduation
2. Not eligible for graduation
   a. Targeted remediation on probation, with later re-evaluation for "recommended for graduation"
   b. Dismissal

Because the Promotion Committee reviews a student's assessments across courses, it is possible for a student to pass all courses and still have performance or conduct within a competency domain(s) that warrants probation or dismissal.

Students are notified in writing by the committee chair and the senior associate dean for undergraduate medical education of all Promotion Committee recommendations. For Promotion Committee recommendations other than promotion, students are also informed in person (if possible) by the senior associate dean for medical student and alumni affairs or designee to facilitate appropriate support and advising.

School of Medicine

Adverse Actions Probation

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

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

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

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

The PLPs for students who are placed on probation must include a remediation plan that explicitly addresses the domain(s) of concern identified by the Promotion Committee. The committee may add requirements to the PLP, such as regular meetings with the senior associate dean for medical student and alumni affairs or other advisers, and/or recommendations such as elimination of extracurricular activities that may be interfering with satisfactory academic progress.

All students who are placed on probation receive a letter from the senior associate dean for undergraduate medical education and the chair of the Promotion Committee that outlines reasons for the probation, requirements and recommendations for addressing deficiencies, conditions for removal of probation, including an expected time frame, and actions that may be taken if conditions are not met.

Any student on probation is presented at subsequent Promotion Committee meetings to determine whether there has been satisfactory progress. At that time, the committee may recommend the following actions:

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

Temporary Suspension

The School of Medicine reserves the right, through the executive vice dean for academic affairs, or designee, to temporarily suspend a student for conduct disrupting or otherwise negatively impacting the learning environment, pending referral to the Promotion Committee or other appropriate process. The executive vice dean for academic affairs notifies the student in writing of the conditions of the temporary suspension. If the student is reinstated, the student works with the senior associate dean for medical student and alumni affairs to address any course work missed during the suspension.

Dismissal

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

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

Any recommendation for dismissal is presented by the senior associate dean for undergraduate medical education to the dean or the dean's designee (typically the executive vice dean for academic affairs). If the dean or designee accepts the recommendation of dismissal, written notice of this decision is provided to the student. The dean or designee may reverse the recommendation, in which case the dean or designee responds in writing to the Promotion Committee. In this circumstance, the Promotion Committee considers whether probation or other action is appropriate under the guidelines above.

Other Promotion Committee Actions Eligibility for Special Experiences

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

Certification for Participation in Residency Match Process

Students apply to residency programs during the fall semester of the intended academic year of graduation. In the spring semester, the School of Medicine must officially certify that students participating in the match process are eligible for graduation. The Promotion Committee for the Immersion Phase reviews student progress to make this determination in February. Any student with insufficient completion of requirements for graduation (accounting for planned course work in February, March, and April) could be withheld from the match process.

[1] Disclosures will be made consistent with the National Resident Matching Program requirements.

Doctor of Medicine: Program Policies and Procedures: Student Progress and Promotion: Student Recourse Regarding Promotion Committee Recommendations

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on March 7, 2023; was approved by the Executive Faculty of Vanderbilt University School of Medicine Committee on April 12, 2023 and became effective AY 2023-24.

Probation/Non-promotion

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

Dismissal

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

1. Voluntary withdrawal from VUSM. The decision to withdraw must be presented in writing (which may include electronic mail) by the student to the senior associate dean for medical student and alumni affairs

within seven (7) calendar days after the student is informed of the decision for dismissal.

2. If the student does not request to withdraw within the seven-day period, the dismissal takes effect on the eighth calendar day.
3. The student must make a formal request for appeal in writing to the senior associate dean for medical student and alumni affairs (which may include electronic mail) so that it is received by the senior associate dean for medical student affairs within seven (7) calendar days after the student is informed of the decision for dismissal. A student who requests an appeal forfeits the option to withdraw. The senior associate dean for medical student and alumni affairs serves as the student's information resource in the appeals process and informs the senior associate dean for undergraduate medical education and the executive vice dean for academic affairs of the student's request for appeal.

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

Withdrawal from School

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

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

This policy was approved by the Doctor of Medicine Undergraduate Medical Education Committee on December 7, 2021 and became effective AY 2022-23.

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

Purpose

The purpose of this policy is to describe the options and expectations for student support and advising.

Policy

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

Students are strongly encouraged to seek assistance and support of various types as needed during training. The abilities to self-identify a need for assistance/support and to reach out to resources are important professional skills, and students are expected to develop these skills during their medical school careers.

REFERENCES

MD Faculty Support and Advising Policy

MD Grading Policy

MD Office of Medical Student Affairs

MD Progress and Promotions Policy

LCME Element 11

Doctor of Medicine Special Programs: Medical Scientist Training Program

The central goal of the Medical Scientist Training Program at Vanderbilt is to identify, recruit, train, and mentor a diverse workforce of compassionate and dedicated future physician-scientists. These Vanderbilt-trained physician-scientists will serve critical needs in all aspects of medicine, science, industry, and government to improve human health, reduce disparities, and improve society through leadership in biomedical research and clinical practice. Based on solid clinical training and rigorous, highly impactful research training, our program fosters the development of independent scientific careers. We provide students with an integrated curriculum comprising a strong core education in medicine and intensive training in scientific inquiry. Successful completion of the program leads to attainment of both the M.D. and Ph.D. degrees. MSTP students come from a diverse applicant pool drawn throughout the nation and abroad.

For additional information about the Vanderbilt MSTP visit the program website at *medschool.vanderbilt.edu/mstp*.

Information pertaining to the Curriculum and Degree Requirements for this program is available in the Medical Scientist Training Program sections of the Doctor of Medicine Curriculum Requirements Policy and the Doctor of Medicine Program Degree Requirements Policy, respectively.

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

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

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

MSTP Financial Support

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

Last reviewed on April 3, 2024.

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

The Vanderbilt University Medical Center offers an Oral and Maxillofacial Surgical (OMS) Residency Program that, in collaboration with Vanderbilt University School of Medicine, allows qualified individuals to complete a

School of Medicine

Vanderbilt University M.D. in three years and thereafter progress directly into the VUMC OMS residency. The Vanderbilt University Oral and Maxillofacial Surgical Residency Program and VU M.D. program accept one student each year to this program. The OMS-MD curriculum allows trainees to meet graduation requirements for the Doctor of Medicine at the end of three years, at which point the Vanderbilt University M.D. is conferred. During the last three of six years in the OMS-MD program, the trainees continue full time in the VUMC OMS residency program.

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

Information pertaining to the Curriculum and Degree Requirements for this program is available in the Doctor of Medicine Curriculum Requirements Policy and in the Doctor of Medicine Program Degree Requirements Policy, respectively.

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

Information pertaining to the Application Process for the OMS-MD can be found in the Application Procedure for Admission to Oral and Maxillofacial Surgery—Doctor of Medicine Program section of the Policy on Application for Admission to the Doctor of Medicine Program.

Last reviewed on April 11, 2024.

Doctor of Medicine Tuition, Fees, and Financial Aid

Tuition and fees for the academic year 2024-25 are found at vanderbilt.edu/stuaccts/fees/index.

Detailed information pertaining to estimated cost of attendance is found at *medschool.vanderbilt.edu/financial-aid/md-cost-of-attendance*.

Payment of Tuition and Fees

For students enrolled in the Doctor of Medicine program, one half of tuition, fees, and other university charges is due and payable by 31 August. The second half of tuition, fees, and other university charges is due and payable by 31 January. For MD students returning to VUSM during a term, partial tuition obligations may apply. See the Partial-Term Tuition page in this catalog. Additional information can be found on the *School of Medicine Tuition, Fees, and Financial Aid* page of this catalog and at *vanderbilt.edu/stuaccts.*

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

Financial Assistance

School of Medicine

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

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

For Financial Assistance information pertaining to the Medical Scientist Training Program (MSTP) and the Oral Maxillofacial Surgery (OMS-MD) program, please see Special Programs.

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

Last reviewed on April 3, 2024.

Hearing and Speech Sciences Education: Doctor of Audiology: Academic Policy: Degree Requirements

Requirements to Earn Degree

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

A minimum of 98 credit hours (academic coursework and clinical practicum) are required for the Au.D.

Enrollment in clinical practicum is required during each semester of the student's enrollment. All students complete required coursework associated with generalist Au.D. degree training.

Length and Delivery of Program

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

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

Specialty Tracks

Specialty tracks that provide additional specialized training in the areas of Pediatric Hearing Loss and Vestibular Sciences are available to students who are interested. Any student may apply to enter a specialty track by expressing interest prior to or during orientation.

Specialty Track in the Early Identification and Management of Infants and Children with Hearing Loss

School of Medicine

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

Students participating in this Specialty Track must complete the following additional coursework and activities designed to augment their traditional curriculum in childhood hearing loss:

- 8 hours of additional coursework.
- 3-week Maymester: This training includes a 3-week Maymester immersion program at a site that specializes in childhood hearing loss.
- Clinical Practica: Grantees and affiliates will receive placements in the department's preschool for children with hearing loss—the Mama Lere Hearing School—and the newborn nurseries at Vanderbilt University Medical Center, among others. Placements at these sites will include hands-on experience in delivering hearing loss-specific services.
- 100 volunteer hours: This time is spent in pediatric hearing loss programs and can be spread across the first year of the program.
- Hearing Loss Journal Club: Grantees and affiliates will participate in a monthly journal club devoted to research-to-practice guided readings and discussions in the area of childhood hearing loss.
- Saturday Seminars: Trainees will participate in two seminars annually that focus on topics relevant to the Deaf community.

Specialty Track in Vestibular Sciences

The Vanderbilt DHSS offers a specialty track training in vestibular sciences for Au.D. students. Students who decide to follow this specialty track will, at graduation, possess specialized skills in the assessment of the peripheral and central vestibular system (i.e., vestibulo-ocular, vestibulo-spinal, and vestibulo-colic reflexes). Additionally, graduates will understand what rehabilitative options are available to patients with either unilateral or bilateral vestibular system impairments. Coursework includes three (3) formal courses in vestibular sciences (one additional course in addition to the required curriculum). Specialty track students have practicum experiences in the Balance Disorders Clinic, which assesses approximately 1,400 patients each year. All attempts will be made to place specialty track students at non-VUMC clinical sites during their concentrated Maymester experience. Finally, it is expected that a Vestibular Specialty Track student's Capstone Project will be on a vestibular system/balance-related topic.

Externship

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

Dissertation/Capstone

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

Course List

A full list of program courses is provided in this catalog under Courses by Program.

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

Periodic Reviews

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

Satisfactory Academic Progress and Good Standing

School of Medicine

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

Graduation

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

Program Commencement

Degree candidates must have successfully completed all curriculum, academic, clinical, and residency requirements (applicable to the degree sought) to be allowed to participate in the ceremony. A student completing degree requirements in the summer or fall semester is invited to participate in Commencement the following May. However, the semester in which the degree was earned is the one recorded on the diploma and the student's permanent record.

Formal Remediation and Probation Formal Remediation Plan

Students who receive a grade of C+ or poorer in academic courses and/or clinical courses/practica, whether required or elective, may be required to remedy the grade as specified in a formal remediation plan. If the course in question is prerequisite for another course, the student is required to remedy the grade before being permitted to proceed.

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

Probation

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

Dismissal

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

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

Eligibility to Reapply

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

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

Grades

The Department of Hearing and Speech Sciences follows School of Medicine policy for grades. See the [VUSM Student Assessment and Grading](#) page of this catalog.

Grade Grievance Procedure

Students should seek redress of a problem with a grade as soon as possible after receiving the grade and in no

case later than four weeks after the grade is released. Students with a problem should confer directly with the course director. Every effort should be made to resolve the problem fairly and promptly at this level. If the student cannot resolve the problem through discussion with the course director, the student must request an appeal by writing (email is acceptable) to the program director within two weeks of speaking with the course director; the course director also should be included on the request for appeal. In cases where the course director is also the degree program director, the appeal should be made to the associate dean for health sciences education or his/her designee. If resolution is not achieved by the program director/associate dean for health sciences education, the case is referred to the executive vice dean for academic affairs or his/her designee, who makes the final decision. At each level of review, the course's assessment practices are reviewed, and the individual student's situation considered.

Clinical Assessment

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

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

Academic Advisory Resources

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

Health and Wellness

See the Life at Vanderbilt page of this catalog.

Hearing and Speech Sciences Education: Doctor of Audiology: Accreditation

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

Hearing and Speech Sciences Education: Doctor of Audiology: Admission

Admission Requirements

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

Normally students enter the program at the start of the fall term. In rare instances, the program director may approve entry in the spring or summer term.

Undergraduate Coursework Prerequisites

There are no specific undergraduate prerequisites for the Au.D.

A course in normal language development is strongly encouraged but not mandatory. Students who do not have an undergraduate course in normal language development are required to take the Master of Science in Speech-Language Pathology (M.S.-S.L.P.) course in Child Language Acquisition during the Au.D. program. Otherwise, courses related to the profession and basic sciences are helpful.

School of Medicine

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

Application Process Application Deadline: January 15

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

Application Fee

Non-refundable $50.00 application fee

Statement of Purpose (personal statement)

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

Required Materials

Transcripts/Academic Information

Official transcripts must be sent directly to Vanderbilt according to instructions below. In addition, applicants will be prompted to upload unofficial academic records for each college or university attended when submitting an application. An unofficial academic record may be in the form of a legible scanned copy of a transcript or an academic record from the institution's Student Information System portal. If applicants are currently enrolled, the academic record should be submitted after the fall semester grades have been posted, if possible.

For degrees in process at the time of application, official transcripts are required after an offer of admission is made and accepted. To be considered official, a transcript must be sent directly from the applicant's institution to Vanderbilt. Official transcripts are submitted as instructed at *registrar.vanderbilt.edu/academic-records/external-degree-verifications.php*. Please do not mail transcripts to the department office.

Letters of Recommendation

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

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

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

If applicants choose not to use the electronic method, it is their responsibility to contact their recommenders and provide them with the DHSS recommendation link found on the department's website at *medschool.vanderbilt.edu/hearing-speech/* under Academic, Au.D., Application Information. Paper letters of recommendation must be mailed to Vanderbilt University CDM, PMB 407833, 2301 Vanderbilt Place, Nashville, TN 37240-7833 and must be received in that office by the application deadline.

GRE Scores

Official GRE scores come electronically from the Educational Testing Service (ETS) and are required for all applicants. Scores must be sent to institution code 1871. The department code is not required to attach official scores to the application.

School of Medicine

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

Resume/CV or Supplemental Materials

Applicants may upload a resume, CV, or other documents for committee review by accessing the status page of the application and adding the documents in the "upload materials" section.

Tuition Scholarships

Need is not a factor in awarding financial assistance. Financial awards are offered based on merit, using criteria very similar to those used to judge acceptance into the program. There are no additional materials required to apply for scholarships.

Special Requirements for International Applicants

Test of English as a Foreign Language (TOEFL) is required for all international applicants whose native language is not English, even if an applicant has completed a 4-year degree at a U.S. Institution. Since the Au.D. is a clinical practice degree, it is critical that students have robust written and spoken English skills. Consequently, a required minimum score on the paper-based TOEFL is 637, for computer-based is 270, and for internet-based, 110. Scores must be sent to institution code 1871. The department code is not required to attach official scores to the application.

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

Selection Criteria, Offer, and Acceptance

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

Admission Decisions

Admission decisions are mailed by March 15.

Response from Students Deadline: April 15

Applicant responses to offers of admission must be submitted through the online portal by April 15th. The program has the right to rescind any offer of admission and/or financial award that is not accepted by April 15th. Applicants who are unable to respond to an offer of admission by April 15th may request additional response time by emailing the vice chair of graduate studies, but the program reserves the right to deny such requests.

Transfer Students/Credits

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

Non-degree-seeking Students

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

Visiting Students

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

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

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

Hearing and Speech Sciences Education: Doctor of Audiology: Dual Degrees

Au.D./Ph.D. in Hearing and Speech Sciences

The pursuit of the Au.D./Ph.D. dual degree is appropriate for students planning careers that combine clinical and research components, focus primarily on research, or include teaching and research. The dual degree Au.D./Ph.D. program allows students to complete the Au.D/Ph.D. degrees in one to two terms less than the time required to complete both degrees separately.

Students may apply for direct admission to pursue a dual degree in the Au.D./Ph.D. or may choose to apply progressively for the Ph.D. after one-and-a-half years of study in the Au.D. program. Those wishing to apply for direct admissions to the Au.D./Ph.D. program must apply to the Ph.D. program and indicate the dual degree interest in their personal statement. Progressive application includes a written request to the expected mentor and the vice chair of graduate studies, prior to the January application deadline during the applicant's second year. Direct applications for the dual Au.D./Ph.D. degree are reviewed by the Hearing and Speech Sciences admissions committee. Interested applicants may obtain more information by contacting Todd Ricketts, vice chair of graduate studies, Department of Hearing and Speech Sciences.

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

Program Evaluation

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

Leave of Absence

The Au.D. program requires continuous registration for fall, spring, and summer semesters. Students who need to interrupt their studies for any reason, including medical/mental health or family leave, may request a leave of absence by applying to the vice chair of graduate studies, DHSS. Written approval from the vice chair is required for a leave of absence. Students are advised to consult with the Vanderbilt Student Care Coordination office https://www.vanderbilt.edu/carecoordination/ when considering taking a leave of absence. Prior to taking a leave of absence, a plan for re-entry into the curriculum and meeting graduation requirements is developed, in collaboration with the vice chair of graduate studies as part of the leave approval process. If it is not possible to develop a plan for return prior the leave being granted due to (for example) a medical or mental health emergency, the student must contact the vice chair of graduate studies as soon as they are able during the leave.

A leave of absence may be granted for a period of up to 14 months. Those on leave of absence are required to communicate with the vice chair of graduate studies at least one month prior to their return from leave of absence, in order to ensure proper enrollment upon their return. Those who do not communicate with the program prior to returning may not be allowed to enroll for courses. Time on leave of absence counts toward the maximum time to earn the degree.

Prior to returning from medical leaves of absence (including mental health), students may be required to provide the VU Student Care Coordination with medical documentation supporting the student's return to the program, with or without reasonable accommodations. If any accommodations are needed, students must submit a request for an accommodation to the Vanderbilt University Student Access Services Office as early as possible prior to their return. Upon return from leave of absence, students must meet all compliance requirements, which may include completing a criminal background check and/or fingerprinting, updating immunization records, and

meeting other compliance requirements.

Attendance Class

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

Clinic

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

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

Honor Code

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

Student Work Policy

Students are typically allowed to work 10 hours per week outside of their scheduled classes while school is in session. Students considering work outside of scheduled learning activities (e.g. classes, practica, etc.) must consult with the VCGS prior to beginning employment, to discuss the potential effects of work on the student's academic success.

Transportation

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

Honors and Awards

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

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

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

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

The Doctor of Audiology (Au.D.) is a four-year post-baccalaureate degree that provides clinical education preparing for professional certification and/or licensure in Audiology.

By contrast, the VUSM Doctor of Philosophy (Ph.D.) degree is offered to students interested in becoming teacher/investigators.

Department of Hearing and Speech Sciences Mission

The Department of Hearing and Speech Sciences (DHSS) is dedicated to serving persons with communicative and related disorders through treatment, education, and research; enhancing knowledge of communicative and related disorders; shaping the future of communication disorders and related disciplines through national and international leadership; promoting public awareness and prevention of communicative and related disorders; ensuring continuous improvement of operations through personal and professional development; and generating measurable benefits for our community, employees, students, clients and their families, and other customers. As part of this mission, the Au.D. program ensures that students complete all academic course and clinical practica requirements for certification standards in audiology.

Standing Program Committees Admission Committee

This committee has the responsibility of making recommendations concerning admission and scholarships for applicants to the Au.D., M.D.E., and M.S.-S.L.P. programs. The committee oversees and continually reviews the admission process. It typically meets twice per academic year. Membership includes all DHSS faculty.

Promotion Committee

This committee monitors student progress toward completing the Au.D. degree requirements and makes recommendations regarding promotion, remedial action, or dismissal as appropriate for each student. This committee meets at least twice per academic year but is called to meet, in addition to these regular meetings, when a student of concern is identified. Membership includes all DHSS audiology program faculty.

Curriculum Committee

This committee continually monitors and reviews the Au.D. curriculum. Any recommended changes to the curriculum are made to the DHSS faculty. Membership includes all DHSS audiology program faculty.

Program's Major Facilities

Practicum sites include the Vanderbilt University Medical Center, Monroe Carell Jr. Children's Hospital at Vanderbilt, and the Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences. Additional sites include the Veterans Affairs Medical Center and various other hospitals, outpatient clinics, and private practices in the middle Tennessee area.

Hearing and Speech Sciences Education: Doctor of Audiology: Tuition, Fees, and Cost of Attendance

Tuition and Fees for the Academic Year 2024-25 are found at *vanderbilt.edu/stuaccts/fees/index.php*.

Detailed information pertaining to estimated cost of attendance is found at *medschool.vanderbilt.edu/financial-aid/doctor-of-audiology-cost-of-attendance*.

Payment of Tuition and Fees

Students registered for a full-time course load (eight hours or more for fall and spring and six hours or more for summer) are billed at the block tuition rate for the term in which they are enrolled. Students registered for less than a full-time course load (seven hours or fewer in the fall and spring or five 5 hours or fewer in the summer) are billed at the hourly tuition rate for the term in which they are enrolled. Certain courses are designated to trigger full-time enrollment (and block tuition billing) even though the number of credits carried by the course is fewer than eight.

For additional information about university and School of Medicine costs and fees please refer to the School of Medicine Tuition, Fees, and Financial Aid page of this catalog.

Hearing and Speech Sciences Education: Master of Education of the Deaf: Academic Policy: Degree Requirements

School of Medicine

Requirements to Earn Degree

All candidates for the master of education of the deaf must have satisfactorily completed all residency, academic course, and practica requirements of the program.

Length and Delivery of Program

The candidate for the M.D.E. program spends at least three academic semesters of graduate study at Vanderbilt. Candidates for the master of education for the deaf degree are expected to be enrolled in the School of Medicine during each fall, spring, or summer semester until completion of the degree.

The normal time frame for completion of requirements for the master of education of the deaf degree is one to two years, depending on student's academic background upon entering the program. If an individual requires additional time due to unusual circumstances (e.g., remediation, leave of absence), the degree program may extend the maximum amount of time to complete the degree to no more than three years.

Curriculum and Tracks

For M.D.E. students on the one-year track, a minimum of 37 semester hours (academic coursework and practicum) are required. Students on the two-year track must complete a minimum of 64 semester hours (academic coursework and practicum) for the M.D.E. and endorsement in special education hearing in PreK 12. For two-year students not seeking endorsement, a minimum of 58 semester hours (academic coursework and practicum) are required.

The M.D.E. program of studies is enhanced by interdisciplinary coursework with M.S.-S.L.P. and Au.D. students on the Specialty Track for Pediatric Hearing Loss, and it includes opportunities to work with deaf/hard-of-hearing children through a Maymester experience and volunteer placements.

Internship/Externship

Maymester internship/externship, designed to provide students with a unique opportunity for a three-week intensive practicum working with deaf and hard-of-hearing children, is required for graduation.

Other Degree Requirements

Students must also complete a service obligation experience which provides them with the opportunity to gain an enhanced understanding of children with hearing loss and their families. Service obligations require a minimum of 100 hours during the first year of enrollment. At least half of the hours must involve direct child contact.

Course List

A full list of program courses is provided in this catalog under Courses by Program.

Hearing and Speech Sciences Education: Master of Education of the Deaf: Academic Policy: Progress and Promotion

Periodic Reviews

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

Satisfactory Academic Progress and Good Standing

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

Graduation

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

Formal Remediation and Probation *Formal Remediation Plan*

Students who receive a grade of C+ or poorer in academic courses and/or clinical courses/practica, whether required or elective, may be required to remedy the grade as specified in a formal remediation plan. If the course in question is prerequisite for another course, the student is required to remedy the grade before being permitted to proceed.

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

Probation

Failure to appropriately develop teaching skills, failure to earn at least a B- in a single course, or failure to maintain a GPA equal to or above a 3.0, results in probationary status which must be alleviated to continue in the program.

Dismissal

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

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

Eligibility to Reapply

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

Hearing and Speech Sciences Education: Master of Education of the Deaf: Academic Policy: Student Assessment

Grades

The Department of Hearing and Speech Sciences follows School of Medicine policy for grades. See the [VUSM Student Assessment and Grading](#) page of this catalog.

Grade Grievance Procedure

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

Hearing and Speech Sciences Education: Master of Education of the Deaf: Academic Policy: Student Support and Advisory Services

Academic Advisory Resources

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

Health and Wellness

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

Hearing and Speech Sciences Education: Master of Education of the Deaf: Accreditation

Council for the Accreditation of Educator Preparation (CAEP)

CAEP

1140 19th Street NW, Suite 400

Washington DC, 20036

(202) 223-0077

caepnet.org

Hearing and Speech Sciences Education: Master of Education of the Deaf: Admission

We encourage all interested students to apply for our graduate program. The program will be one year in length (three semesters: fall, spring, and summer including Maymester) for those entering with teacher certification in deaf education and two years (five semesters: fall, spring and summer including Maymester in year 1, fall and spring in year 2) for those entering with teacher certification in an area other than deaf education. The two-year program leads to an endorsement in special education preK-12 hearing.

Normally students enter the program at the start of the fall term. In rare instances, the program director may approve entry in the spring or summer term.

Admission Requirements

Students entering the Master of Education of the Deaf program are required to have an undergraduate degree in deaf education, special education, early childhood education, or general education and must have active teacher certification.

Application Process Application Deadline: January 15

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

Application Fee

Non-refundable $50.00 application fee

Statement of Purpose (personal statement)

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

Required Materials

Transcripts/Academic information

Official transcripts must be sent directly to Vanderbilt according to the instructions below. In addition, applicants will be prompted to upload unofficial academic records for each college or university they have attended when submitting an application. An unofficial academic record may be in the form of a legible scanned copy of a transcript or an academic record from the institution's Student Information System portal. If students are currently enrolled, the academic record should be submitted after their fall semester grades have been posted, if possible.

For degrees in progress at the time of application, official transcripts are required after an offer of admission is made and accepted. To be considered official, a transcript must be sent directly from your institution to Vanderbilt. Official transcripts are submitted as instructed at *registrar.vanderbilt.edu/academic-records/external-degree-verifications.php.*

School of Medicine

Letters of Recommendation

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

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

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

If applicants choose not to use the electronic method, it is their responsibility to contact your recommenders and provide them with the DHSS recommendation link found on the department's website at *medschool.vanderbilt.edu/hearing- speech* under Academic, M.D.E., Application Information. Paper letters of recommendation must be mailed to Vanderbilt University CDM, PMB 407833, 2301 Vanderbilt Place, Nashville, TN 37240-7833 and must be received in that office by the application deadline.

GRE Scores

Official GRE scores come electronically from the Educational Testing Service (ETS) and are required for all applicants. Scores must be sent to institution code 1871. The department code is not required to attach official scores to the application.

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

Resume/CV or Supplemental Materials

Applicants may upload a resume, CV, or other documents for committee review by accessing the status page of the application and adding the documents in the "upload materials" section.

Tuition Scholarships

Need is not a factor in awarding financial assistance. Financial awards are offered based on merit, using criteria very similar to those used to judge acceptance into the program. There are no additional materials required to apply for scholarships.

Special Requirements for International Applicants

Test of English as a Foreign Language (TOEFL) is required of all international applicants whose native language is not English, even if the applicant completed a 4-year degree at a U.S. institution.

Financial Resources: In order to meet requirements for entry into the United States, international applicants

must demonstrate that they have sufficient financial resources to cover the cost of their education. Please be prepared to provide evidence of this funding.

Selection Criteria, Offer, and Acceptance

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

Admission Decisions

Admission decisions are mailed by March 15.

Response from Students Deadline: April 15

Applicant responses to offers of admission must be submitted through the online portal by April 15th. The program has the right to rescind any offer of admission and/or financial award that is not accepted by April 15th. Applicants who are unable to respond to an offer of admission by April 15th may request additional response time by emailing the vice chair of graduate studies, but the program reserves the right to deny such requests.

Transfer Students/Credits

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

Non-degree-seeking Students

Non-degree-seeking students can enroll in M.D.E. courses offered by the School of Medicine with approval from the instructor and vice chair of graduate studies on a case-by-case basis. In many cases, class size and/or resource limitations prevent this approval from occurring.

Visiting Students

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

Hearing and Speech Sciences Education: Master of Education of the Deaf: Contact Information

Additional information may be obtained by contacting program officials at Contact | Hearing and Speech Sciences | Vanderbilt University.

Hearing and Speech Sciences Education: Master of Education of the Deaf: Other Program Policy and Procedure

Program Evaluation

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

Leave of Absence

The M.D.E. program requires continuous registration for fall, spring, and summer semesters. Students who need to interrupt their studies for any reason, including medical/mental health or family leave, may request a leave of absence by applying to the vice chair of graduate studies, DHSS. Written approval from the vice chair is required for a leave of absence. Students are advised to consult with the Vanderbilt Student Care Coordination office when considering taking a leave of absence. Prior to taking a leave of absence, a plan for re-entry into the curriculum and meeting graduation requirements will be developed in collaboration with the vice chair of graduate studies as part of the leave approval process. If it is not possible to develop a plan for return prior the leave being granted due to (for example) a medical or mental health emergency, the student must contact the vice chair of graduate studies as soon as they are able during the leave to develop a plan.

School of Medicine

A leave of absence may be granted for a period of up to 14 months. Those on leave of absence are required to communicate with the vice chair of graduate studies at least one month prior to their return from leave of absence, in order to ensure proper enrollment upon their return. Those who do not communicate with the program prior to returning may not be allowed to enroll for courses. Time on leave of absence counts toward the maximum time to earn the degree.

Prior to returning from medical leaves of absence (including mental health), students may be required to provide the VU Student Care Coordination with medical documentation supporting the student's return to the program, with or without reasonable accommodations. If any accommodations are needed, students must submit a request for an accommodation to the Vanderbilt University Student Access Services Office as early as possible prior to their return. Upon return from leave of absence, students must meet all compliance requirements, which may include completing a criminal background check and/or fingerprinting, updating immunization records, and meeting other compliance requirements.

Attendance Class

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

Educational Practica

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

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

Honor Code

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

Student Work Policy

Students are typically advised not to work outside of their scheduled classes while school is in session. Students considering work outside of scheduled learning activities (e.g. classes, practica, etc.) must consult with the VCGS prior to beginning employment, to discuss the potential effects of work on the student's academic success.

Transportation

Students may be placed for educational experiences in sites located away from the Vanderbilt University campus. Students must be prepared to drive up to 60 miles from the Vanderbilt University campus to reach off-site placements. Students are responsible for their own transportation to and from all sites for educational experiences, including all costs associated with that travel.

Honors and Awards

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

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

Hearing and Speech Sciences Education: Master of Education of the Deaf: Program

School of Medicine

Overview

The Department of Hearing and Speech Sciences (DHSS) offers a Master of Education of the Deaf program. This one- to two-year program emphasizes skills related to effectively planning and implementing specialized instruction for children and youth with hearing loss.

The DHSS is home to a unique, interdisciplinary approach to teacher training by combining training in audiology, speech-language pathology, and deaf education. Please visit our website at *medschool.vanderbilt.edu/hearing-speech* for additional information.

Department of Hearing and Speech Sciences Mission

The DHSS is dedicated to serving persons with communicative and related disorders through treatment, education, and research; enhancing knowledge of communicative and related disorders; shaping the future of communication disorders and related disciplines through national and international leadership; promoting public awareness and prevention of communicative and related disorders; ensuring continuous improvement of operations through personal and professional development; and generating measurable benefits for our community, employees, students, clients and their families, and other customers.

Standing Program Committees Admission Committee

This committee has the responsibility of making recommendations concerning admission and scholarships for applicants to the Au.D., M.D.E., and M.S.-S.L.P. programs. The committee oversees and continually reviews the admission process. It typically meets twice per academic year. Membership includes all DHSS faculty.

Promotion Committee

This committee monitors student progress toward completing the M.D.E. degree requirements and makes recommendations regarding promotion, remedial action, or dismissal as appropriate for each student. This committee meets at least twice per academic year but is called to meet in addition to these regular meetings, when a student of concern is identified. Membership includes all DHSS M.D.E. program faculty.

Curriculum Committee

This committee continually monitors and reviews the M.D.E. curriculum. Any recommended changes to the curriculum are made to the DHSS faculty. Membership includes all DHSS M.D.E. program faculty.

Program's Major Facilities

The Mama Lere Hearing School in our National Center for Childhood Deafness and Family Communication serves as one of the practicum placements for the DHSS deaf education program. This early childhood school for children who are deaf or hard of hearing is known for its outstanding work in the areas of speech development, auditory training, cochlear implant habilitation, language, and reading. In addition, M.D.E. students complete practicum hours in urban and rural settings in the greater Nashville area.

Hearing and Speech Sciences Education: Master of Education of the Deaf: Tuition, Fees, and Cost of Attendance

Tuition and Fees for the Academic Year 2024-25 are found at *vanderbilt.edu/stuaccts/fees/index.php*.

Detailed information pertaining to estimated cost of attendance is found at *medschool.vanderbilt.edu/financial-aid/master-of-education-of-the-deaf-cost-of-attendance*.

Payment of Tuition and Fees

Students registered for a full-time course load (eight hours or more for fall and spring and six hours or more for summer) are billed at the block tuition rate for the term in which they are enrolled. Students registered for less than a full-time course load (seven hours or fewer in the fall and spring or five 5 hours or fewer in the summer) are billed at the hourly tuition rate for the term in which they are enrolled. Certain courses are designated to trigger full-time enrollment (and block tuition billing) even though the number of credits carried by the course is fewer than eight.

For additional information about university and School of Medicine costs and fees please refer to the School of Medicine Tuition, Fees, and Financial Aid page of this catalog.

Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Academic Policy: Degree Requirements

Requirements to Earn Degree

All candidates for the Master of Science (Speech-Language Pathology) must have satisfactorily completed all residency, academic course, and clinical practica requirements of the program.

For M.S.-S.L.P. students with an undergraduate background in communication sciences and disorders, a minimum of 51 semester hours (academic coursework and clinical practicum) are required for the master's degree.

For M.S.-S.L.P. students without an undergraduate background in communication sciences and disorders, a minimum of 62 semester credit hours (academic coursework and clinical practicum) are required. Curriculum requirements, course content, and the number and distribution of credit hours are determined by the M.S.-S.L.P. program faculty.

The department reviews the completed coursework of incoming M.S.-S.L.P. students to determine if they qualify as having a background (i.e. qualify as a 5- or 6- semester student). At a minimum, the following courses must be recently (within 5 years) taken in a department of communication sciences and disorders to qualify as having a background: (1) Normal Language Development, (2) Basic Audiology, (3) Aural Rehabilitation, and (4)Anatomy & Physiology, Speech & Hearing Mechanism (potentially optional).

Length and Delivery of Program

The candidate for the M.S.-S.L.P. spends at least five academic semesters of graduate study at Vanderbilt (students admitted without prior experience in the field spend six semesters). All students are required to complete five (or six) semesters of coursework and a 10-week clinical or research externship. All students complete required coursework associated with generalist M.S.-S.L.P. degree training. Candidates for the M.S.-S.L.P. are expected to be enrolled in the School of Medicine during each fall, spring, and summer semester until completion of their degree requirements.

Enrollment in clinical practicum is required during each semester of the student's enrollment. Students must complete 25 clock hours of guided clinical observation of clinical service provision conducted and supervised by a person with the Certificate of Clinical Competence (CCC) in speech-language pathology from the American Speech-Language-Hearing Association. If guided observations have not been complete prior to enrollment in the M.S.-S.L.P. program, the student completes the guided observation during the initial weeks of clinical placements each semester. Sufficient guided observation is completed in each clinical placement before a student participates in direct patient contact.

The normal time frame for completion of requirements for the Master of Science in Speech-Language Pathology is two years. If an individual requires additional time due to unusual circumstances (e.g., remediation, leave of absence), the degree program may extend the maximum amount of time to complete the degree to no more three years.

Specialty Tracks

Specialty tracks that provide additional specialized training in the areas of Pediatric Hearing Loss, Autism, Language and Literacy in the Schools, and Research (Master's Thesis) are available to students who are interested. Any student may apply to enter a specialty track by expressing interest prior to or during orientation.

Specialty Track in the Early Identification and Management of Children with Hearing Loss

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

Students participating in this Specialty Track must complete the following additional coursework and activities:

- 10 hours of additional coursework.
- 3-week Maymester: This training includes a 3-week immersion program at a site that specializes in childhood hearing loss.
- Extended Clinical Practicums: All students will receive placements in the department's preschool for children with hearing loss --the Mama Lere Hearing School-- and the newborn nurseries at Vanderbilt University Medical Center, among others. Placements at these sites will include hands-on experience in delivering hearing-loss specific services.
- 75 volunteer hours: This time is spent in pediatric hearing loss programs and can be spread across the first year of the program.
- Hearing Loss Journal Club: All students will participate in a monthly journal club devoted to research-to-practice guided readings and discussions in the area of childhood hearing loss.
- Saturday Seminars: Trainees will participate in two seminars annually that focus on topics relevant to the Deaf community.

Specialty Track in Infants and Children with Autism

Trainees from the Early Childhood and Elementary Education Program and the M.S.-S.L.P. share classes together, creating a multidisciplinary training cohort unique to Vanderbilt. The goal of this specialty track is to train these students with advanced clinical skills and prepare them to obtain certification in autism screening (STAT) and autism assessment and diagnosis (ADOS). Trainees will receive extended placements in the Vanderbilt Preschool for Children with Autism (PCA) and the Vanderbilt Bill Wilkerson Center Autism Early Assessment and Diagnosis Clinic. Placements at these sites will include hands-on experience in delivering autism-specific therapeutic services and accumulation of required supervision hours from both a licensed S.L.P. supervisor (supervised hours for CCC-S.L.P.) and a licensed BCBA supervisor. Students also will participate in a monthly research journal club devoted to practice-guided readings and discussions in the area of autism. M.S.-S.L.P. students who choose to do a research project will be connected to existing autism clinical research projects for support and mentoring of supervised research experiences. This will support one or more of the following products: master's thesis project, conference presentations and/or authorship on a journal article. This specialty track also offers an immersive 3-week clinical placement (Maymester) working with children with autism spectrum disorders.

Students participating in the DHSS Autism Specialty Track must complete the following additional coursework and activities:

- 16 hours of additional coursework.
- 3-week Maymester: This training includes a 3-week immersion clinical placement working with children with ASD.
- Advanced clinical skills training: Trainees will complete training in autism assessment and diagnosis (ADOS).
- Enhanced coursework: Trainees will take classes in both the DHSS and Special Education Programs.
- Extended Clinical Practica: Trainees will receive extended placements in the Vanderbilt Preschool for Children with Autism (PCA) and the VBWC Autism Early Assessment & Diagnostic Clinic. Placements at these sites include hands-on experience in delivering autism specific therapeutic services and accumulation of required supervision hours from both a licensed SLP supervisor and a licensed BCBA supervisor.

Language and Literacy in the Schools Specialty Track

This specialty track is for students who plan to pursue a career in schools working with students ages 3 through 21. Students taking this track participate in a one-credit seminar each semester (total of 5 semesters) and complete two school practicum experiences in the Metropolitan Nashville Public Schools and a practicum in the Vanderbilt Reading Clinic. Additional professional development experiences that supplement academic training include Martha Lynch Lecture Series, It's All About Language Workshops, and the annual School Speech-Language Pathology Conference at Vanderbilt, as well as the MNPS SLP one-day conference.

Students participating in the School Specialty Track also complete the following:

- 2-4 Seminar credits, depending on offerings
- Extended Practica: Trainees will receive extended placements in the Vanderbilt Kennedy Center (VKC) Reading Clinic, the Metro Nashville Public Schools (MNPS) Preschool Child Find Clinic, and the MNPS School Placement. The goal of these placements is to experience the multiple roles of school SLPSs and understand the many ways in which children with disabilities are supported in schools (for example, observing school psychologists and classroom observation).

Research (Master's Thesis) Track

M.S.-S.L.P. students who are interested in research and elect to do a thesis as part of their degree program will make their intention known by completing the appropriate form, which can be found in the DHSS Graduate Studies Student Handbook, and submitting it to their advisor and the DHSS Vice Chair of Graduate Studies between the end of their first semester, and before the end of their second semester of graduate studies. The Master's thesis is optional. Participation requires the agreement of both the student's thesis advisor and the DHSS Vice Chair of Graduate Studies. During the thesis experience, students register each semester for SLP 7999 Master's Thesis Research, using the section number of the thesis advisor in order to reflect the course on their transcript.

Internships/Externship

During the final semester of enrollment, the student completes a 10-week full-time externship (at least 32 hours per week). Students are expected to have completed a minimum of 300 clinical clock hours prior to initiation of the externship.

Course List

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

Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Academic Policy: Progress and Promotion

Periodic Reviews

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

Satisfactory Academic Progress and Good Standing

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

Graduation

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

Formal Remediation and Probation Formal Remediation Plan

Students who receive a grade of C+ or poorer in academic courses and/or clinical courses/practica, whether required or elective, may be required to remedy the grade as specified in a formal remediation plan. If the

course in question is prerequisite for another course, the student is required to remedy the grade before being permitted to proceed. Possible remedies include re-examination, course/practica repetition, and/or prerequisite examination prior to entering a higher-level course. Credit may be given based on re-examination or satisfactory repetition of the course/practica work, but the original grade remains on the record and may be counted in the computations as cause for dismissal if additional poor performance occurs.

Probation

Failure to appropriately develop clinical skills, failure to earn at least a B- in a single course, or a failure to maintain a GPA equal to or above 3.0 results in probationary status which must be alleviated to continue in the program.

Dismissal

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

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

Eligibility to Reapply

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

Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Academic Policy: Student Assessment

Grades

The Department of Hearing and Speech Sciences follows School of Medicine policy for grades. See the [VUSM Student Assessment and Grading](#) page of this catalog.

Grade Grievance Procedure

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

Clinical Assessment

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

Competency Assessment

Each student prepares a formal case report on a client or clinical procedure during the final year of the two-year program, with guidance from a clinical faculty member or clinical supervisor, for presentation to faculty, staff,

and student peers. The quality of the case presentation is assessed formally by faculty and staff members regarding specific content elements.

Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Academic Policy: Student Support and Advisory Services

Academic Advisory Resources

The program director has an open-door policy for all students in the M.S.-S.L.P. program.

Health and Wellness

See the Life at Vanderbilt page of this catalog.

Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Accreditation

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

Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Admission

Admission Requirements

Students with backgrounds in such areas as communication disorders and other health-related professions, biomedical sciences, psychology, and linguistics are encouraged to apply.

It is necessary for all M.S.-S.L.P. applicants to have satisfied the following prerequisite coursework prior to matriculation in the Vanderbilt program.

1. Biological Sciences (at least one college-level course, for example, Intro to Biology)
2. Physics or Chemistry (at least one college-level course in either area, examples, Introduction to Chemistry, Physics I)
3. Statistics (course work must be statistics and not a research methods class)
4. Social/Behavioral Sciences (at least one college-level course in an area such as psychology, political science, economics, or anthropology)

The above four areas of study are required by the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC), credentialing body of the American Speech-Language-Hearing Association for applicants seeking certification in speech-language pathology. Vanderbilt DHSS requires that students complete these prerequisites prior to enrollment in the M.S.-S.L.P. program.

Normally students enter the program at the start of the fall term. In rare instances, the program director may approve entry in the spring or summer term.

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

Application Process Application Deadline: January 15

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

Application Fee

Non-refundable $50.00 application fee

Statement of Purpose (personal statement)

The Statement of Purpose is a required and an important part of the application. The DHSS has no set subject-

matter criteria for the personal statement; however, it must be no less than one page but no more than 1-2 pages (single spaced).

Required Materials

Transcripts/Academic information

Official transcripts must be sent directly to Vanderbilt according to instructions below. In addition, applicants will be prompted to upload an unofficial academic record for each college or university attended when submitting an application. An unofficial academic record may be in the form of a legible scanned copy of a transcript or an academic record from the institution's Student Information System portal. If an applicant is currently enrolled, the academic record should be submitted after the fall semester grades have been posted, if possible.

For degrees in process at the time of application, official transcripts are required after an offer of admission is made and accepted. To be considered official, a transcript must be sent directly from your institution to Vanderbilt. Official transcripts are submitted as instructed at *registrar.vanderbilt.edu/academic-records/external-degree-verifications.php.* Please do not mail transcripts to the department office.

Letters of Recommendation

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

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

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

If applicants choose not to use the electronic method, it is their responsibility to contact their recommenders and provide them with the DHSS recommendation link found on the department's website at *medschool.vanderbilt.edu/hearing-speech/* under Academic, M.S.-S.L.P., Application Information. Paper letters of recommendation must be mailed to Vanderbilt University CDM, PMB 407833, 2301 Vanderbilt Place, Nashville, TN 37240-7833 and must be received in that office by the application deadline.

GRE Scores

Official GRE scores come electronically from the Educational Testing Service (ETS) and are required for all applicants. Scores must be sent to institution code 1871. The department code is not required in order for your official scores to attach to the application.

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

Resume/CV or Supplemental Materials

Applicants may upload a resume, CV, or other documents for committee review by accessing the status page of

the application and adding the documents in the "upload materials" section.

Tuition Scholarships

Need is not a factor in awarding financial assistance. Financial awards are offered based on merit, using criteria very similar to that used to judge acceptance into the program. There are no additional materials required to apply for scholarships.

Special Requirements for International Applicants

Test of English as a Foreign Language (TOEFL) is required for all international applicants whose native language is not English, even if the applicant has completed a 4-year degree at a U.S. institution. Since the M.S.-S.L.P. is a clinical practice degree, it is critical that students have robust written and spoken English skills. Consequently, a required minimum score on the paper-based TOEFL is 637, for computer-based is 270, and for internet-based, 110. Scores must be sent to institution code 1871. The department code is not required to attach official scores to the application.

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

Selection Criteria, Offer, and Acceptance

All students must possess GRE scores consistent with Vanderbilt's standards, a strong record of past academic achievement, a commitment to perseverance, and exceptional organizational and time-management skills. The GRE, GPA, and letters of recommendation are components that contribute to our holistic admissions practices, which also consider diversity, leadership, educational background, and research experiences, among others.

Admission Decisions

Admission decisions are mailed by March 15.

Response from Students Deadline: April 15

Applicant responses to offers of admission must be submitted through the online portal by April 15th. The program has the right to rescind any offer of admission and/or financial award that is not accepted by April 15th. Applicants who are unable to respond to an offer of admission by April 15th may request additional response time by emailing the vice chair of graduate studies, but the program reserves the right to deny such requests.

Transfer Students/Credits

Transfer credit is not accepted for the M.S.-S.L.P. program. Transfer students may apply and, if accepted, generally start at the beginning of and complete the program's curriculum in its entirety.

Non-degree-seeking Students

Non-degree-seeking students are allowed to enroll in M.S.-S.L.P. courses offered by the School of Medicine with approval from the instructor and vice chair of graduate studies on a case-by-case basis. In many cases, class size and/or resource limitations prevent this approval from occurring.

Visiting Students

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

Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Contact Information

Additional information may be obtained by contacting program officials at Contact | Hearing and Speech Sciences | Vanderbilt University.

Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Other Program Policy and Procedure

School of Medicine

Program Evaluation

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

Leave of Absence

The M.S.-S.L.P. program requires continuous registration for fall, spring, and summer semesters. Students who need to interrupt their studies for any reason, including medical/mental health or family leave, may request a leave of absence by applying to the vice chair of graduate studies, DHSS. Written approval from the vice chair is required for a leave of absence. Students are advised to consult with the Vanderbilt Student Care Coordination office when considering taking a leave of absence. Prior to taking a leave of absence, a plan for re-entry into the curriculum and meeting graduation requirements is developed, in collaboration with the vice chair of graduate studies as part of the leave approval process. If it is not possible to develop a plan for return prior the leave being granted due to (for example) a medical or mental health emergency, the student must contact the vice chair of graduate studies as soon as they are able during the leave.

A leave of absence may be granted for a period of up to 14 months. Those on leave of absence are required to communicate with the vice chair of graduate studies at least one month prior to their return from leave of absence, in order to ensure proper enrollment upon their return. Those who do not communicate with the program prior to returning may not be allowed to enroll for courses. Time on leave of absence counts toward the maximum time to earn the degree.

Prior to returning from medical leaves of absence (including mental health), students may be required to provide the VU Student Care Coordination with medical documentation supporting the student's return to the program, with or without reasonable accommodations. If any accommodations are needed, students must submit a request for an accommodation to the Vanderbilt University Student Access Services Office as early as possible prior to their return. Upon return from leave of absence, students must meet all compliance requirements, which may include completing a criminal background check and/or fingerprinting, updating immunization records, and meeting other compliance requirements.

Attendance Class

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

Clinic

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

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

Honor Code

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

Student Work Policy

Students are typically allowed to work ten hours per week outside of their scheduled classes while school is in session. Students considering work outside of scheduled learning activities (e.g. classes, practica, etc.) must consult with the VCGS prior to beginning employment, to discuss the potential effects of work on the student's academic success.

Transportation

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

Honors and Awards

Russell J. Love Award. For outstanding clinical and academic achievements in speech-language pathology.

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

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

Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Program Overview

The Master of Science in Speech-Language Pathology (M.S.-S.L.P.) provides clinical education to prepare practitioners for professional certification in speech-language pathology. The five- or six-semester M.S.-S.L.P. program (depending on background) spans up to two calendar years of full-time study.

Students without a background in communication disorders require an extra semester. Many clinical opportunities are available throughout the program. The program culminates in a ten-week (at least 32 hours per week) clinical externship . The program meets or exceeds American Speech-Language-Hearing Association certification requirements.

Courses in cochlear implants, autism, and speech-language pathology practice in the schools are available to students with interests in those areas. There is also a thesis option.

Department of Hearing and Speech Sciences Mission

The DHSS is dedicated to serving persons with communicative and related disorders through treatment, education, and research; enhancing knowledge of communicative and related disorders; shaping the future of communication disorders and related disciplines through national and international leadership; promoting public awareness and prevention of communicative and related disorders; ensuring continuous improvement of operations through personal and professional development; and generating measurable benefits for our community, employees, students, clients and their families, and other customers.

The mission of the M.S.-S.L.P. is to present students with an evidence-based education leading to appropriate and effective clinical service in the context of a department engaged in and allowing exposure to cutting-edge research.

Standing Program Committees Admission Committee

This committee has the responsibility of making recommendations concerning admission and scholarships for applicants to the Au.D., M.D.E., and M.S.-S.L.P. programs. The committee oversees and continually reviews the admission process. It typically meets twice per academic year. Membership includes all DHSS faculty.

Promotion Committee

This committee monitors student progress toward completing the M.S.-S.L.P. degree requirements and makes recommendations regarding promotion, remedial action, or dismissal as appropriate for each student. This

committee meets at least twice per academic year but is called to meet in addition to these regular meetings, when a student of concern is identified. Membership includes all DHSS S.L.P. program faculty.

Curriculum Committee

This committee continually monitors and reviews the M.S.-S.L.P. curriculum. Any recommended changes to the curriculum are made to the DHSS faculty. Membership includes all DHSS S.L.P. program faculty.

Program's Major Facilities

Practicum sites include the Vanderbilt University Medical Center, Monroe Carell Jr. Children's Hospital at Vanderbilt, and the Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences. Additional sites include the Veterans Affairs Medical Center, hospitals, outpatient clinics, and private practices in the Middle Tennessee area.

Hearing and Speech Sciences Education: Master of Science (Speech-Language Pathology): Tuition, Fees, and Cost of Attendance

Tuition and Fees for the Academic Year 2024-25 are found at *vanderbilt.edu/stuaccts/fees/index.php*.

Detailed information pertaining to estimated cost of attendance is found at *medschool.vanderbilt.edu/financial-aid/master-of-science-speech-language-pathology-cost-of-attendance*.

Payment of Tuition and Fees

Students registered for a full-time course load (eight hours or more for fall and spring and six hours or more for summer) are billed at the block tuition rate for the term in which they are enrolled. Students registered for less than a full-time course load (seven hours or fewer in the fall and spring or five 5 hours or fewer in the summer) are billed at the hourly tuition rate for the term in which they are enrolled. Certain courses are designated to trigger full-time enrollment (and block tuition billing) even though the number of credits carried by the course is fewer than eight.

For additional information about university and School of Medicine costs and fees please refer to the School of Medicine Tuition, Fees, and Financial Aid page of this catalog.

Master of Genetic Counseling: Academic Policy: Degree Requirements

Requirements to Earn Degree

Students are required to complete a minimum of 60 credit hours in order to earn the Master of Genetic Counseling; in addition, graduation requirements include:

1. Overall grade point average of at least a 'B'.
2. Successful completion of required practica including a logbook as required by the accrediting and certifying body.
3. Successful completion of a research project culminating in a publishable manuscript.

Length and Delivery of Program

Candidates for the M.G.C. degree typically spend five academic semesters at Vanderbilt and are expected to be enrolled in the School of Medicine during each fall, spring, or summer semester until completion of the degree.

The typical time for completion of the required course work for the M.G.C. degree is 21 months, over five consecutive terms. If an individual requires additional time due to unusual circumstances (e.g., remediation, leave of absence), a student may, with approval of the M.G.C. program director, take up to three years to complete the degree.

Curriculum

School of Medicine

Vanderbilt M.G.C. students participate in a wide range of activities during their time in the program to prepare them for the American Board of Genetic Counseling (ABCG) certifying exam, including course work, practicum experiences, and research experiences.

The normal progression of a student through the M.G.C. curriculum is outlined at *medschool.vanderbilt.edu/mgc*.

The curriculum draws its content from various departments, and courses are taught by faculty members from multiple disciplines. The curriculum is subject to annual review and revision by the Curriculum Committee.

Course Work

A complete listing of the courses with descriptions can be found on the Courses by Program page of this catalog and on the program website: *medschool.vanderbilt.edu/mgc/academics/timeline*.

Practica

Practicum experiences are an integral part of training genetic counseling professionals. Starting in the spring semester of the first year, students complete approximately 50 weeks of practicum experience. Over ten 5-week blocks, students work with certified genetic counselors and Ph.D. and/or M.D. geneticists in the ABGC-defined practice areas of adult, cancer, pediatric, and prenatal. Experiences in specialty clinics and genetics laboratories are also a part of the practica. Additionally, students have opportunities to train in industry and philanthropic settings.

Thesis

Vanderbilt M.G.C. students are required to complete a research project during their 21-months of training. As part of this requirement, students are enrolled in a two-part course, Research for Genetic Counselors 1 (GC6610) and Research for Genetic Counselors 2 (GC6615), during the first year. These courses explore the research process, with a focus on articulating the value of research to the practice of genetic counseling. The courses introduce the research knowledge and skills students need to develop and complete their thesis research, including principles of study design, critical reading of the literature, developing a statistical plan, quantitative and qualitative research methods, collection and management of data, human subjects research and the IRB, the informed consent process, and research ethics. As topics are discussed in class, students apply what they have learned to the development of their unique research project.

More information about the research program is available online, at *medschool.vanderbilt.edu/mgc*.

Master of Genetic Counseling: Academic Policy: Progress and Promotion

The M.G.C. program follows the School of Medicine policy on the VUSM Student Progress and Promotion page in the Student Progress and Promotion section of this catalog. Additional program specific policy follows.

The M.G.C. program has a continuous process of student feedback and assessment. The goal is to identify early in the development of knowledge, skills, and attitudes, those that are below expectations to mitigate barriers to achieving mastery. The Academic Progress and Promotion Committee (APPC) is the main mechanism for this process and an ad hoc meeting can be convened if pressing issues arise.

Periodic Reviews

The academic progress of each M.G.C. student is reviewed by the M.G.C. APPC at least twice each academic year, once in the fall semester and once in the spring semester.

During each APPC meeting, one of the following promotion determinations is made for each student:

Satisfactory Progress:

Student is determined to be maintaining satisfactory academic progress.

- In spring term, decision to promote [1st year] or graduate [2nd year]

Satisfactory academic progress with concern/remediation (Good standing and promotion [or contingency for promotion]):

Student is determined to be maintaining satisfactory academic progress but requires formal remediation.

- In spring term, establish contingencies to promote [1st year] or graduate [2nd year]

Academic probation unsatisfactory progress (Not in good standing—remediation required; promotion [or contingency for promotion]):

Student is determined not to be maintaining satisfactory academic progress.

- In spring term, establish contingencies to remove probation and to promote [1st year] or graduate [2nd year]

Dismissal:

Recommendation of student dismissal from the program is made to the dean of the School of Medicine

- Dismissal follows a period of academic probation if the student does not return to making satisfactory academic progress through prescribed remediation.

Satisfactory Academic Progress and Good Standing

M.G.C. students must maintain satisfactory academic progress in all program learning activities (course work, thesis, and clinical experiences) at all times.

To be promoted and to graduate, students must maintain the following satisfactory academic progress standards:

Course work**:** 'B' or above grade average While a student may obtain a 'B-' in an individual course, maintenance of at least a 'B' grade average overall is required to maintain satisfactory academic progress.

Thesis development: Expectations of progress met.

Clinical skills**:** Progress in ascertainment of clinical skills/competencies.

- Professionalism is assessed throughout the program, and behavior that is not consistent with standards set forth by the institution and the code of conduct will be addressed as part of periodic reviews.
- Any unexcused absence(s) during a term are considered as part of the promotion review process and may negatively affect student academic progress and promotion or commencement.

Students are notified in writing of any APPC determination that the student is not making satisfactory progress. The basis for the decision and the requirements for promotion are documented. The decision is also reviewed biannually in the student's meeting with the program leadership.

The M.G.C. program student support and advisory systems work collaboratively with students on remediation plans and to facilitate students' access to resources to assist the student in returning to satisfactory academic progress status.

Graduation Promotion Committee Endorsement

In the spring term, the APPC is charged with making recommendations to the program director regarding progress, promotion, or graduation of students.

Allowance for Delaying Graduation

If an individual requires additional time due to unusual circumstances (e.g., remediation, leave of absence), a

student may, with approval of the M.G.C. program director, take up to three years from matriculation to complete the degree.

Program Commencement

Degrees are granted by the university in May, August, and December. Those students who wish to "walk" but did not complete all degree requirements by May of that year are permitted to walk during the School of Medicine Commencement in the following year.

Formal Remediation and Probation

The M.G.C. APPC may require a student to engage in a process of formal remediation in order to return to making satisfactory academic progress.

Formal Remediation Plan

In such cases, the student works with the M.G.C. program director to develop an individualized plan and timeline for remediation. Others who may provide input into or participate in the development and implementation of a student's remediation include the M.G.C. program leadership, the APPC, the student's academic adviser and research adviser.

The formal remediation process is intended to be supportive of struggling students, not punitive. Depending on the nature of the academic challenges cited by the APPC, a plan for remediation might include, but is not limited to:

- Completion (or re-completion) of past assignments,
- Completion of additional assignments,
- Clinical cases with specific indications, or
- Other clinical experiences.

Referral to Vanderbilt University resources, such as the Student Care Network, may be made for academic and/or personal counseling.

Documentation related to the APPC determination (including noted performance deficiencies), the remediation plan, and the outcome of remediation are documented in the student's file.

Probation

Students who do not successfully complete formal remediation, as required by the M.G.C. APPC, may be placed on probation. Students placed on probation by the APPC are notified through a letter from the program director that outlines the reasons for the probation, the requirements and recommendations for addressing deficiencies, conditions for removal of probation, expected time frame, and actions that are taken if conditions are not met. Students placed on probation for any reason are required to complete a specific remediation plan that has been approved by the program director and the APPC. The remediation plan may include requirements placed on the student, such as regular meetings with advisers, elimination of extracurricular activities that may be interfering with satisfactory academic progress, etc.

All students on probation are reviewed by the program director and the APPC at least once each semester to determine whether satisfactory academic progress has been made. At that time the program director and the APPC may take the following actions:

Remove probation

Probation may be removed if the student has adequately addressed deficiencies, even if this is before the designated time frame cited in the remediation plan.

Continue probation

Progress is being made.

Recommend dismissal

Performance continues to be unsatisfactory. Written notification is provided to the student regarding the outcome of this review. Probation is considered an adverse action and may be reported in future graduation verifications and other requests for information.

Dismissal

Dismissal for unsatisfactory academic progress takes place only after a student has been given a reasonable probationary period to address deficiencies. For the Master of Genetic Counseling degree program, this reasonable period usually consists of one academic term. The M.G.C. program follows the School of Medicine policy for formal remediation, probation, dismissal, and appeals. See the VUSM Student Progress and Promotion page of this catalog for more information on these topics.

Eligibility to Reapply

Students dismissed from the program for academic reasons may re-apply through the GC National Match process.

Master of Genetic Counseling: Academic Policy: Student Assessment

Grades

In addition to the School of Medicine policy found on the Academic Policies for All School of Medicine Programs page in the Student Assessment and Grading section, the M.G.C. program has the following numerical equivalents for letter grades:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C	75-79
F	74 and below

Courses in which a student earns less than a 'B-' do not count toward degree completion and must be repeated. While a student may obtain a 'B-' in an individual course, maintenance of at least a 'B' grade average overall is required to maintain satisfactory academic progress. Students can track their course work grades online through the course management system.

Incomplete: A grade of Incomplete is to be used only to reflect that mandatory course work has not been completed (e.g., if the student was ill and did not attempt the final exam). Incomplete is not used when work has been completed but at an unsatisfactory level (i.e., work that requires remediation). Any incomplete course work must be completed in a timely manner as approved by the directly responsible faculty member and the M.G.C. program director. There is no ceiling on the final grading or competency ratings for a student who previously received an Incomplete.

Grade Grievance Procedure

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

Practica Assessment

School of Medicine

Successful completion of required practica is assessed by acquisition of clinical skills and collection of diverse and robust rotation experiences which satisfy ACGC and ABGC requirements. Clinical skill acquisition is assessed at the end of each five-week rotation block. Rotations experiences are tracked and managed through an on-line tracking system (see *medschool.vanderbilt.edu/mgc* for additional assessment detail and procedural guidance).

Competency Assessment

In accordance with ACGC Standards and Guidelines, students will gain skills and knowledge and will complete clinical cases required to be eligible for the ABGC genetic counseling board exam. Professional competencies set forth by the ABGC can be found at *abgc.net/RESOURCES/practice-standards*.

Research Progress Assessment

The thesis requirement is met by satisfying the criteria set forth in the M.G.C. research handbooks as determined by the Research Review Committee (RRC) and the Academic Progress and Promotion Committee (APPC). An overview of the criteria is described below. Completion of the following goals demonstrates progress towards this requirement unless otherwise agreed by the APPC.

By the end of the following terms the student:

First year—Fall

Successfully completes the course Research for Genetic Counselors 1 (GC6610), including timely submission of all required assignments.

First year—Spring

Successfully completes the course Research for Genetic Counselors 2 (GC6615), including timely submission of all required assignments. This includes completion of thesis proposal.

Second year—Summer
Receives approval from the RRC and their research committee to proceed with their research project after presenting and defending their proposal in early summer. The student must submit and execute Student Training Plan to acquire the necessary skills for their research project according to a timeline set by their committee and approved by the RRC.

Second year—Fall

Successfully completes predetermined goals as outlined in the M.G.C. Research Handbook. These goals are set jointly with the student's thesis committee and documented in a thesis timeline. The timeline must be in-line with the handbook and approved by the RRC. These goals may include Institutional Review Board approval, data collection and analysis, submission of first figure, and completion of an outline of manuscript.

Second year—Spring

Presents their thesis at the annual program symposium and submits to committee for approval a manuscript formatted for the target journal. Submission of their abstract to a regional or national meeting is expected. Publication of their manuscript is encouraged, but not a graduation requirement.

Board Exams

Graduates of ACGC-accredited programs are eligible to apply for Active Candidate status from the ABGC and apply to sit for the certifying exam. Please visit *ABGC.net* for details regarding the certification exam.

Master of Genetic Counseling: Academic Policy: Student Support and Advisory Services

Academic and Career Advisory Resources

The goal of the Vanderbilt M.G.C. Advising Program is to support students in achieving their maximum educational potential while fostering professional development and clinical competency.

Objectives

- To enhance open lines of communication between students and the program director, administration, and faculty.
- To provide the student with an adviser with whom they can discuss academic questions, progress, concerns, etc.
- To enhance professional development.
- To address issues in a constructive manner.

Advisers work with students to:

- Promote student growth and development.
- Assist students in assessing their interests and abilities, examine their educational goals, decision making, and develop short- and long-term plans to meet their objectives.
- Discuss and clarify educational, career, and life goals.
- Provide accurate and timely information and interpret professional, institutional, and program education requirements.
- Evaluate and monitor student academic program and achievement of goals.
- Reinforce student self-direction and self-sufficiency.
- Identify appropriate resources relating to educational, career, personal concerns, or skill/learning deficiencies when necessary.
- Identify educational, institutional, and community resources (e.g., internships, scholarships, etc.).
- Collect and distribute relevant data about student needs, preferences, and performance for use in program decisions and policy.

Acknowledgement: *Modified from the Council for Advancement of Standards in Higher Education* https://www.cas.edu/*.*

Approach

The M.G.C. Advising Program uses a combined prescriptive and developmental approach. A prescriptive approach is utilized to ensure students enroll in all required courses. A developmental approach is utilized to help promote student growth and professional development. The following tenets are assumed:

- The individual student must be considered as a whole.
- Each student is a unique person and must be treated as such.
- The total environment of the student is educational and must be used to help the student achieve full development.
- The major responsibility for a student's personal and social development rests with the student and his/her personal resources.

Logistics

Students are matched with an academic adviser who guides and monitors their progress throughout their time in the M.G.C. program. Advisers keep documentation of meetings with students. Summaries of all meetings are kept in the student's file.

Adviser Responsibilities

- To meet with student as recommended/requested and no less than prior to each APPC meeting
- To listen to student concerns
- To provide constructive feedback
- To assist in finding on- and off-campus resources for academic success (e.g., tutoring, counseling, etc.)
- To communicate student concerns or concerns regarding the student to program director or appropriate program administration
- Represent student at APPC when concerns exist

Student Responsibilities

- To meet with adviser as recommended/requested and no less than prior to each APPC meeting
- To keep adviser informed of academic performance and potential problems
- To discuss with adviser any issues with clinical rotations, supervisors, etc.
- To keep adviser informed of thesis progress

Schedule for Adviser Meetings

Advisers and students are required to meet at least once each term. Meetings are required near the end of the term so that information from the meetings can be included in APPC discussions (promotion committee meetings take place in all terms except summer).

Recommended Schedule:

- First Year-—Fall: Introductions and goal-setting meeting (during weeks 1–2)
- First Year—Fall: Mid- to late-semester advising meeting
- First Year—Spring: Mid- to late-semester advising meeting
- End of First Year—Summer: Review of clinical and research milestones/progress
- Second Year—Fall: Mid- to late-semester advising meeting
- Second Year—Spring: Early- to mid-semester advising meeting (at least 3 months prior to graduation, to ensure student is on track for on-time graduation)
- Second Year—Spring: Career advising, as needed

Advising meetings may happen as frequently as advisers and students feel appropriate to address student needs. Students will also meet with program leadership as needed and no less than twice a year.

Health and Wellness

In addition to the Student Care Network and other useful student resources found on the Life at Vanderbilt page of this catalog, M.G.C. faculty members and those in the program leadership are available as resources to students to discuss challenges related to work-life balance and other stressors that can accompany launching a new career, as well as life in general. Faculty members are trained during their faculty orientation about the limits to this professional role and how to recognize when students may need more specialized resources, such as those provided through VU student health or the Title IX office. Faculty members are also trained to make referrals to available resources, whether doing so directly or by providing resources to students who wish to self-refer.

The M.G.C. program director is available to consult with faculty members who have concerns regarding a student's well-being. By the same token, members of the Vanderbilt University School of Medicine administration, including the assistant dean for health sciences education and the senior associate dean for health sciences education, are available to the program director to consult on questions that may arise regarding student welfare.

Conflicting Faculty Roles

The M.G.C. Program Educator Role Matrix (*http://vanderbi.lt/mgcrolematrix*) demonstrates faculty/administration dual roles that can lead to potential conflicts of interest. Incompatible roles are avoided, if at all possible, when assigning advisers. Roles for potential conflict are mitigated with an action plan.

Master of Genetic Counseling: Accreditation

The Vanderbilt University Master of Genetic Counseling program received full accreditation by the Accreditation Council for Genetic Counseling (ACGC) effective November 14, 2022. Additional information may be found on the ACGC website at *gceducation.org* and on the VUSM website at *medschool.vanderbilt.edu/mgc*.

Accreditation Council for Genetic Counseling

1660 International Drive

Suite 600

McLean, VA 22102

School of Medicine

http://www.gceducation.org

Master of Genetic Counseling: Admission

Admission Requirements Eligibility

1. Eligible candidates for the Vanderbilt M.G.C. program are required to have completed a baccalaureate degree from an accredited institution. Coursework in biology, chemistry, biochemistry, general or human genetics, statistics, and psychology are required. These pre-requisites should be completed by the fall semester of the year preceding matriculation and must must be completed by the spring semester preceding matriculation to the M.G.C. program. If you haven't yet met these prerequisites at the time of application, please provide an explanation on your application or describe your plan to fulfill them. These courses must come from an accredited U.S. institution, except in the following cases:
   i. Study Abroad: U.S. applicants who have studied abroad as part of their U.S. degree are not required to use WES for a credential evaluation as long as their international coursework is included on their U.S. institution transcript.
   ii. High school Advanced Placement (AP): AP coursework may be used as evidence of competency in the areas of study listed above, but college coursework is preferred.
   iii. International Institution Transcripts: A course-by-course evaluation of all international transcripts (non-U.S.) of previously completed undergraduate and graduate coursework is required by one of these two independent evaluation services based in the United States:
       - International Education Evaluation (IEE) - Note: Applicants who use the Vanderbilt University Institution Portal will receive their evaluation at a discounted rate in three days with standard processing.
       - World Education Services (WES)
2. Applicants are expected to have familiarity with the field of genetic counseling and be able to express their understanding of the field in their application essays and as part of the interview process. Resources to explore the field can be found here: https://padlet.com/snm_sig/tb434in81aif57oh.
3. Since the M.G.C. is a clinical practice degree, it is critical that students have robust written and spoken English skills. If English is not your native language, please provide scores from the Test of English as a Foreign Language (TOEFL) on your application. The minimum acceptable score on the paper-based TOEFL is 600, and for internet-based test, 100. The Vanderbilt Institution Code for TOEFL is 1871. We strongly suggest that applicants take the TOEFL by the first week in December in order for their scores to be reviewed. TOEFL is not required for applicants who have earned a U.S. bachelor's, master's, or doctoral degree from a college or university accredited by a regional accrediting association in the United States, or the international equivalent degree from a university of recognized standing in a country in which all instruction is provided in English. Therefore, applicants with degrees from the U.S., Australia, Canada (except Quebec), New Zealand, Singapore, and the United Kingdom (England, Scotland, Ireland, Wales) are not required to submit TOEFL scores.

Application Process

1. Apply through the online Vanderbilt University application apply.vanderbilt.edu/apply/.
2. Register with the Genetic Counseling Admissions Match through National Matching Services at natmatch.com/gcadmissions/index.html.
3. Students are accepted for admission in the fall term (mid-August). No students are admitted for the spring or summer terms.

Complete information about the application process is available online at medschool.vanderbilt.edu/mgc/admission/apply.

Academic Transcripts

Applicants must provide transcripts for prior undergraduate and graduate work as part of their online application for admission. Students enrolled in a course of study at the time of application are required to provide an unofficial transcript as part of the online application, and then provide the final, official transcript as soon as it is available. More information on submitting final transcripts is available at https://registrar.vanderbilt.edu/academic-records/external-degree-verifications.php.

An official transcript, documenting degree(s) and completed course work, is required before February 28th. Please see https://registrar.vanderbilt.edu/academic-records/external-degree-verifications.php for details on external degree verifications.

Information about verification of academic work at institutions outside of the U.S. may be found here. *https://registrar.vanderbilt.edu/academic-records/international-degrees.php*. International students with questions about the prior degree verification process may contact the External Education team at prior-degree-review@vanderbilt.edu.

Selection Criteria, Offer, and Acceptance

The M.G.C. Admission Committee values diverse academic backgrounds in its applicants. Applicants should have evidence of success to ensure they are well prepared for graduate work. Evidence of success can be demonstrated through undergraduate or post-graduate studies, or products of employment success such as publications or upward advancement or leadership in a related field.

The M.G.C. program does not have a minimum GPA requirement. Graduate Record Examination (GRE) scores are not part of the application review and should not be submitted. The M.G.C. Admission Committee takes a holistic approach to ensure each applicant's potential to be equipped to succeed in the M.G.C. program.

In addition to evidence of academic success, the MCG Admission Committee considers the following when making admission decisions:

- Familiarity with the field of genetic counseling
- Unique interests and life experiences
- Evidence of leadership skills
- Communications skills
- Community involvement
- Exposure to the research process
- Exposure to the health care setting
- Work experience
- Cultural humility and awareness

As an ACGC Accredited Program we participate in the Genetic Counseling Admission Match. Please see *https://natmatch.com/gcadmissions/* for information about the Genetic Counseling Admission Match including match overview, rules, schedule of dates and algorithm. Summary statistics about the results of the Match for applicants are also available, including data.

Transfer Students/Credits

In general, the M.G.C. program does not accept transfer students. On occasion, students may be allowed to transfer credit for graduate-level coursework, but only with prior written approval of the program director.

Non-degree-seeking Students

With prior written permission of the program director, non-degree-seeking students may audit or enroll for credit in MGC courses.

Visiting Students

Students enrolled in an ACGC accredited program may email the program director for information about clinical rotations at VUMC-affiliated clinical sites. Institutional agreements are arranged through VUMC.

Master of Genetic Counseling: Contact Information

Additional information may be obtained by contacting program officials at Contact | Master of Genetic Counseling | Vanderbilt University.

Master of Genetic Counseling: Other Program Policy and Procedure

Program Evaluation

Note: The term "evaluation" is used to refer to the measurement of effectiveness of the curriculum, including courses and other learning activities, as well as M.G.C. program faculty and administrators, not individual student performance.

School of Medicine

The purpose of evaluation at Vanderbilt University School of Medicine M.G.C. program is to provide timely information that can be used to determine the effectiveness of the M.G.C. curriculum and teaching. The evaluation ultimately measures whether the program is accomplishing its mission. The evaluation process supports continuous improvement of all program components.

Curriculum and teaching improvement is a community effort. All M.G.C. students, faculty, and staff have a role in identifying needs and implementing strategies for improvement. For that reason, every M.G.C. student is required to complete each M.G.C. curriculum, program and faculty/administrator evaluation survey.

The M.G.C. leadership and committee chairs, with guidance from the M.G.C. Advisory Board, broadly oversee the system of program and faculty evaluation. However, it is important to the program that students are included in the review, synthesis and discussion of evaluation data, as well as the development of program changes that result from that data. Therefore, a recent graduate and at least one currently enrolled student serve on the evaluation team. Student representatives discuss program outcomes with their student colleagues, provide reports and interpretations, and make recommendations for improvement.

Types of Evaluations

Program evaluation examines the impact of overall curriculum and the interaction of its components and the learning environment on student learning. At VUSM, program evaluation activities include but are not limited to:

- *Course evaluations.* These evaluations are completed by all students for each course. Course evaluations cover important course quality indicators, including level of difficulty, course structure/organization, instructor effectiveness, text quality and give the student an opportunity to provide an overall course rating.
- *Rotation evaluations*. These evaluations are completed by all students for each rotation. Rotation evaluations allow students to provide meaningful feedback pertaining to the quality of supervision and mentorship they received at the rotation site. This feedback allows M.G.C. program administrators the opportunity to assess the quality of training sites and to develop targeted training for site supervisors and mentors.
- *Overall program evaluations (surveys).* These surveys and focus groups are used to gather data regarding evaluation of the overall program. Students, faculty, leadership, alumni and employers are asked to complete these evaluation tools.
- *Faculty and administrator evaluations.* These evaluations are conducted by all key program personnel, including the program leadership and primary instructional faculty/course directors. Feedback from faculty is elicited on how program leadership can better support instructional faculty. Leadership receives feedback on their delineated job responsibilities from students and faculty. Students provide feedback via exit survey and alumni survey. Program faculty, course directors, and clinical supervisors can provide feedback about program leadership on an anonymous survey.
- *Focus groups.* Focus groups of the students and faculty are used as needed by the program to evaluate if the program is meeting the mission, goals and strategic plan. More informally the program leadership meets regularly with the students to hear any concerns or suggestions.
- *Data from student assessments.* Student performance in courses is used to assess curriculum and the program annually. In addition, the American Board of Genetic Counselors (ABGC) reports aggregate data to the program regarding alumni's performance on the certifying exam. The overall scores and the breakdown of performance of alumni in the different domains and competencies are reviewed by the Curriculum Committee. These data factor into the program and curriculum evaluation process.
- *Evaluation data and the Program Improvement Process.* Data from the above describe evaluations are compiled annually by the program coordinator under the direction of the program director.

Data are distributed for review. Responsible individuals and/or committees summarize data. Areas of improvement are addressed with action plans and measurable goals to assess progress toward improvement.

Leave of Absence

A student may request a leave of absence (LOA) from school for any reason (personal, medical, etc.). All LOAs must be approved by the M.G.C. program director. A student wishing to request an LOA must speak with the M.G.C. program director about the request (unless an emergency LOA). Following that meeting the student is required to submit a written request to the M.G.C. program director, outlining the nature of the requested leave and providing the starting and ending dates. Students may consult with Vanderbilt University Care Coordination (https://www.vanderbilt.edu/carecoordination) when contemplating a leave of absence, and program administrators may consult with student access services when evaluating a request for leave of absence.

School of Medicine

The program director may grant the student a leave of absence for up to one year as long as the student is in good academic standing. Prior to leave, a plan for re-entry into the curriculum and meeting requirements for graduation must be outlined with the program director, with the assistance of the student's adviser, as needed.

Students who are not in good academic standing may request a leave of absence using the request procedure described above, but approval of the leave may be granted only by the M.G.C. Academic Progress and Promotion Committee. The request is presented to the APPC by the M.G.C. program director.

Attendance

Students are required to be punctual for all program required activities. Attendance is required at all M.G.C. program activities unless prior approval for absence is provided by a course instructor or clinical supervisor (for single session absences) or the M.G.C. program director (for multiple-session or multiple-day absences).

Classroom Attendance Policy

Students are required to be punctual for all program required activities and to attend all class sessions, unless otherwise directed. A course instructor may choose to make an exception for a student with extenuating circumstances. The student must contact the instructor to request an exception before the anticipated absence. The following guidelines may be used by M.G.C. faculty to guide decisions about approving absences from classroom sessions:

- 4 credit hour courses: 1-2 absences may be permitted (only with prior instructor notification and approval)
- 3 credit hour courses: 1-2 absences may be permitted (only with prior instructor notification and approval)
- 2 credit hour courses: 1 absence may be permitted (only with prior instructor notification and approval)
- 1 credit hour courses: For courses that meet 4-6 times during a semester, attendance is required in every class (unless specific arrangements have been made in advance of enrolling in the course).

Clinical Rotation Attendance Policy

Each student is expected to attend clinical learning opportunities, in each rotation, on designated days as scheduled. Clinics generally operate Monday through Friday with specific dates/times designated. Due to clinic start times, this may mean arriving at the clinic prior to 8:00 a.m. and occasionally not leaving until after 5:00 p.m., to ensure that all clinic preparation and assignments have been completed. Students are expected to maintain regular contact with rotation supervisors to be aware of any changes to the clinical schedule.

Procedures for Requesting Absences

Planned Absences

Students who anticipate being absent for more than one class or clinical session are required to email a request to the M.G.C. program director in advance outlining the need for the absence. In these circumstances, students are responsible for notifying their instructors (classroom and clinical) in advance about their planned absence, and they are responsible for making arrangements to make up any work missed during the absence.

Emergency Absences

In the case of an emergency absence (i.e., illness, emergency, death in family), the student is required to contact the M.G.C. program director as soon as the student becomes aware of the need to be absent. The program director contacts the student's course instructors and/or clinical supervisors. If the absence extends beyond one day, the student must keep the program director updated regarding the anticipated duration of time away. Any absence due to illness greater than three days requires a doctor's note, to be provided to the program director.

Students must not attend any program activities, including lectures/student laboratory and clinical practica, if they experience any of the following:

- Vomiting
- Diarrhea
- Fever
- Diagnosis of a communicable illness

Upon returning from an emergency absence, students are responsible for completing all work and/or assignments missed during the absence, as required by the instructor/supervisor. This may require the student to arrive early or stay late to complete missed work.

Unexcused Absences

All absences from mandatory sessions that are not excused (using processes above for planned and emergency absences) are considered unexcused absences. Unexcused absences are unacceptable and may have a negative effect on the student's overall academic progress through the program. All sessions/educational activities are mandatory unless otherwise indicated in the course syllabus/clinical expectations materials. Please contact the course or program director with any questions.

Make-Up Policy

Each M.G.C. program course director is responsible for establishing policies concerning make-up policies. Any such policies, including points for attendance and/or participation, penalties for absences, limits on excused absences, total allowable absences, etc., are specified in the course syllabus provided to students at the beginning of the course term.

Weather Policy

It is very rare for VUSM educational activities to be cancelled for weather-related reasons. However, there are days in which the weather is severe and dangerous for travel. If VU classes are cancelled by the chancellor, M.G.C. students and faculty receive an email from the M.G.C. program director with instructions.

Safety is our primary concern. Winter weather may make road conditions unsafe, even if classes are not cancelled by the university. In this situation, students are urged to use their best judgment about commuting in inclement weather. If a student is unable to get to campus due to weather conditions, he or she must notify the course instructor/clinical supervisor prior to class or clinical session and make arrangements with the instructor to make up any missed work.

Faculty members may cancel class sessions if they feel that it is appropriate. The M.G.C. program assists faculty in scheduling make-up classes for all canceled class sessions.

Honor Code Attestation

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

Student Work Policy

Vanderbilt University M.G.C. program students are not offered paid employment opportunities as a function of their student enrollment. However, enrolled students have access to resources available through Vanderbilt University Student Employment. More information is available at vanderbilt.edu/studentemployment/. It is recommended that students not work more than ten hours a week during academic terms.

Transportation

During their participation in the M.G.C program, students may be required to travel off campus for educational experiences. Local travel to off-campus sites is generally limited to one-way trips of not more than 35 miles.

M.G.C. students may be placed in locations outside of the local area in rotational experiences for extended (several weeks) periods of time. In which case, students are responsible for all travel expenses during this time.

Master of Genetic Counseling: Program Overview

The Master of Genetic Counseling (M.G.C.) is built on a foundation of medical education excellence, broad clinical expertise and innovation in genetics research through collaboration with Vanderbilt University and Vanderbilt University Medical Center. The M.G.C. is awarded by Vanderbilt University School of Medicine, with academic administrative oversight provided by the Vanderbilt University School of Medicine Office of Health Sciences

Education. The program is offered in collaboration with the Vanderbilt Genetics Institute of Vanderbilt University Medical Center. More information about the Vanderbilt M.G.C. program is available online, at *medschool.vanderbilt.edu/mgc*.

Program Mission/Goals/Objectives Vanderbilt Genetics Institute Mission

The mission of the Vanderbilt Genetics Institute is to promote genomic discovery and advance understanding of the human genome. Application of new discoveries will ultimately translate into improved patient care through better diagnosis, treatment, and prevention of human disease.

Vanderbilt Master of Genetic Counseling Program Mission

The mission of the Master of Genetic Counseling (M.G.C.) program is to educate diverse genetic counselors who will be leaders in genomic medicine, striving to increase access to care, education, and research in genetic counseling.

The program goals are to:

- Matriculate diverse graduate students in genetic counseling who are empowered to succeed in the expanding field of genetics, genomics, and personalized medicine.
- Facilitate faculty and student collaboration with Vanderbilt researchers to enable significant contributions in the areas of genetics and genomics, genetic counseling, and personalized medicine.
- Improve access to genetic services by increasing the number of providers and expanding awareness about the field.

Graduates of the M.G.C. program will:

- Expand their knowledge about genetics and genomics and practice the application of this understanding in medicine as set forth by the Accreditation Council for Genetic Counseling (ACGC) standards.
- Develop skills to sensitively convey complex medical information to health care consumers and providers, utilizing appropriate evidence-based approaches to practice, as outlined in the ACGC competencies.
- Evaluate and analyze research to formulate important questions and apply critical thinking and appropriate investigational methods to pursue answers to those questions.

Vision

The vision of the Vanderbilt M.G.C. program is to be on the forefront of genetics and genetic services research, to create a nurturing environment to foster genetic counseling training, and to nest the program in a strong, connected academic and medical community.

Standing Program Committees

Committee members can be found on our website: *https://medschool.vanderbilt.edu/mgc/people/standing-program-committees/*

Vanderbilt Genetic Counseling Program Advisory Board

The Vanderbilt Genetic Counseling Program Advisory Board has an overarching responsibility to assist in the development and ongoing evaluation of the graduate program. The board is responsible for ensuring that the curriculum is in line with the program's mission and with the ACGC accreditation standards for the genetic counseling profession.

Program Implementation Committee

The Program Implementation Committee includes the program leadership and program coordinator. This committee convenes regularly to ensure smooth program operations.

Admission Committee

The Admission Committee is responsible for reviewing applications for the M.G.C. program, inviting applicants to interview, and making recommendations of candidates for admission to the program.

The Admission Committee is appointed and chaired by the M.G.C. program director. It consists of seven to nine M.G.C. faculty members (one of which is also a member of the Diversity Committee). Members may include

individuals from the program leadership. Committee members serve a three-year term, with inaugural committee members appointed for a three-year term within a staggered succession schedule.

Curriculum Committee

The Curriculum Committee is charged with development and oversight of the M.G.C. program curriculum. The Curriculum Committee is appointed by the program director.

Research Review Committee (RRC)

The role of the Research Review Committee is to establish and ensure adherence to policies and procedures for the M.G.C. thesis requirement. The RRC develops guidelines and recommends resources to ensure the success of each student in thesis development and completion. The RRC is appointed by the program director and consists of at least three M.G.C. faculty members. The RRC is responsible for 1) oversight implementation of the thesis process into the curriculum and 2) supervision of the faculty research advisers.

Diversity Committee

The purpose of the Diversity Committee is to increase the number of students from underrepresented backgrounds in the field of genetics counseling. The committee meets annually to establish and review M.G.C. program diversity goals and its progress toward meeting them. Committee members are appointed by the M.G.C. program director. The Diversity Committee includes at least one member from each of the following groups: M.G.C. program leadership, M.G.C. Advisory Board, M.G.C. faculty, and at least one former or current student.

Academic Progress and Promotion Committee (APPC)

The APPC meets at least twice per academic year to review each student's academic progress through the program curriculum. The APPC has the responsibility to make recommendations to the program director concerning promotion, remedial action, or dismissal, as appropriate, for each student in the program.

The APPC consists of six members with a quorum being at least 3 voting members present. The six voting members are program faculty members, all of whom are board certified in genetics or genetic counseling or have extensive experience in training or working with genetic counselors. Voting members serve for three years. The program director is a non-voting member, ex officio.

The fall meeting of the APPC each year reviews academic progress for both cohorts of students. The spring meeting reviews academic progress for both cohorts and also makes promotion decisions (for first-year cohort, decisions include promotion to second year; for second-year cohort, decisions include recommendation of students to the program director for graduation).

Program's Major Facilities

The M.G.C. office is located in Light Hall, Room 510. Classes are held as assigned in the Vanderbilt University School of Medicine or Vanderbilt University Medical Center. Students complete the majority of their rotations at Vanderbilt University Medical Center sites. Students may consider an off-campus rotation as an elective. Please visit *medschool.vanderbilt.edu/mgc/practicum* for more information about practica.

Master of Genetic Counseling: Tuition, Fees, and Cost of Attendance

Tuition and Fees for the Academic Year 2024-25 are found at *vanderbilt.edu/stuaccts/fees/index.php*.

Detailed information pertaining to cost of attendance is found at *medschool.vanderbilt.edu/financial-aid/master-of-genetic-counseling-cost-of-attendance*.

Payment of Tuition and Fees

Students registered for a full-time course load (eight hours or more for fall and spring and six hours or more for summer) are billed at the block tuition rate for the term in which they are enrolled. Students registered for less

than a full-time course load (seven hours or fewer in the fall and spring or five hours or fewer in the summer) are billed at the hourly tuition rate for the term in which they are enrolled. Certain courses are designated to trigger full-time enrollment (and block tuition billing) even though the number of credits carried by the course is fewer than eight.

Please refer to the [School of Medicine Tuition, Fees, and Financial Aid](#) page of this catalog for more information about university costs and School of Medicine fees. Additional information can be found at *vanderbilt.edu/stuaccts*.

Financial Aid

No program scholarship funds are provided to students enrolled in the Vanderbilt University Master of Genetic Counseling program. Vanderbilt University School of Medicine participates in the Federal Direct Student Loan Program. Prospective and admitted M.G.C. students may apply for federal loans to help support their attendance at Vanderbilt University. Information about federal loans and how to apply for them may be found on the *VUSM Office of Student Financial Aid* website.

Master of Imaging Science: Accreditation

Vanderbilt University is accredited by the [Southern Association of Colleges and Schools Commission on Colleges](#) (SACSCOC) to award bachelor's, master's, professional, and doctoral degrees. There is no programmatic accreditation for the Master of Imaging Science.

Master of Imaging Science: Admission

Admission Requirements

Applicants must possess an undergraduate baccalaureate degree from an accredited university, preferably majoring in a basic, applied, biological, physical, computer, or social-behavioral science. Mathematical aptitude and basic programming skills are highly encouraged. Our own experiences confirm that students from backgrounds in physics, chemistry or engineering are successful as imaging scientists after appropriate training.

Application Process

Aug. 1 – Application Cycle Starts

Feb. 15 – Early Application Deadline

April 30 – Final Application Deadline

Students may matriculate only in the fall term. This is the case for students planning to enroll full-time and part-time. Online applications may be submitted at *apply.vanderbilt.edu/apply*, selecting the following options.

Area of Study: Medicine – Non-MD

Program: Master of Imaging Science

Degree: MIS

Students are asked to select full-time or part time study.

Applicants are required to submit the following information with their applications:

1. Documentation of prior degrees
   a. Degrees from Domestic Institutions - Official transcripts for prior undergraduate and graduate work showing a minimum final GPA of 3.0 are required. Students enrolled in a course of study at the time of application are required to provide an unofficial transcript as part of the online application and then provide the final, official transcript as soon as it is available. More information on submitting final transcripts is available at https://registrar.vanderbilt.edu/academic-records/external-degree-verifications.php.

    b. Degrees from International Institutions - Applicants who completed a degree at an international institution must submit a certified translation of their transcripts at the time of application. Additional verification requirements for admitted students are described in the International Students section of this document.

2. Statement of Purpose, including connection to any research experience (1-page limit)
   a. In cases where the background in math or computing is not clear from the transcript, applicants should clarify what education they have had in calculus, vector or linear algebra and other topics in math and/or computing within the Statement of Purpose.
3. Letters of Recommendation (two minimum)
4. General Graduate Record Examination (GRE) or Medical College Admission Test (MCAT) scores are recommended, but not required. Official scores should be sent to Vanderbilt University School of Medicine, institution code 1871 (department code is not required).
5. TOEFL/IELTS scores (less than 2 years old) are required for applicants whose native language is not English. If you have received (or will receive) an undergraduate degree from a college or university where English is the primary language of instruction, and if you have studied in residence at that institution for at least three years, you are exempt from the English Language Test requirement and are not required to submit a language test score. This requirement may also be waived for students who have completed one year of full-time study with a minimum GPA of 3.0 at an accredited university in the United States. Official scores must be sent to Vanderbilt University School of Medicine, institution code 1871. A department code is not required. Minimum required scores:

- Paper based TOEFL: 550
- Computer based TOEFL: 213
- Internet based TOEFL iBT: 80
- IELTS: 7

Admission Offer and Acceptance

Admission decisions are made on an ongoing basis once all required documents have been received and an application is ready to be assessed. Applicants who are admitted to the program receive an email communication from the program director with further instructions and a deadline to accept the offer of admission.

Transfer Students/Credits

The M.I.S. program does not accept transfer students.

Non-degree-seeking Students

The M.I.S. program does not allow non-degree-seeking students to enroll in M.I.S. courses.

Visiting Students

The M.I.S. program does not allow visiting students.

International Students

If offered admission, a course-by-course evaluation of each prior non-U.S. degree by an agency approved by the National Association of Credential Evaluation Services must be submitted prior to enrollment. The list of NACES-approved agencies is available here. Evaluating agencies include:

- International Education Evaluation (IEE) - Note: Applicants who use the Vanderbilt University Institution Portal will receive their evaluation at a discounted rate in three days with standard processing.
- World Education Services (WES)
- Educational Credential Evaluators (ECE)
- Josef Silny & Associates

Applicants may select an agency not listed above, as long as the evaluation agency is approved by the National Association of Credential Evaluation Services. International students with questions about the prior degree verification process may contact the External Education team at prior-degree-review@vanderbilt.edu.

Master of Imaging Science: Contact Information

Additional information about the M.I.S. Program may be found on the program website, or obtained by contacting program officials or administrators.

Master of Imaging Science: Degree Requirements

Requirements to Earn Degree

A total of 30 credit hours is required to complete the Master of Imaging Science (M.I.S.), comprised of:

1. 24 credit hours of courses, laboratory experiences, seminars, and rotations
2. and a 6-credit-hour research project

Length and Delivery of Program

The M.I.S. program can be completed on a full-time or part-time basis. Students choose the full-time or part-time option when they apply for admission. The normal time for completion of required course work for the the full-time option is 12 months (fall, spring, and summer semesters in sequential order). The normal time for completion of required coursework for the part-time option is 24 months (beginning with the fall semester and ending with the summer semester in the second year). Any deviation from these sequences requires approval from the program director. The maximum time for completion of this degree is two years for the full-time option, and three years for the part-time options, unless there are unusual circumstances meriting an extension.

Curriculum

Graduation requirements include the following:

24 credit hours of core and elective courses completed during the fall and spring semesters

Core courses (at least three required):

- Medical Imaging Physics and Engineering
- Imaging Biomarkers
- Cellular and Molecular Imaging
- Computing and Image Processing

Elective courses (Elective offerings vary from year to year)

- Imaging with Ionizing Radiation
- MR Imaging
- Ultrasound Imaging
- Artificial Intelligence in Medical Imaging
- Cancer Imaging
- Neuroimaging
- Image Guided Therapy
- Pre-clinical Imaging
- Quantitative and Functional Imaging

Practical laboratory experiences (1 credit hour) provide hands-on practical instruction linked to specific learning goals, using imaging equipment under the direction of faculty and staff. Locations for laboratory experiences include:

- Image Acquisition Lab I
- Image Analysis Lab I
- Image Acquisition Lab II
- Image Analysis Lab II

Research Project: A key component in the graduate program is a research project, completed under the supervision of a faculty member. Research projects allow students to contribute to a specific research area and gain experience working in a research laboratory. Suitable projects are advertised to students during the second semester in the program. After selecting a research mentor students begin a research project at the start of the summer term. Students complete a written report on their research project and orally present their work at the annual student research forum.

Additional required credits are earned in the Introduction to Image Science Research Seminar (1 credit hour).

Course List

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

Master of Imaging Science: Other Program Policy and Procedure

Program Evaluation Learning Objectives

We expect that by successfully completing the Master of Imaging Science Program, students will be able to:

1. Implement technical advances in one or more specific modalities.
2. Understand the uses and practical limitations of the major imaging modalities in use today, as well as the fundamental principles of image formation, contrast mechanisms, and image analysis for each modality.
3. Apply expertise in the use and interpretation of multiple imaging modalities in preclinical and/or clinical applications, as well as current research directions.

Mechanisms of Program Evaluation and Improvement

The goals of the Master of Imaging Science program evaluation system are to:

1. Evaluate program outcomes in a reliable and FERPA-compliant manner.
2. Be coordinated, systematic, and not overly burdensome for students and faculty.
3. Produce data that can be used to inform policy and facilitate curriculum, teaching and program operations improvement.

Courses are evaluated at the end of each term by all enrolled students. Summary information from course evaluations is communicated to each instructor, the program director, the VUIIS director of graduate studies, and the M.I.S. Steering Committee. Course instructors will use the data to identify areas of existing strength as well as areas for improvement. Each term, the program director, VUIIS director of graduate studies, and M.I.S. Steering Committee will monitor the evaluations, providing feedback and resources as needed to course directors.

Additionally, at the end of each year, the program director will prepare a report that summarizes the success with which the year's student cohort met the learning objectives, based on assessments from the student's summer research advisor, grades in the required didactic courses that teach fundamental principles of image formation and analysis, and grades in the elective didactic courses that teach specialized principles of imaging science and in the laboratories and rotations.

Success in meeting a learning objective is defined as a median cohort grade of B or higher, with no students performing lower than B-. If this criterion is met successfully, the program will continue to monitor these outcomes annually, but no corrective measures will be required. If this criterion is not successfully met during two consecutive years, the program will analyze the data to determine to the extent to which students' prior academic background, instructor effectiveness, student effort level while in the program, and/or other factors may have contributed to the deficiencies, and appropriate changes to the curriculum will be considered. Interim changes to curriculum may also take place as needed based on feedback of students and program faculty.

Leave of Absence

Students who wish to interrupt their study must request a leave of absence in writing from the program director. The written request must outline the nature of the requested leave and provide the starting and ending dates for the leave of absence. Students may consult with Vanderbilt University Care Coordination (https://www.vanderbilt.edu/carecoordination) when contemplating a leave of absence, and program administrators may consult with Student Access Services when evaluating a request for leave of absence. The program director will provide the student a written decision regarding the request.

A one-time leave of absence may be granted for a maximum period of one year, as long as the student is in good academic standing. Students taking a leave of absence are responsible for meeting with the program director prior to the leave in order to plan for their course work and timeline for successful degree completion following their return. Students who do not register for classes before the ending date of a leave of absence may be

disenrolled from the program and required to request reinstatement.

Attendance

Attendance policies are dictated by individual course instructors, with the exception that attendance at the weekly Vanderbilt University Institute of Imaging Science's seminar is required.

Honor Code

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

Student Work Policy

Vanderbilt University M.I.S. program students are not offered paid employment opportunities as a function of their enrollment in the program. However, enrolled students have access to job-search resources available through Vanderbilt University Student Employment. More information is available at vanderbilt.edu/studentemployment. It is recommended that full-time students discuss with the program director any plans to take on more than 10 hours per week of paid employment, in order to anticipate potential effects on the student's academic success.

Master of Imaging Science: Program Overview

The objective of the master of imaging science is to provide innovative and comprehensive education across the full range of biomedical imaging science, and to create a cohort of graduates prepared to assume leadership roles in applying imaging in academic, clinical, and industrial settings. Full-time students may complete the program in 12 months (full-time enrollment) or 24 months (part-time enrollment), during which they engage in didactic coursework, seminars, practical laboratories, and an intensive research project.

The program is offered under the aegis of the Vanderbilt University Institute of Imaging Science and Vanderbilt School of Medicine. It was created in response to the growing recognition of imaging science as a distinct specialty in biomedical research and clinical care. Imaging provides unique information about tissue composition, morphology and function, as well as quantitative descriptions of many fundamental biological processes. Hence, it has attained a position of central importance in much biomedical research and evaluation of clinical interventions and precision medicine. The program addresses the need for imaging scientists trained in multiple techniques and modalities, knowledgeable about the ideas that are common to all imaging, and able to develop new applications of imaging in biology and medicine. These individuals must be able to understand and formulate connections between the technical aspects of imaging in multiple modalities and the information that imaging may provide pertaining to physiology, biological structure, metabolism, and cellular and molecular processes.

Graduates of the M.I.S. program will be able to:

- Implement technical advances in one or more specific modalities.
- Understand the uses and practical limitations of the major imaging modalities in use today, as well as the fundamental principles of image formation, contrast mechanisms, and image analysis for each modality.
- Apply expertise in the use and interpretation of multiple imaging modalities in preclinical and/or clinical applications, as well as current research.

Program Steering Committee

The Steering Committee consults on all program issues, including serving as the admissions committee, advising on all curriculum and policy changes; and in consultation with the program director and director of graduate studies, conducting a mid-year review of student progress and year-end review of courses, faculty, and student progress. The Steering Committee is comprised of faculty members with relevant expertise in imaging science and its membership is chosen by the director of the Vanderbilt University Institute of Imaging Science.

Program's Major Facilities

The M.I.S. program office, classrooms and labs are located within the Vanderbilt University Institute of Imaging Science, which is located in Medical Center North on the Vanderbilt University Medical Center campus.

Master of Imaging Science: Progress and Promotion

The M.I.S. program follows the School of Medicine policy on the [VUSM Student Progress and Promotion](#) page in the Student Progress and Promotion section of this catalog. Additional program specific policy follows.

Periodic Reviews

The M.I.S. Steering Committee will (in consultation with the program director and director of graduate studies) conduct a mid-year and a year-end review of student progress. Each term, the Steering Committee will make recommendations to the program director and director of graduate studies regarding the progress of students.

Academic Progress and Good Standing

M.I.S. students must maintain satisfactory academic progress in all program learning activities at all times.

In order to continue in the program, and to graduate, students must maintain the following satisfactory academic progress standards:

Course work: 'B' or above grade average (courses, laboratory experiences, seminars, and rotations) – While a student may obtain a 'B-' in an individual course, maintenance of at least a 'B' grade average overall is required to maintain satisfactory academic progress.

Research Project: Expectations of progress met.

Any unexcused absence(s) during a term are considered as part of the promotion review process and may negatively affect student academic progress and promotion or commencement.

Students are notified in writing of any Steering Committee determination that the student is not making satisfactory progress. The basis for this determination and the requirement(s) for continuation in the program are documented. The decision is also reviewed in the student's biannual meeting with the program director. The M.I.S. program student support and advisory systems work collaboratively with students on remediation plans and to facilitate students' access to resources to assist the student in returning to satisfactory academic progress status.

Graduation Promotion Committee Endorsement

In the summer term, the Steering Committee is charged with making recommendations to the program director and director of graduate studies regarding graduation of students.

Program Commencement

M.I.S. students usually finish the program and earn their degrees in August. VUSM regulations require that students receiving a degree in August who wish to "walk" during the School of Medicine commencement ceremony held in May of each year, are permitted to walk during the School of Medicine Commencement of the year following that in which they received the degree.

Formal Remediation and Probation

The M.I.S. Steering Committee may require a student to engage in a process of formal remediation in order to return to making satisfactory academic progress.

Formal Remediation Plan

In such cases, the student works with the M.I.S. program director to develop an individualized plan and timeline for remediation. The formal remediation process is intended to be supportive of struggling students, not punitive. Depending on the nature of the academic challenges cited by the M.I.S. Steering Committee, a plan for remediation might include, but is not limited to:

- Completion (or re-completion) of past assignments, rotations, seminars, or laboratory experiences, or

- Completion of additional assignments rotations, seminars, or laboratory experiences.
- Referral to Vanderbilt University resources, such as the Student Care Network and/or the Student Access Center may be made for academic and/or personal counseling.

Documentation related to the M.I.S. Steering Committee determination (including noted performance deficiencies), the remediation plan, and the outcome of remediation are documented in the student's file.

Probation

Students who do not successfully complete formal remediation as required by the M.I.S. Steering Committee, may be placed on probation. Students placed on probation by the Steering Committee are notified through a letter from the program director that outlines the reasons for the probation, the requirements and recommendations for addressing deficiencies, conditions for removal of probation, expected time frame, and actions that are taken if conditions are not met. Students placed on probation for any reason are required to complete a specific remediation plan that has been approved by the program director and the M.I.S. Steering Committee. The remediation plan may include requirements placed on the student, such as regular meetings with advisers, elimination of extracurricular activities that may be interfering with satisfactory academic progress, etc.

All students on probation are reviewed by the program director and the M.I.S. Steering Committee at least once each semester to determine whether satisfactory academic progress has been made. At that time the program director and the Steering Committee may take the following actions:

Remove probation

Probation may be removed if the student has adequately addressed deficiencies, even if this is before the designated time frame cited in the remediation plan.

Continue probation

Progress is being made.

Recommend dismissal

Performance continues to be unsatisfactory. Written notification is provided to the student regarding the outcome of this review. Probation is considered an adverse action and may be reported in future graduation verifications and other requests for information.

DISMISSAL

Dismissal for unsatisfactory academic progress takes place only after a student has been given a reasonable probationary period to address deficiencies. For the master of imaging science, this reasonable period usually consists of one academic term. The M.I.S. program follows School of Medicine policy for formal remediation, probation, dismissal, and appeals. See the VUSM Student Progress and Promotion page of this catalog for more information on these topics.

Eligibility to Reapply

Students dismissed from the program for academic reasons may re-apply through the normal M.I.S. application process.

Master of Imaging Science: Student Assessment

GRADES

The M.I.S. program follows School of Medicine policy for grades. See the Grading Policies presented on the VUSM Student Assessment and Grading page of this catalog.

GRADE GRIEVANCE PROCEDURE

Students should seek redress of a problem with a grade as soon as possible after receiving the grade and in no case later than four weeks after the grade is released. Students with a problem should confer directly with the course director. Every effort should be made to resolve the problem fairly and promptly at this level. If the student cannot resolve the problem through discussion with the course director, the student must request an

appeal by writing (email is acceptable) to the program director within two weeks of speaking with the course director; the course director should also be included on the request for appeal. In cases where the course director is also the degree program director, the appeal should be made to the Vanderbilt University Institute of Imaging Science Director of Graduate Studies or his/her designee. If resolution is not achieved by the program director/VUIIS DGS, the case is referred to the executive vice dean for academic affairs or his/her designee, who makes the final decision. At each level of review, the course's assessment practices are reviewed, and the individual student's situation considered.

Master of Imaging Science: Student Support and Advisory Services

ACADEMIC AND CAREER ADVISORY RESOURCES

Each student meets with the director of graduate studies at least twice per year to discuss course selection, progress toward meeting the degree requirements, and any academic challenges and how they may be addressed. Additional meetings may take place as needed.

Mentoring Committee

Each student will create, with the assistance of the program director and director of graduate studies, a mentoring committee of at least three faculty members. The student is responsible for scheduling a full meeting of their mentoring committee at least once during the year for the purpose of discussing long-term directions for the student's training and career. The meetings are an opportunity for the student to garner insight from an interdisciplinary team of experienced professionals in the field.

Summer Research

The student is responsible for scheduling a meeting with the director of the summer research program at least once during the spring semester to ensure plans for a summer research project are on course.

HEALTH AND WELLNESS

In addition to the Student Care Network and other important student support resources found in the Life at Vanderbilt section of this catalog, M.I.S. faculty members and the VUSM associate dean for health sciences education are available to students to discuss challenges related to work-life balance and other stressors that can accompany launching a new career, as well as life in general. Faculty members are trained during their faculty orientation about the limits to this professional role and how to recognize when students may be in need of more specialized resources, such as those provided through VU student health or the Title IX office. Faculty members are also trained to make referrals to available resources, whether doing so directly or by providing resources to students who wish to self-refer.

The M.I.S. program director is available to consult with faculty members who have concerns regarding a student's well-being. By the same token, members of the Vanderbilt University School of Medicine administration, including the associate dean for health sciences education and the executive vice dean for academic affairs, are available to the program director to consult on questions that may arise regarding student welfare.

See also the Life at Vanderbilt section of this catalog.

Master of Imaging Science: Tuition, Fees, and Cost of Attendance

Tuition and Fees for the Academic Year 2024-25 are found at vanderbilt.edu/stuaccts/fees/index.php .

Detailed information pertaining to cost of attendance is found at medschool.vanderbilt.edu/financial-aid/master-of-imaging-science-cost-of-attendance/.

Payment of Tuition and Fees

Students registered for a full-time course load (eight hours or more for fall and spring and six hours or more for

summer) are billed at the block tuition rate for the term in which they are enrolled. Students registered for less than a full-time course load (seven hours or fewer in the fall and spring or five hours or fewer in the summer) are billed at the hourly tuition rate for the term in which they are enrolled.

Students choose to enroll in the program as a full-time or part-time student at the time they apply for admission. Should extenuating circumstances arise, they may change from full-time to part-time or part-time to full-time once during the course of their training only with written approval from the program director.

For additional information about university and School of Medicine costs and fees please refer to the School of Medicine Tuition, Fees, and Financial Aid page of this catalog.

Master of Public Health: Academic Policy: Degree Requirements

Requirements to Earn Degree

Candidates for the full-time M.P.H. degree option must complete 42 academic credit hours of course work over five academic terms. Candidates for the part-time M.P.H. degree option must complete 42 academic credit hours of course work over seven to eleven terms. The 42 credit hours include core and track-specific courses, as well as courses associated with the public health practicum and culminating experience. Satisfactory completion of the public health practicum, an interprofessional education activity, and the culminating experience is required for all students.

Length and Delivery of Program

The M.P.H. program can be completed on a full-time or part-time basis. Students choose the full-time or part-time option prior to matriculation. The full-time M.P.H. option is completed in two academic years (five terms), starting in the fall term and ending in the spring of the following academic year.

The part-time M.P.H. option is completed over three or four academic years, starting in the fall term and ending in the spring.

The maximum time allowed to complete the degree for both the full-time and part-time options is four years, unless there are unusual circumstances which merit an extension of this limit.

M.P.H. Program Competencies and Curriculum

The M.P.H. program faculty members teach and assess 22 foundational competencies and 5 track specific competencies required for accreditation by the Council on Education for Public Health. Students are assessed and demonstrate competencies through course work and other degree requirements.

Foundational Competencies Evidence-based Approaches to Public Health

- Apply epidemiological methods to the breadth of settings and situations in public health practice.
- Select quantitative and qualitative data collection methods appropriate for a given public health context.
- Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
- Interpret results of data analysis for public health research, policy, or practice.

Public Health and Health Care Systems

- Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings.
- Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels.

Planning and Management to Promote Health

- Assess population needs, assets, and capacities that affect communities' health.
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.

- Design a population-based policy, program, project, or intervention.
- Explain basic principles and tools of budget and resource management.
- Select methods to evaluate public health programs.

Policy in Public Health

- Discuss the policy-making process, including the roles of ethics and evidence.
- Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes.
- Advocate for political, social, or economic policies and programs that will improve health in diverse populations.
- Evaluate policies for their impact on public health and health equity.

Leadership

- Apply leadership and/or management principles to address a relevant issue.
- Apply negotiation and mediation skills to address organizational or community challenges.

Communication

- Select communication strategies for different audiences and sectors.
- Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy.
- Describe the importance of cultural humility in communicating public health content.

Interprofessional Practice

- Integrate perspectives from other sectors and/or professions to promote and advance population health.

Systems Thinking

- Apply a systems-thinking tool to visually represent a public health issue in a format other than standard narrative.

Track-Specific Competencies

Epidemiology Track

1. Compare the strengths and weaknesses of observational study designs and select an appropriate observational study design for population-based research. (VU Epi1)
2. Evaluate sources for confounding, selection, and information bias from a casual-inference perspective and through the use of directed acyclic graphs. (VU Epi2)
3. Build of multivariable regression models and interpret statistical output from these models to make appropriate statistical inference. (VU Epi3)
4. Perform regression diagnostics, including residual analyses to assess how well models fit the data, inspect the presence of outliers, and assess the fulfillment of model assumptions. (VU Epi4)
5. Develop a study protocol that addresses a research question, includes appropriate selection of a study design, and adequately accounts for potential sources of bias. (VU Epi5)

Global Health Track

1. Identify historical and emerging issues of significance in global health from an interdisciplinary vantage point. (VU GH1)
2. Apply a research method(s) and/or programmatic intervention(s) used to ameliorate health and developmental problems, particularly in low-resource settings. (VU GH2)
3. Describe fundamentals of organizational behavior and change, particularly in low-resource settings. (VU GH3)
4. Collaborate on a team with partners from multiple countries to develop a tool(s) that addresses an identified international public health need. (VU GH4)
5. Integrate knowledge of cultural humility and health equity into global health research, policy, practice, or advocacy efforts. (VU GH5)

Health Policy Track

1. Interpret the main features and challenges related to the financing, incentives, and delivery of health care

services and public health systems in the United States. (VU HP1)

2. Describe the complementary roles of individualized health care services and population-based interventions in maintaining and improving health status. (VU HP2)
3. Evaluate policies and apply theories of health insurance and the incentives that various approaches to coverage and provider payment create in the health system. (VU HP3)
4. Analyze the impact of changes in public health policy and health care financing and service delivery on elements such as health care cost growth, quality of care, and access to services. (VU HP4)
5. Conceptualize the data and research methods necessary to address questions of significance to policymakers and other relevant system actors. (VU HP5)

Public Health Practicum

All students in the M.P.H. program complete a public health practicum. The public health practicum is a supervised practical field experience designed to provide students the opportunity to develop and apply the knowledge and skills acquired in the academic program in a public health agency or other environment in which a public health function is performed. Students work with the practicum director on an individual basis to identify, arrange, and complete a satisfactory field experience that fulfills the program's practicum requirements. Additional information about the Public Health Practicum can be found at _medschool.vanderbilt.edu/mph/academics/practicum_.

Interprofessional Education

Interprofessional Education (IPE) is an integral part of public health and a required component of the M.P.H. program. The IPE requirement is composed of a didactic foundation, which is delivered as part of PUBH 5516 Public Health Practice, as well as a practical experience. For the practical experience, students participate in an interprofessional activity. Students may select an IPE activity from a list of pre-approved options or they may propose their own.

Culminating Experience

The culminating experience is a graduation requirement for all students in the M.P.H. program. The culminating experience allows each student to demonstrate synthesis of the M.P.H. foundational and track-specific competencies and produce a high-quality written product that is developed and delivered in a manner that is useful to external stakeholders. The culminating experience is completed at the end of the course of study, with final deliverables due in the student's final term (typically the spring term). Students have two options for their culminating experience.

Option 1: Thesis

All students who choose the thesis option take protocol development and thesis courses. Students engage in mentored research or other original scholarly work. The final product may take the form of a manuscript to submit for publication, a grant application, program evaluation report, training manual, strategic plan, policy paper, or other format appropriate to the student's educational and professional goals and approved by the thesis adviser. Research is typically based on secondary data analysis. Additional information about the thesis can be found at _medschool.vanderbilt.edu/mph/academics/thesis_.

Option 2: Capstone

All students who choose the capstone option take the Capstone Portfolio Development courses. These courses are designed to guide students through the preparation of their capstone products. Students also take a series of specific graduate- or professional-level courses in a designated focus area that aligns with the student's educational and professional goals. The capstone provides students an opportunity to further hone their practical public health skills in an area of interest. Students develop an ePortfolio which includes a written product that describes their capstone deliverable which is either: 1) a resource tool kit, or 2) a specific tool for an external organization. Examples of public health tools include a needs assessment, monitoring and evaluation plan, program evaluation report, strategic plan, training manual, policy statement, grant, etc. Additional information about the Capstone can be found at _medschool.vanderbilt.edu/mph/capstone_.

Course List

A full list of program courses is provided in this catalog under Courses by Program.

Master of Public Health: Academic Policy: Progress and Promotion

Periodic Reviews

School of Medicine

Each student meets with their academic adviser at least twice per year. Academic advising meetings provide the opportunity to discuss course selection, progress toward meeting the degree requirements, and any academic challenges and how they may be addressed. Additional meetings may take place as needed at the student's or adviser's request.

Satisfactory Academic Progress and Good Standing

A cumulative grade point average of at least 3.0 is required for graduation. A semester average of at least 3.0 is required to remain in good academic standing. A student whose cumulative grade point average falls below 3.0 may be placed on probation for one semester. If at the end of the semester the grade point average is still below 3.0, the student may be dismissed from the program based on unsatisfactory academic performance. Students may withdraw in lieu of dismissal.

Repeating a Course

Students who receive a final course grade of C+ or lower may be required to retake the course or complete additional course requirements before progressing in the program.

Graduation Promotion Committee Endorsement

In the spring term, the Admission and Promotion Committee is charged with making recommendations to the program director regarding progress, promotion, or graduation of students.

Allowance for Delaying Graduation

Students who need more than two years to complete the M.P.H. degree requirements on a full-time basis, or students who need more than three years to complete the degree on a part-time basis, may propose a revised degree completion plan. This plan should include a term-by-term list of completed, in progress, and anticipated degree requirements, along with a reasonable timeline for completing the degree requirements. The revised degree completion plan must be approved by the track director and program director, in writing. For incomplete courses, the relevant course director's written approval is also required.

Program Commencement

The university holds its annual Commencement ceremony following the spring semester. Degree candidates must have successfully completed all curriculum requirements by the published deadlines in order to participate in the ceremony. A student completing degree requirements in a summer or fall semester may participate in Commencement the following May, and ordinarily the degree will be conferred at the end of the term in which requirements are completed. Any student unable to participate in a Commencement ceremony will receive his/her/their diploma by mail.

Formal Remediation and Probation Probation

A student may be placed on academic probation if the student's cumulative grade point average falls below 3.0, or their course grades include any failures. If at the end of the semester of academic probation the grade point average is still below 3.0, the student may be dismissed from the program based on unsatisfactory academic performance.

Students placed on probation are notified in a letter from the program director that outlines the reasons for the probation; the requirements and recommendations for addressing deficiencies; the conditions for removal of probation, including an expected time frame; and actions that will be taken if conditions are not met.

Students placed on probation for any reason will be required to complete a specific remediation plan that has been approved by the track director and program director. The remediation plan may include requirements of the student, such as regular meetings with advisers, elimination of extracurricular activities that may be interfering with satisfactory academic progress, etc.

All students on probation will be reviewed by the M.P.H. program's director at least once each semester to determine whether satisfactory academic progress has been made. At that time the program's director may take the following actions:

1. Remove probation: Probation may be removed if the student has satisfactorily addressed deficiencies,

even if this is before the time frame originally designated by the program director.
2. Continue probation: Progress is being made.
3. Recommend dismissal: Performance continues to be unsatisfactory.

Written notification is provided to the student regarding the outcome of this review.

Probation is considered an adverse action and may be reported in future graduation verifications and other requests for information.

Dismissal

Typically, students will be recommended for dismissal only after they have been given a reasonable probationary period to address deficiencies. The M.P.H. program follows School of Medicine policy for formal remediation, probation, dismissal, and appeals. See the [VUSM Student Progress and Promotion](#) page of this catalog for more information on these topics.

Eligibility to Reapply

If a student withdraws from the M.P.H. program, reentry is possible only through the application process.

Master of Public Health: Academic Policy: Student Assessment

Student performance is assessed in every course and program requirement. Program faculty bring any significant performance concerns during a required course to the attention of the student early enough to allow sufficient time to develop a remediation plan. A student for whom major concern persists despite coaching may be given a failing grade (F) for the course and/or may not be promoted despite satisfactory performance in other courses. Course requirements and grading information are detailed in the course syllabus.

Grades

The M.P.H. program uses the VUSM grading scale, presented on the page of this catalog titled [VUSM Student Assessment and Grading](#).

Grade Grievance Procedure

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

Master of Public Health: Academic Policy: Student Support and Advisory Services

Academic Advisory Resources Academic Adviser

Each student meets with their academic adviser twice per year or on average 3 - 4 times during the course of the program. Academic advising meetings provide the opportunity to discuss course selection, progress toward meeting the degree requirements, and any academic challenges and how they may be addressed. Additional meetings may take place as needed at the student's or adviser's request.

Mentoring Committee

Each student has a mentoring committee of three to four members (faculty, community/governmental professionals and professional staff) during their time in the M.P.H. program. The student is responsible for scheduling a full meeting of their mentoring committee once per term or on average 3 - 4 times during the course of the program. The meetings are an opportunity for the student to garner insight from an interdisciplinary team of experienced professionals on long-term directions for the student's training and career.

While the process of identifying members of the mentoring committee may vary from one track to another, students are expected to submit a confirmed list of their mentoring committee members by December of the first year. Changes to mentoring committees may be approved by the track director, if needed.

Practicum Advising

Starting in the fall of their first year, students meet periodically with the practicum director on an individual basis to discuss the types of skills and experiences they would like to develop during the public health practicum, and potential sites and activities that align with their goals.

Thesis and Capstone Advisers

The thesis and capstone advisers serve as the course directors for the course or series of courses associated with the thesis or capstone, respectively. In this role, the adviser guides students through the planning, development, and writing of the final thesis or capstone product. Each student also has a primary thesis or capstone mentor who is directly connected to the student's thesis or capstone and who can provide more content-specific support.

Career Advisory Support Career Advising

Students may meet with their track director and/or the practicum director for individual career advising meetings to discuss topics such as creating a targeted job search plan, resumes, CVs, and cover letters, LinkedIn and online networking, preparing for interviews, applying to advanced degree programs, fellowships, and letters of recommendation. These meetings are scheduled as needed, at the student's request.

In addition to individual career advising meetings, career development offerings for students in the M.P.H. program include:

- M.P.H. Career Development Series
- Edge Seminar Series
- Newman Society Seminar Series

Additional information about M.P.H. program career development offerings can be found at _medschool.vanderbilt.edu/mph/current-students/career-development_.

Health and Wellness

See the Life at Vanderbilt page of this catalog.

Conflicting Faculty Roles

In addition to the information about faculty and educator roles on the Faculty/Educator Roles page of this catalog, M.P.H. track directors are responsible for avoiding conflicts of interest when assisting students in identifying professional members for their mentoring committee.

Master of Public Health: Accreditation

The Master of Public Health program is accredited by the Council on Education for Public Health , 1010 Wayne Avenue, Suite 220, Silver Spring, MD 20910.

Master of Public Health: Admission

Admission Requirements

Eligible candidates include those with bachelor's, master's, or doctoral degrees. At least two years of relevant, post- undergraduate professional experience is strongly preferred, but is not required.

Application Process

Applications are submitted through SOPHAS _(sophas.org),_ the centralized application for programs of public health. The SOPHAS application requirements for the M.P.H. program at Vanderbilt University are listed below:

- Current curriculum vitae or resume
- Three academic/professional letters of recommendation
- Statement of purpose and objectives

- Official transcripts for all prior academic degrees and post-secondary course work
  - Degrees from Domestic Institutions - Official transcripts for prior undergraduate and graduate work are required. Students enrolled in a course of study at the time of application are required to provide an unofficial transcript as part of the online application and then provide the final, official transcript as soon as it is available. All official transcripts must come directly from the issuing institution, not the candidate. Official transcripts are submitted as instructed at registrar.vanderbilt.edu/academic-records/external-degree-verifications.php.
  - Degrees from International Institutions - Applicants who have completed a degree at an international institution must submit a certified course-by-course evaluation of prior degree(s) performed by World Education Services (WES). International students with questions about the prior degree verification process may contact the External Education team at prior-degree-review@vanderbilt.edu.
- Official standardized test score reports:
  - TOEFL scores are required for international applicants; this requirement is waived for applicants who have received an academic degree from an institution where English was the language of instruction.
  - Applicants are not required or expected to submit GRE or MCAT scores with their application in SOPHAS. Applications without scores will not be penalized in the review process. Applicants may choose to self-report their GRE or MCAT scores in SOPHAS.

Interviews are not required as part of the application process. To view application deadlines and additional information about the admission process, please visit *medschool.vanderbilt.edu/mph/admissions*.

Selection Criteria, Offer, and Acceptance

The Admissions Committee evaluates the application materials and decides which applicants are invited to join the entering class. The program seeks applicants with strong academic backgrounds and clear public health goals. Applicants should be able to articulate how the Vanderbilt M.P.H. relates to their career aspirations.

Admission notifications and offers of program scholarship funding are sent to applicants by email in the spring. Admitted applicants are asked to confirm their intention to matriculate no later than April 15.

A criminal background check is required and must be completed over the summer, before matriculation. Additional information about the background check and other new student requirements is sent by email during the summer.

Transfer Credits

Up to 15 academic credit hours of prior graduate-level course work from other schools at Vanderbilt or other accredited universities may be applied to the required 42 credit hours needed for the degree, conditional upon the approval of the Admission Committee and the relevant course directors. Only those courses for which a student has received a grade of B or its equivalent will be considered for incoming credit transfer.

Students in the M.P.H. program may audit courses offered by other departments and programs with the approval of the course instructor. Students may take graduate- and professional-level courses relevant to their M.P.H. degree offered by other departments and programs for credit toward their degree with the approval of their M.P.H. track director.

Non-degree-seeking Students

Non-degree-seeking students may take courses in the M.P.H. program as long as they meet the program's admission requirements (i.e., completion of bachelor's, master's, or doctoral degree). Registration in a course is contingent upon completion of any course prerequisites, instructor approval, M.P.H. program approval, and space in the class. Tuition is charged according to the number of credit hours taken, and additional fees are applicable to non-degree seeking students including the transcript fee, student services fee, and student health fee.

Auditing is not permitted in M.P.H. program courses.

Master of Public Health: Contact Information

Additional information may be obtained by contacting program officials at [Contact Us | Master of Public Health | Vanderbilt University](#).

Master of Public Health: Dual Degrees

Vanderbilt University School of Medicine (VUSM) offers a five-year M.D./M.P.H. dual degree program for students who want to better understand and address health issues on a population level. M.D./M.P.H. students are able to contextualize health and understand the determinants of health. In addition, students gain the research skills needed to engage in academic research.

Professionals with M.D./M.P.H. degrees may have interests in the following areas: prevention, health literacy, education and advocacy, policy analysis and development, evidence-based practice, academic research, quality improvement, monitoring and evaluation, health services research, health disparities, leadership and management, clinical research.

Degree requirements

Students in the M.D./M.P.H. dual degree program must complete the two degree programs' requirements before graduating with both degrees.

The M.P.H. degree requires 42 hours of academic credit which includes a practicum experience and thesis research.

The year of M.P.H. course work is composed of three academic terms: fall, spring, and summer. The summer term includes didactic courses and courses dedicated to independent work on the public health practicum and thesis.

The M.D. Program's Research Immersion Phase may be completed before matriculating in the M.P.H. Program, and/or it may be integrated with the M.P.H. Program's thesis and practicum requirements. This time should be planned in advance with input from the M.P.H. Program.

How to apply

Medical students enrolled in Vanderbilt University School of Medicine (VUSM) are eligible to apply.

Before a dual degree student can matriculate in the M.P.H. program, they must be in good academic standing with the M.D. program and receive approval for their plan of study from the M.P.H. program director.

VUSM students should apply in the fall of their second year or in the fall of their third year by submitting an application to the Vanderbilt M.P.H. program in SOPHAS. [Click here for application deadlines](#).

Before matriculating in the M.P.H. Program, Vanderbilt medical students must successfully complete the following courses:

- Foundations of Medical Knowledge
- Foundations of Clinical Care
- Research 1 (Case)
- Research 2 (Discovery)

Programs of study

Students who wish to complete the M.D./M.P.H. program have two options with respect to the timing of their year of M.P.H. course work:

Option 1:

- Apply to the M.P.H. program in the fall of the **second** year of medical school
- Matriculate in the M.P.H. program after two years in the M.D. Program

Option 2:

- Apply to the M.P.H. program in the fall of the **third** year of medical school
- Matriculate in the M.P.H. program after three years in the M.D. Program

[Compare the two options](#)

Tuition

The M.D./M.P.H. dual degree program provides a cost-effective option for those interested in earning both degrees. Students are charged three full years of M.D. program tuition and one year of M.P.H. program tuition. For their fifth year, they are charged half a year of M.D. program tuition and half a year of M.P.H. program tuition.

For example:

Year	Primary Program	Tuition
1	M.D.	M.D. Year 1 Tuition
2	M.D.	M.D. Year 2 Tuition
3	M.D.	M.D. Year 3 Tuition
4	M.P.H.	M.P.H. Year 1 Tuition
5	1/2 M.D. 1/2 M.P.H.	1/2 M.D. Year 4 Tuition 1/2 M.P.H. Year 2 Tuition

M.P.H./M.Ed. (International Education Policy and Management)

The M.P.H./M.Ed. in International Education Policy and Management program is a seven academic term program that is typically completed on a full-time basis in three years of study. Students must apply and be accepted separately to both the M.P.H. program in the School of Medicine and the M.Ed. program in Peabody College of Education and Human Development.

Students in this dual M.P.H./M.Ed. program must enroll for a minimum of three terms (fall, spring, and summer) in the School of Medicine, with the M.P.H. as their primary degree program. During these three terms, they complete 36 or more credit hours of required M.P.H. course work, including the public health practicum and culminating experience during the summer term.

Additional information about the M.Ed. (International Education Policy and Management) can be found at

peabody.vanderbilt.edu/programs/international-education-policy-and-management-med.

Master of Public Health: Other Program Policy and Procedure

Program Evaluation

The purpose of evaluation in the M.P.H. program is to provide timely information that can be used to determine the effectiveness of program's curriculum and teaching and, ultimately, to determine whether the program is accomplishing its goals. The evaluation process supports continuous improvement of all program components. All students, faculty members, and staff members have a role in identifying needs and implementing strategies for improvement.

In the M.P.H. program, evaluation activities include, but are not limited to:

- Course evaluations
- Practicum and culminating experience evaluations
- Interprofessional education (IPE) evaluations
- Student assessment data
- Exit surveys and exit interviews
- Admissions and graduate outcomes data

Course evaluations, practicum evaluations, IPE evaluations, and culminating experience evaluations include sections for the evaluation of faculty course instructors, teaching assistants, practicum site supervisors, IPE preceptors, culminating experience advisors, mentors, and relevant administrators. Specific feedback from these evaluations is reviewed by the program director, the Curriculum Committee, and the relevant faculty member or

individual with the goal of improvement.

In addition, feedback from faculty course instructors, practicum site supervisors, IPE preceptors, culminating experience advisors, mentors, and relevant administrators is elicited on how the program leadership can better support them.

Data from evaluation activities are compiled on a semester or annual basis and distributed to the program leadership and Curriculum Committee for review. Responsible individuals and/or committees summarize data. Areas of improvement are addressed with action plans and measurable goals to assess progress toward improvement. Updates on progress toward improvement are discussed at subsequent meetings.

Student Engagement

Students have formal and informal opportunities to participate in program-level policy- and decision making.

Students are selected to serve on the program's Curriculum and Diversity Committees during their M.P.H. training. Committee members are expected to attend and participate in committee meetings. Students interested in serving as committee members should contact their track director and request to be considered.

The Public Health Student Association (PHSA) is a registered student organization with elected student officers responsible for coordinating events and activities, and serving as liaisons between students and the M.P.H. program. Officers are elected on an annual basis during the month of May. Information about the organization, including the Constitution, can be found in Anchor Link at anchorlink.vanderbilt.edu/organization/phsa.

With respect to policy and decision making in the School of Medicine, non-M.D. degree programs with enrollment of ten or more may have one student representative on the Honor Council. Rising second-year M.P.H. students nominate and vote to select an Honor Council representative to serve for one year. More information, including the Honor Council bylaws, can be found in the School of Medicine Honor System page.

Honor Code Attestation

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

Leave of Absence

Students who wish to interrupt their study must request a leave of absence in writing from the program director. Students may consult with Vanderbilt University Student Care Coordination (https://www.vanderbilt.edu/carecoordination) when contemplating a leave of absence, and program administrators may consult with Student Care Coordination when evaluating a request for leave of absence. The program director will provide a decision regarding the request. A one-time leave of absence may be granted for a maximum of one year for students seeking a master's degree.

Students taking a leave of absence are responsible for meeting with the program director prior to the leave in order to plan for their course work and timeline for successful degree completion following their return. Students who do not register for classes before the ending date of a leave of absence may be disenrolled and required to request reinstatement to the program. The maximum time allowed to complete the degree is four years, unless there are unusual circumstances which merit an extension of this limit.

Attendance

Students are required to attend all class sessions, unless this requirement is specifically waived by the course director. The course instructor may choose to make an exception for a student with extenuating circumstances. The student must contact the instructor to request an exception before the anticipated absence.

Student Work Policy

It is recommended that students work no more than twenty hours per week during academic terms. Students considering working more than twenty hours per week are advised to contact their track director to discuss balancing work hours and academic expectations.

Transportation

During their time in the M.P.H. program, students may participate in experiential learning activities at sites located a distance from the Vanderbilt University campus. Students are responsible for their own transportation to and from sites for educational experiences, including all costs associated with that travel. The maximum distance from the Vanderbilt University campus that students may be required to drive to reach off-site placements is generally 35 miles.

Master of Public Health: Program Overview

The Master of Public Health (M.P.H.) is an interdisciplinary program designed to train research scientists and public health professionals to be innovative and effective leaders dedicated to improving public health. The program is accredited by the Council on Education for Public Health.

The M.P.H. program allows students from all academic and professional backgrounds, as well as clinical specialties, to customize their public health education and integrate their specific research and career interests with the support of committed faculty mentors.

As part of their application, students choose one area of concentration for their studies from among the program's three tracks: epidemiology, global health, and health policy.

Additional information about the M.P.H. program can be found at medschool.vanderbilt.edu/mph.

Program Mission/Goals/Objectives Vision

All people achieving optimal health and well-being.

Mission

Train future research scientists and public health professionals to be innovative leaders dedicated to using their skills and knowledge to achieve optimal health and well-being in all people.

Goals and Objectives

To fulfill its mission, the M.P.H. program has the following goals and objectives:

1. Educate innovative and effective public health leaders who are researchers, educators, and practitioners
    1. Recruit culturally diverse students who will make substantial contributions to public health
    2. Engage students with interdisciplinary faculty who demonstrate commitment to educating and mentoring future public health leaders
    3. Facilitate active learning through classroom and experiential training opportunities
2. Advance student and faculty leadership in the public health sciences through research, discovery, and practice
    1. Contribute to the public health scientific evidence base
    2. Engage in collaborative and interdisciplinary research
    3. Compete successfully for funding in the public health sciences
3. Participate in development and implementation of public health programs and policies
    1. Build and foster community partnerships that bridge public health science and practice
    2. Engage in collaborative research, training, and service activities with governmental agencies and community partners in the U.S. and abroad
    3. Disseminate public health knowledge and promote implementation of effective public health policies and practices

Standing Program Committees Admission and Promotion Committee

The Admission and Promotion Committee monitors student progress toward completing the M.P.H. degree requirements and makes recommendations to the program regarding promotion, remedial action, or dismissal as

appropriate for each student. This committee also has the responsibility of making recommendations concerning admission and scholarships for applicants to the M.P.H. program. The committee oversees and continually reviews the admission process. It typically meets four to six times per academic year.

Advisory Committee

The Advisory Committee provides oversight of the evaluation and planning efforts for the program, including review of attainment of stated goals and objectives. The committee facilitates the long-range planning efforts of the program and provides other guidance to the program as requested. It explores ways to strengthen ties to key constituencies, including public health practitioners, public health researchers, students, alumni, and faculty. The Advisory Committee meets once per year and more often as needed.

Curriculum Committee

The Curriculum Committee is charged with providing oversight of M.P.H. program curriculum and related instruction consistent with the program's mission, goals, objectives, and values and appropriate for demonstrated professional competencies as identified by the program. The committee monitors and, as needed, makes recommendations regarding courses offered within the program for relevance of learning objectives, appropriateness of procedures for assessing student competencies, and quality of faculty and student performance within courses. The committee meets two times per academic year.

Diversity Committee

The Diversity Committee provides oversight for M.P.H. program inclusion and diversity efforts. The program considers diversity to represent a broad range of individual characteristics consistent with Vanderbilt University policies, including diversity in race, sex, religion, color, national or ethnic origin, age, disability, military service, sexual orientation, gender identity and expression, as well as socioeconomic diversity.

The committee monitors and, as needed, makes recommendations regarding the inclusion and diversity of students, faculty, and staff to increase ways in which the public health workforce reflects the populations that we serve. The committee also provides recommendations for strategies to provide diverse perspectives in the program's curricular offerings and to provide students with insight into particular issues that underrepresented and/or disadvantaged groups face.

Program's Major Facilities

The M.P.H. Program office and classroom are located on Vanderbilt University's campus in suite 1010 on the tenth floor of the 2525 West End Avenue building.

Master of Public Health: Tuition, Fees, and Cost of Attendance

Tuition and Fees for the Academic Year 2024-25 are found at *vanderbilt.edu/stuaccts/fees/index.php*.

Estimated Cost of Attendance

The total estimated cost of attendance is an amount established by the School of Medicine's Office of Student Financial Aid as reasonable costs for attending the program on a full-time basis. The estimated cost of attendance is used in calculations to determine the amount of financial aid for which a full-time student may be eligible. It includes direct costs such as tuition, the student services fee, and the transcript fee, as well as indirect costs. The indirect costs are grouped into the following categories: books/supplies, rent/utilities, meals, personal (including the student health insurance fee), transportation, and loan fees. It is expected that most students can live within these costs. The actual cost of attendance for each student will vary depending on the individual's specific needs and preferences.

For detailed information pertaining to estimated cost of attendance see *medschool.vanderbilt.edu/financial-aid/master-of-public-health-cost-of-attendance*.

Payment of Tuition and Fees

Students registered for a full-time course load (8-18 credit hours for the fall and spring terms and 6-8 credit hours or the summer term) are billed at the block tuition rate for the term in which they are enrolled. Students registered in more than a full-time course load (more than 18 credit hours in the fall and spring terms and more than 8 credit hours in the summer term) are charged the block tuition rate plus the per-credit-hour tuition rate for

courses above the full-time course load. Students registered for less than a full-time course load (seven hours or fewer in the fall and spring terms or five hours or fewer in the summer term) are billed at the hourly tuition rate for the term in which they are enrolled.

Registration in the following second-year courses constitutes a full-time course load:

- PUBH 5599: Thesis Research I (year 2 fall term)
- PUBH 7999: Thesis Research II (year 2 spring term)
- PUBH 5531: Capstone ePortfolio Development - Part 1 (year 1 fall term)
- PUBH 5532: Capstone ePortfolio Development - Part 2 (year 2 spring term)

Students registered in these courses in their final year of training are charged the block tuition rate, even though they may be registered for less than 8 credit hours.

Students registered for a part-time course load (1-7 credit hours for the fall and spring terms and 1-5 credit hours for the summer term) are charged a per-credit-hour tuition rate found at *vanderbilt.edu/stuaccts/fees/index.php*.

Students choose to enroll in the program as full-time or part-time student at the time they matriculate. Should extenuating circumstances arise, they may change from full-time to part-time or part-time to full-time once during the course of their training, with written approval from the Program Director.

Please refer to the [School of Medicine Tuition, Fees and Financial Aid](#) page of this catalog for more information about university costs and School of Medicine fees. Additional information can be found at *vanderbilt.edu/stuaccts*.

Master of Science (Applied Clinical Informatics): Academic Policy: Degree Requirements

Requirements to Earn Degree

The program provides a 36-credit hour curriculum in 21 months, with a course work intensive first year followed by a second year devoted to a capstone project.

Length and Delivery of Program

The normal time frame for completion of required course work for the M.S.-A.C.I. is 21 months. The maximum time frame for completion of this degree is three years.

Curriculum

The curriculum emphasizes a deep theoretical and practical understanding of the care process, informatics concepts, information technologies, computer science, and the changing social, organizational, and economic context in which health care is delivered. This understanding is developed through course work, over 240 hours of practicum experience that uses real health information technology data and systems and health care contexts, and a mentored capstone project.

Didactics

Expert faculty comprising the largest biomedical informatics department in the U.S. lead nine M.S.-A.C.I. courses. These courses include the core content for informatics and health professionals outlined by the AMIA Practice Analysis and Core Competencies for those intending to apply for the American Board of Medical Specialties Clinical Informatics Certification, HIMSS Certified Professional in Healthcare Information & Management Systems certification (CPHIMS), or the AMIA [Advanced Health Informatics Certification](#):

- Introduction to Clinical Informatics
- Health Information Systems and Applications
- The Health System
- Clinical Information Systems
- Clinical Decision Support

- Clinical Workflow
- Data Standards
- Information System Lifecycle
- Management and Organizational Change

Practicum Experience

A practicum experience requires a minimum of 240 clock hours, to be completed during the program. The practicum requirement can be satisfied in highly flexible ways, e.g., at VUMC, at home institution, or at other sites (with M.S.-A.C.I. program approval). The trainee must be embedded (i.e., assigned to participate as a member) in an interdisciplinary team that is addressing a significant clinical informatics challenge. This includes attending regular team meetings and participating in analysis of issues, planning, and implementation of recommendations from the team. The interdisciplinary teams must include physicians, nurses, other health care professionals, administrators, and information technology/system personnel, as appropriate.

Capstone Project

A required capstone project running throughout the program provides students with knowledge and skills required to design and conduct applied research studies to evaluate the efficacy of informatics applications in the clinical environment. Based on personal career objectives and informatics challenges that they identify in practica, the capstone project may be completed as a cohort, a sub-cohort group, or individually, depending on its design and the needs of our learners. The project begins in the first year and continues in the second year. Each student selects a Capstone Project Committee, which includes a committee chair (a DBMI faculty member), a practice mentor (someone within the student's home department or organization), and the M.S.-A.C.I. capstone course director.

Course List

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

Master of Science (Applied Clinical Informatics): Academic Policy: Progress and Promotion

Periodic Reviews

In the spring term, the Admission and Promotion Committee is charged with making recommendations to the program director regarding progress, promotion, or graduation of students.

Satisfactory Academic Progress and Good Standing

All students who maintain at least a 3.0 GPA and have earned at least a B- in all course work/practica, are considered to be making satisfactory academic progress. M.S.-A.C.I. students must register each fall, spring, and summer semester with no breaks in registration to remain in good standing, except in cases of approved leave of absence.

Graduation Promotion Committee Endorsement

In the spring term, the Admission and Promotion Committee is charged with making recommendations to the program director regarding progress, promotion, or graduation of students.

Allowance for Delaying Graduation

Graduation may be delayed beyond the normal time required to complete for formal remediation or approved leave(s) of absence.

Formal Remediation and Probation Formal Remediation Plan

Students who receive a grade of C+ or poorer in academic courses may be required to remedy the grade as specified in a formal remediation plan. Possible remedies include re-examination or course/practica repetition. Credit may be given on the basis of re-examination or satisfactory repetition of the course/practica work, but the original grade remains on the record and may be counted in the computations as cause for dismissal, if additional poor performance occurs.

Probation

Students who do not successfully complete a formal remediation plan may be placed on probation. Students who fall below an average of 3.0 are placed on probation for one semester. If the student's performance does not improve during the semester, the program director, the vice-chair for educational affairs, and the department

chair will decide whether to dismiss the student or to allow the continuation of probation. If, at the end of the second semester, the student's grade point average remains below 3.0, the student is advised to withdraw or face dismissal from the program.

Dismissal

The M.S.-A.C.I. program follows School of Medicine policy for formal remediation, probation, dismissal, and appeals. See the [VUSM Student Progress and Promotion](#) page of this catalog for more information on these topics.

Master of Science (Applied Clinical Informatics): Academic Policy: Student Assessment

Grades

The M.S.-A.C.I. program follows School of Medicine policy for grades. See the Grading Policies presented on the [VUSM Student Assessment and Grading](#) page of this catalog.

Non-didactic courses are graded using Pass/Fail grading.

Grade Grievance Procedure

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

Practicum Assessment

The practicum experience requires that the trainee is embedded (i.e., assigned to participate as a member) in an interdisciplinary team that is addressing a significant clinical informatics challenge. This includes attending regular team meetings and participating in analysis of issues, planning, and implementation of recommendations from the team. The interdisciplinary teams may include physicians, nurses, other health care professionals, administrators, and information technology/system personnel, as appropriate. The student will be graded (Pass/Fail) by the practicum course director after each rotation, based on assessments by rotation leaders.

Master of Science (Applied Clinical Informatics): Academic Policy: Student Support and Advisory Services

Academic and Career Advisory Resources

The program director has an open-door policy for all students in the M.S.-A.C.I. program.

Health and Wellness

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

Master of Science (Applied Clinical Informatics): Admission

Admission Requirements

Applicants must hold a bachelor's, master's, or doctoral degree. At least two years of relevant, post-undergraduate professional experience, education, or training is strongly preferred. GRE, MCAT, or other pre-professional equivalent test scores are strongly recommended, but not required. The Test of English as a Foreign Language (TOEFL), which is administered by the Educational Testing Service in Princeton, New Jersey, is required for applicants whose primary language is not English. The Program requires applicants to meet or exceed a score of 600. International applicants who have obtained at least a masters level degree from an accredited US university are not required to provide TOEFL scores.

Applicants are not required to have formal training in computer science or a related discipline, but they need to demonstrate a strong interest and aptitude in clinical informatics.

Students without a computational background are encouraged to take at least one introductory-level course in computer science before entering the program.

Application Process

New students may matriculate only in the fall term. To apply for the M.S.-A.C.I. program, candidates submit an online application and all supporting materials by the priority deadline, April 30th. Applications from candidates who apply after the priority deadline will receive consideration for admission as space permits.

Requirements for M.S.-A.C.I. Application

Applicants must hold a bachelor's, master's, or doctoral degree. At least two years of relevant, post-undergraduate professional experience, education, or training is strongly preferred. GRE, MCAT, or other pre-professional equivalent test scores are strongly recommended.

Applicants do not need to have formal training in Computer Science or a related discipline, but they need to demonstrate a strong interest and aptitude in Clinical Informatics. Students without a computational background are encouraged to take at least one introductory-level courses in computer science before entering the program.

Physician applicants who intend to apply for ABMS subspecialty in Clinical Informatics are encouraged to review the requirements on the [ABPM website](#).

TO APPLY

Interested individuals must complete an online application; please make sure you select the correct program by choosing these options:

- Program to which you are applying: Medicine-Non MD
- Program: Master of Science in Applied Clinical Informatics
- Degree: MSACI

All applications must include:

1. Statement of purpose
2. Standardized test scores
3. Documentation of prior degrees
    - Degrees from Domestic Institutions - Official transcripts for prior undergraduate and graduate work are required. Students enrolled in a course of study at the time of application are required to provide and unofficial transcript as part of the online application and then provide the final, official transcript as soon as it is available. All official transcripts must come directly from the issuing institution, not the candidate. Official transcripts are submitted as instructed at registrar.vanderbilt.edu/academic-records/external-degree-verifications.php.
    - Degrees from International Institutions - Applicants who have completed a degree at an international institution must submit a certified course-by-course evaluation of prior degree(s) performed by an agency approved by the National Association of Credential Evaluation Services. The list of NACES-approved agencies is available [here](#). Evaluating agencies include:
        - [International Education Evaluation (IEE)](#) - Note: students who use the Vanderbilt University Institution Portal will receive their evaluation at a discounted rate in three days with standard processing.
        - [World Education Services (WES)](#)
        - [Educational Credential Evaluators (ECE)](#)
        - [Josef Silny & Associates](#)

- Students may select an agency not listed above, as long as the evaluation agency is approved by the National Association of Credential Services. International students with questions about the prior degree verification process may contact the External Education team at prior-degree-review@vanderbilt.edu.
4. Curriculum Vitae (includes education, training, honors and awards, professional experience, relevant publications and presentations)
5. Three professional letters of recommendation
6. Answers to the three essay questions:
    1. Describe key prior work or educational experience you have had related to clinical informatics and how they impacted your decision to seek graduate training in this field.
    2. How will this program allow you to reach your personal, educational, or career goals?
    3. Select one advancement in health informatics technology in the past decade of personal interest to you - how has it changed patient care or improved patient health?
7. International applicants may be required to provide scores from the Test of English as a Foreign Language (TOEFL), which is administered by the Educational Testing Service in Princeton, New Jersey. The program requires applicants to meet or exceed a score of 600. International applicants who have obtained at least a master's level degree from an accredited US university are not required to provide TOEFL scores.

Admission decisions are made on an ongoing basis once all required application documents have been received an application is ready to be assessed. Applicants who are admitted to the program will receive an email communication from the program director with further instructions and a deadline to accept the offer of admission.

Admission Offer and Acceptance

Admission decisions are made on an ongoing basis once all required documents have been received and an application is ready to be assessed. Applicants who are admitted to the program receive an email communication from the program director with further instructions and a deadline to accept the offer of admission.

Transfer Credits

At the discretion of the program director, students may petition for transfer credit in accordance with the policy established in the VUSM Enrollment, Course Registration, and Student Status page of this catalog. In general, no more than 6 credit hours earned from an accredited institution may be applied toward degree graduation requirements.

Non-degree-seeking Students

The M.S.-A.C.I. program does not allow non-degree-seeking students to enroll in M.S.-A.C.I. courses. In rare cases, non-degree-seeking students may be allowed, with the prior approval of the program director.

Visiting Students

The M.S.-A.C.I. program does not allow visiting students. In rare cases, visiting students may be allowed, with the prior approval of the program director.

International Students

International students are eligible to apply for admission to the M.S.-A.C.I. degree program. International students are required to attend the one- to two-day sessions every semester via a conferencing platform during the hours set by the program (regardless of time zone differences). International students also must complete all synchronous course requirements via a video conferencing platform regardless of time zone differences. Because of the program's online format international students on student visas (F or J) are ineligible to participate in the program in person.

Master of Science (Applied Clinical Informatics): Contact Information

Additional information may be obtained by contacting program officials at Contact Information | Biomedical Informatics | Vanderbilt University.

Master of Science (Applied Clinical Informatics): Other Program Policy and Procedure

Program Evaluation

The M.S.-A.C.I. performs course evaluations at the end of each term. These evaluations are sent to all students enrolled in didactic courses. Course evaluations cover important course quality indicators, including level of

difficulty, course structure/organization, instructor effectiveness, and text quality, and they also give students an opportunity to provide overall feedback.

Leave of Absence

Students who wish to interrupt their study must request a leave of absence in writing from the program director. The written request must outline the nature of the requested leave (e.g. medical, personal, professional, etc.) and provide the starting and ending dates for the of absence. Students may consult with Vanderbilt University Student Care Coordination (https://www.vanderbilt.edu/carecoordination/) when contemplating a leave of absence, and program administrators may consult with Student Care Coordination when evaluating a request for leave of absence. The program director will provide a written decision regarding the request.

A one-time leave of absence may be granted for a maximum period of one year, as long as the student is in good academic standing. Students taking a leave of absence are responsible for meeting with the program director prior to the leave in order to plan for their course work and timeline for successful degree completion following their return. Students who do not register for classes before the ending date of a leave of absence may be disenrolled from the program and required to request reinstatement.

Attendance

All students are expected to attend each class session. Students must notify the instructor if they will miss a class session. It is the responsibility of the student to obtain class notes and assignments. For significant absences, such as missing greater than two classes per semester, a remediation plan must be submitted to the course director and program director.

Honor Code

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

Student Work Policy

M.S.-A.C.I. students are allowed to work full time as long as students can meet program expectations and degree requirements.

Master of Science (Applied Clinical Informatics): Program Overview

The Department of Biomedical Informatics at Vanderbilt University offers a two-year M.S. in applied clinical informatics (M.S.-A.C.I.). At many institutions, the role of clinical informatics leaders (known as clinical informaticians) has evolved from introducing electronic health records and practice transformation techniques to the effective evaluation and improvement of patient outcomes. Increasingly, local improvements must be integrated into accountable-care organizations, clinically integrated networks, and other inter-organization collaborations that emphasize both quality improvement and cost reduction. These factors create a profound need for trained informatics professionals from a variety of clinical and nonclinical disciplines who share a deep theoretical and practical understanding of the care process, informatics concepts, and the changing social, organizational, and economic context in which health care is delivered.

Vanderbilt's M.S.-A.C.I. is an entirely online program designed to develop leaders who are prepared to advance the science and practice of clinical informatics. The M.S.-A.C.I. program is designed for clinicians who desire rigorous, practical informatics training (e.g., board-certified and non-boarded physicians, nurses, pharmacists) and professionals from a wide range of disciplines (e.g., information technology, public health, health care policy, business management, research informatics) who contribute and collaborate to promote safe, efficient, and effective health care.

Program Mission/Goals/Objectives

The objective of the program is to provide innovative clinical informatics education for working professionals in the health care field, with graduates assuming leadership roles in the application and innovation of clinical informatics nationally, applying their skills and knowledge to make a tangible difference for individuals and systems in health and biomedicine.

School of Medicine

The M.S.-A.C.I.'s goal is to develop clinical informaticians who are capable of developing and leading innovative applications of information technology and information systems that address clinical, research, and public health priorities.

Standing Program Committees Admission and Promotion Committee

The Admission and Promotion Committee is responsible for reviewing applications for the M.S.-A.C.I. program, for inviting applicants for a personal or phone interview, and for making recommendations of candidates for admission to the program. In the spring term, the Admission and Promotion Committee is charged with making recommendations to the program director regarding progress, promotion, or graduation of students. The Admission and Promotion Committee is appointed by the program director and consists of three to five program leaders (one of whom is the program director). Scott Nelson, Chair. Josh Peterson, Yaa Kumah-Crystal, and Dara Mize.

Advisory and Curriculum Committee

The Advisory and Curriculum Committee (ACC) is charged with development and oversight of the M.S.-A.C.I. program curriculum. It also provides oversight of the evaluation and planning efforts for the program, including review of attainment of stated goals and objectives. The committee facilitates the long-range planning efforts of the program and provides other guidance to the program as requested. The ACC consists of all M.S.-A.C.I. course directors, and DBMI vice chair for educational affairs. The ACC meets every 1-2 years, or more often as needed. The ACC meets in early Spring. The M.S.-A.C.I. program also receives feedback from the Vanderbilt Department of Biomedical Informatics external advisory committee.

Program's Major Facilities

The M.S.-A.C.I. is an entirely online program. M.S.-A.C.I. students are required to complete synchronous course requirements via video conferencing on Thursday evenings from 5:00–8:00 p.m. CST each week, as well as attend two, one-hour synchronous sessions during the Fall and Spring terms for Practicum updates. The program also requires students to attend sessions via video conferencing each semester; these sessions last from one to two days, depending on the content. All other class work can be completed asynchronously to allow students to learn and work on their own schedule.

Master of Science (Applied Clinical Informatics): Tuition, Fees, and Cost of Attendance

Tuition and Fees for the Academic Year 2024-25 are found at _vanderbilt.edu/stuaccts/fees/index.php_.

The M.S.-A.C.I. is a distance education program. The total estimated costs of attendance are based on costs of living in Nashville, Tennessee, but many M.S.-A.C.I. students live in other locations with varying costs of living. Detailed information pertaining to cost of attendance is found at _medschool.vanderbilt.edu/financial-aid/master-of-science-in-applied-clinical-informatics-cost-of-attendance_.

Payment of Tuition and Fees

Students registered for a full-time course load (eight hours or more for fall and spring and six hours or more for summer) are billed at the block tuition rate for the term in which they are enrolled. Students registered for less than a full-time course load (seven hours or fewer in the fall and spring or five hours or fewer in the summer) are billed at the hourly tuition rate for the term in which they are enrolled. Certain courses are designated to trigger full-time enrollment (and block tuition billing) even though the number of credits carried by the course is fewer than eight.

For additional information about university and School of Medicine costs and fees please refer to the School of Medicine Tuition, Fees, and Financial Aid page of this catalog.

Master of Science in Clinical Investigation: Academic Policy: Degree Requirements

Requirements to Earn Degree

Students are required to complete a minimum of 35 credit hours to earn the Master of Science in Clinical Investigation; in addition, graduation requirements include:

- Completion of core course work.
- Completion of a final project in the form of a first-author, submission ready, extramural grant or an

original article for publication in a peer-reviewed journal is also required.

- Students who are unable to complete a grant or manuscript may submit a thesis. The thesis must include a brief introduction explaining why a grant or manuscript could not be submitted. No oral presentation is required. The thesis must include a brief statement of the student's role in the work to be described in the research report and a 10-to-15-page report outlining the hypothesis tested, background and significance of the work, the experimental approach and methods, data analysis/sample size calculations, anticipated results and pitfalls, results to date, interpretation of results, discussion of results, and future plans. The thesis is reviewed and approved by the Promotion Committee.

Length and Delivery of Program

The program typically takes two years (five academic terms) of full-time enrollment to complete. The maximum time to degree is six years. M.S.C.I. classes are offered via remote, online instruction.

Core courses are provided in two formats online:

- Intense courses that meet online for three hours each day (e.g., 8:00 m. to 11:00 a.m.) for four weeks.
- Courses that can be offered less intensively (two to four hours a week for several months).

The course schedule is designed to maximize protected time for clinical and translational research.

Applicants who desire to matriculate as a part-time, degree-seeking student must consult with and receive approval, before applying part-time to the M.S.C.I. program, from: 1. the M.S.C.I. Program Director, or designee, 2. their mentor, and 3. sponsoring Administrative Officer. Students approved for part-time pacing will select a program of study of three academic years (eight academic terms) or four academic years (eleven academic terms) before matriculation.

The admissions letter will include the pacing approved for the applicant for the duration of matriculation; a carbon copy of the admissions letter is shared with the applicant's mentor and Administrative Officer or Grants Manager.

Curriculum and Tracks

Candidates must complete 35 credit hours of didactic coursework covering the essentials of study design, biostatistics, ethics, drug development, and data analysis. Coursework is expected to comprise 20 percent of the candidate's time commitment.

Mentored Research Apprenticeship

The core of the M.S.C.I. program is the completion of a mentored research project. The research must have a clinical or translational orientation and involve direct measurements on patient-derived data or the use of investigational therapeutic or diagnostic techniques. The mentor must be an established physician-scientist with experience in clinical and translational research. Use of resources from the Vanderbilt Institute for Clinical Research, VICTR, is encouraged. The research project accounts for 80 percent of the candidate's commitment to the program.

Master's Final Project

The candidate submits a first-authored manuscript to a peer-reviewed journal, provides a completed proposal for a federal or major foundation grant, or develops a master's thesis based on his or her research project. Completion of the thesis requirement is evaluated by the M.S.C.I. Promotion Committee.

Other Degree Requirements

Career Path Development: In addition to the formal curriculum, a monthly seminar series, "Clinical Scientist Career Seminars," permits candidates to meet successful clinical and translational researchers. Topics of discussion include academic "rules of the road," time management, promotion/tenure issues, grants management, and authorship. Candidates hone their scientific communication skills through a presentation at the annual Translational Research Forum conducted in the spring.

Course List

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

Master of Science in Clinical Investigation: Academic Policy: Progress and Promotion

Periodic Reviews

Candidates will meet annually with the M.S.C.I. program director, or designee to review progress. Year 1 candidates will meet during the spring term and year 2 candidates will meet during the fall term.

Satisfactory Academic Progress and Good Standing

A cumulative grade point average of at least B- is required for graduation. A semester average of at least B- is required to remain in good academic standing. A student whose cumulative grade point average falls below B- may be placed on probation for one semester. If at the end of the semester the grade point average is still below B-, the student may be dismissed from the program based on unsatisfactory academic performance.

Graduation Promotion Committee Endorsement

The subsequent step in the graduation process is a review and approval of the student's thesis by the M.S.C.I. Promotion Committee.

Allowance for Delaying Graduation

All students are expected to complete the graduation requirements by the end of the fifth semester of enrollment. Graduation may be delayed by formal remediation of coursework or an approved leave of absence.

In the case of potential delays, the student can extend the graduation date by six months, twice (a total of one year). In unusual circumstances (including, but not limited to health problems, change of jobs, or a move to another institution), an additional extension of up to one year will be considered by program leadership. During a period of extension, the student will be enrolled in the Research Extension course, a status that incurs no tuition costs.

Program Commencement

The university holds its annual Commencement ceremony following the spring semester. Degree candidates must have completed successfully all curriculum requirements and have passed all prescribed examinations by the published deadlines to be allowed to participate in the ceremony. A student completing degree requirements in a summer or fall semester may participate in Commencement the following May, and ordinarily, the degree will be conferred at the end of the term in which requirements are completed. Any student unable to participate in a Commencement ceremony will receive his or her diploma by mail.

Formal Remediation and Probation Formal Remediation Plan

A student may be required to engage in a process of formal remediation if a need to improve performance or progress is identified (i.e., course grade or examination results that indicate the student struggles to or fails to grasp basic learning objectives or core competencies). In such cases, the student works with the M.S.C.I. program director to develop an individualized plan and timeline for remediation.

Probation

A student may be placed on academic probation if the student's cumulative grade point average falls below B-, or their course grades include any failures. If the grade point average is still below B- at the end of the academic probation semester, the student may be dismissed from the program based on unsatisfactory academic performance.

Students placed on probation are notified through a letter from the program director that outlines the reasons for the probation; the requirements and recommendations for addressing deficiencies; the conditions for removal of probation, including an expected time frame; and actions that will be taken if conditions are not met.

Students placed on probation for any reason will be required to complete a specific remediation plan that has been approved by the program director. The remediation plan may include requirements for the student, such as regular meetings with advisers, elimination of extracurricular activities that may be interfering with satisfactory

academic progress, etc.

Students may appeal to the executive vice dean for academic affairs for reconsideration of the decision to place the student on probation.

The program director will review all students on probation at least once each semester to determine whether satisfactory academic progress has been made. At that time the program director may take the following actions:

1. Remove probation: Probation may be removed if students have satisfactorily addressed deficiencies, even if this is before the time frame originally designated by the program director and the academic progress review committee.
2. Continue probation: Progress is being made.
3. Recommend dismissal: Performance continues to be unsatisfactory.

Written notification is provided to the student regarding the outcome of this review.

Probation is considered an adverse action and may be reported in future graduation verifications and other requests for information.

Dismissal

The M.S.C.I. program follows the School of Medicine policy for formal remediation, probation, dismissal, and appeals. See the VUSM Student Progress and Promotion page of this catalog for more information on these topics.

Eligibility to Reapply

If a student withdraws from the M.S.C.I. program, reentry is only possible through application.

Master of Science in Clinical Investigation: Academic Policy: Student Assessment

Grades

Students in the Master of Science in Clinical Investigation program will be evaluated in each course. Letter grades, consistent with the grading policy established in the VUSM Student Assessment and Grading section on the Academic Policies for All School of Medicine Programs page of this catalog, will be given by the course director, based on attendance, class work, homework, test results, and final exams.

Only courses with a B- or better grade will count toward the M.S.C.I. program requirements. Courses for which a grade of C+ or lower is awarded will need to be retaken.

Master's research, master's capstone, research extension, and case studies courses are graded on a pass/fail scale and are not considered in calculating the GPA.

Grade Grievance Procedures

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

Master of Science in Clinical Investigation: Academic Policy: Student Support and

Advisory Services

Academic Advisory Resources

Editor's Club

Office of Research

CRC Research Skills Workshops Series

Department of Biostatistics Clinics

StarBRITE

REDCap

Survey Research Shared Resource

Vanderbilt Institute for Clinical and Translational Research (VICTR)

Research Support Services

Qualitative Research Core

Career Advisory Support

Clinical and Translational Career Development

Vanderbilt Institute for Clinical and Translational Research (VICTR)

Edge for Scholars

Newman Society

Women on Track

Office of Faculty Affairs

Translational Bridge Society

The Partnership in Actively Retaining Talented Early-career Researchers

Office of Sponsored Programs

Health and Wellness

VUMC Faculty and Staff Health and Wellness

VU Faculty and Staff Health and Wellness

VUMC Employee Assistance Program

VU Employee Assistance Program

The Partnership in Actively Retaining Talented Early-career Researchers

Master of Science in Clinical Investigation: Admission

Admission Requirements

Eligible candidates for the M.S.C.I. program include:

- Board-eligible physicians enrolled in a fellowship program at Vanderbilt or Meharry Medical College
- Vanderbilt or Meharry residents with protected time for research
- Vanderbilt medical students with protected time for research after the third year of medical education
- Vanderbilt faculty members with the consent of their department chairs
- Postdoctoral Ph.D.'s anticipating a career in clinical and translational research
- Ph.D. candidates in the School of Nursing anticipating a career in patient-oriented research
- Scholars external to Vanderbilt/Meharry will be considered based on the availability of a suitable mentor within Vanderbilt and the related professional background of the candidate

- Professionals with three or more years of experience in clinical or translational research who do not possess an MD or MD-equivalent degree will be considered based on the availability of a suitable mentor within Vanderbilt

Application Process

Candidates must submit an application that includes biographical information, references, career goals, and a specific proposal for a clinical and translational research project. The research proposal must identify the candidate's mentor. Applications will be judged on the quality of the science proposed, on the mentor's commitment to the candidate's career development, and on the overall impact of the training program on the applicant's career development.

Normally students enter the program at the start of the fall term. Under special circumstances students may enter the program in the spring or summer terms, with the program director's approval.

The priority application deadline is February 28. Applicants who apply for the M.S.C.I. program after the February 28 priority deadline will receive consideration for admission if space permits. A completed application and required supporting documents must be received at least 45 days before the term's start date in which the student matriculates into the program.

Candidates must be in good standing with their home department at all stages during admission and remain in good standing with the home department and the M.S.C.I. program throughout matriculation.

Required Application Materials

1. The electronic application system may be accessed at: *apply.vanderbilt.edu/apply/*

Area of Study: Medicine Non-MD Program: Clinical Investigation

1. Letter from mentor documenting commitment to the candidate's career development and, if part-time applicant, mentor's commitment to part-time attendance and completion of the degree. Please include a copy of the mentor's curriculum vitae.
2. Three letters of recommendation (may include mentor).
3. Letter from division director or department chair assuring 50 to 80 percent protected time for research.
4. Research Plan: The three-to-five-page proposal must describe specific aims, background and significance, experimental methods, procedures, and long-term objectives. Research Plans exceeding the five-page limit will be returned. Be sure to provide a title for your project.
5. Curriculum vitae of the applicant.
6. Statement how this proposed research plan fits your career objectives. You may upload your research plan, curriculum vitae, and career statement in the Statement of Purpose application section.
7. Letter from responsible person or department on official letterhead, stating confirmation of tuition payment throughout matriculation and, if applicable, support for part-time attendance.
8. Documentation of prior degrees
   a. Degrees from Domestic Institutions - Official transcripts for prior undergraduate and graduate work are required. Students enrolled in a course of study at the time of application are required to provide an unofficial transcript as part of the online application and then provide the final, official transcript as soon as it is available. All official transcripts must come directly from the issuing institution, not the candidate. Official transcripts are submitted as instructed at registrar.vanderbilt.edu/academic-records/external-degree-verifications.php.
   b. Degrees from International Institutions - Applicants who have completed a degree at an international institution must submit a certified course-by-course evaluation of prior degree(s) performed by an agency approved by the National Association of Credential Evaluation Services. The list of NACES-approved agencies is available here. Evaluating agencies include:
      - International Education Evaluation (IEE) - Note: students who use the Vanderbilt University Institution Portal will receive their evaluation at a discounted rate in three days with standard processing.
      - World Education Services (WES)
      - Educational Credential Evaluators (ECE)
      - Josef Silny & Associates
        Students may select an agency not listed above, as long as the evaluation agency is

approved by the National Association of Credential Evaluation Services. International students with questions about the prior degree verification process may contact the External Education team at prior-degree-review@vanderbilt.edu.

9. Documentation of proficiency in English language - applicants from countries where English is not the primary language are required to demonstrate proficiency in both written and spoken English by submitting results from one of the below English language proficiency exams. An official test score must be requested by the applicant and received by Vanderbilt University directly from the testing service. The Vanderbilt institutional code for TOEFL and IELTS is 1871. This requirement is waived for applicants who have received an academic degree from an institution where English was the language of instruction.
    ◦ Test of English as a Foreign Language (TOEFL). Successful applicants typically score at least 100 (internet-based only).
    ◦ International English Testing System (IELTS) exam. Successful applicants typically score at least 7.0.

Selection Criteria, Offer, and Acceptance

Proposals will be evaluated on the following criteria:

- Proposals must outline clinical and translational research that is hypothesis-driven and mechanistic.
- The performance of the project must be feasible within a two-year period.
- Project mentors must have extramural research grant funding that is assured for the duration of the project.
- Sponsoring departments will be expected to guarantee that 50 to 80 percent of the candidate's professional time will be devoted to the goals and objectives of the M.S.C.I. program.

Transfer Credits

The M.S.C.I. program allows matriculated students to transfer equivalent graduate-level courses taken up to two years prior to admission into the Vanderbilt M.S.C.I. program. Only courses taken at accredited institutions will be considered; a maximum of 12 credit hours are allowed for transfer into the M.S.C.I. program. Determination of equivalence will be made by the program director in consultation with the course director(s).

Non-degree-seeking Students

Non-degree-seeking enrollees (special students) are often individuals who enroll in a course to determine if the Vanderbilt M.S.C.I. program is a good fit for their academic needs and career trajectory. The cost of tuition for a non-degree-seeking student is the established per credit hour for the academic year. The purchase of textbooks, software, and other research supplies is the responsibility of the non-degree-seeking student.

Auditing M.S.C.I. courses is not allowed.

Visiting Students

Scholars external to Vanderbilt/Meharry will be considered based on the availability of a suitable mentor within Vanderbilt and secured funding. Visiting scholars who are non-degree-seeking from eligible low- or middle-income countries, LMIC, may request to register for Guest Student access for a maximum of one class per semester and two courses per academic year. This option is limited to one LMIC visiting scholar per academic year and at the discretion of the M.S.C.I. Program Director or designee.

M.S.C.I. Alumni

M.S.C.I. alumni may request to register for Guest Student access to M.S.C.I. classes to refresh their knowledge and skills.

Master of Science in Clinical Investigation: Contact Information

Additional information may be obtained by contacting program officials at Arnita L. King, MEd | Master of Science in Clinical Investigation | Vanderbilt University.

Master of Science in Clinical Investigation: Other Program Policy and Procedure

School of Medicine

Program Evaluation

Program evaluation for M.S.C.I. is performed with four different metrics:

1. Student course evaluations, administered by the M.S.C.I. program for every course offered in the program at the end of the term.
2. After student graduation, successful job placement is assessed.
3. After student graduation, successful publication of peer-reviewed manuscripts is assessed.
4. After student graduation, grant funding from federal and major foundations is assessed.

Specific feedback from course evaluations is reviewed by the faculty member responsible for the course and the program director with the goal of improvements in the presentation of course material during the next offering of the course.

Other materials are evaluated by the program director and subsequently by the faculty with the aim of providing overall program feedback, which helps direct program modifications and improvements. These evaluations occur on an annual basis.

Leave of Absence

A student may request a leave of absence from school for any reason (personal, medical, maternity/paternity, research, dual degree, etc.), subject to the approval of the program director. The student must submit a written request to the program director, outlining the nature of the requested leave and providing the starting and ending dates. Students may consult with Vanderbilt University Student Access Services *(vanderbilt.edu/student-access)* when contemplating a leave of absence, and program administrators may consult with student access services when evaluating a request for leave of absence.

The program director may grant the student a leave of absence for up to one year, as long as the student is in good academic standing. Prior to leave, a plan for re-entry into the curriculum and meeting requirements for graduation must be outlined with the program director.

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

Upon return from a leave of absence, the student must complete and update immunization records and all other compliance requirements.

Attendance

All students are expected to attend each virtual class session. Students should notify the instructor should they knowingly have to miss a class. It is the responsibility of the student to obtain class notes and assignments. Penalty for non-class attendance is at the discretion of the instructor and/or the program director.

Honor Code

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

Honors and Awards

All honors and awards are contingent upon available funds to support the award. Part-time students are not eligible for honors and awards.

M.S.C.I. Hazinski. Merit scholarship in honor of Dr. Thomas Hazinski; partial tuition scholarship after the use of

the employee tuition benefit, if eligible.

M.S.C.I. Diversity. Merit scholarship for research in health inequities or health disparities; partial tuition scholarship after the use of the employee tuition benefit, if eligible.

M.S.C.I. Clinical Research. Merit scholarship for emerging physician-scientists who demonstrate a commitment to pursue clinical and translational science and research along with a clinical practice; partial tuition scholarship after the use of the employee tuition benefit, if eligible.

Master of Science in Clinical Investigation: Program Overview

The Master of Science in Clinical Investigation (M.S.C.I.) program trains investigators in the techniques and processes used in clinical and translational research. This program provides a direct, mentored experience in clinical and translational investigation and, through didactic work, provides trainees with a strong foundation in study design, biostatistics, biomedical ethics, human genetics, drug and device development, and genomics. Graduates compete for grants such as the NIH K23, VA Career Development Award, NIH R01, and major foundation grants. More information is available online at *medschool.vanderbilt.edu/msci/*.

Program Mission/Goals/Objectives Mission

The mission and objective of the M.S.C.I. program is to train investigators in the techniques and processes utilized in clinical and translational research. The means to accomplish this mission include didactic coursework, a mentored experience in clinical investigation, and career path development, which culminates with the completion of a final project.

Goals

To cultivate the following:

Outstanding Academician:

- Researcher, mentor
- Clinician/educator, teacher
- Administrator, patient advocate, policy maker

Industry:

- Knowledgeable about molecular biology, pharmacology, and genomics
- Gifted clinical researcher
- Able to move with the speed of commerce

Objectives

- Train investigators in the techniques and processes utilized in clinical and translational
- Provide trainees, through didactic courses and a mentored experience in clinical investigation, a strong foundation in the core skills and methods necessary for success in clinical and translational Such skills include the following:
  - Biostatistics and experimental design
  - Biomedical ethics
  - Issues in the drug discovery process
  - Data management
  - Scientific writing and communication
- Strengthen Vanderbilt's pre-eminent leadership role in the development of future leaders in clinical and translational research
- Benefit society by training and nurturing biomedical scientists whose efforts will improve human health.

Standing Program Committees M.S.C.I. Admission Committee

The M.S.C.I. Admission Committee annually reviews candidates for admission by gauging the quality of the candidate's research proposal, career objectives, and the primary mentor's commitment to the candidate's career pathway and trajectory. The M.S.C.I. program director and associate director serve as ex officio reviewers, and the M.S.C.I. program manager acts as the convener.

Christina Bailey, Evan Brittain, Richard Ho, J. Matthew Luther, Ashley Shoemaker.

M.S.C.I. Promotion Committee

In the event an M.S.C.I. candidate does not submit a peer-reviewed manuscript or major federal or foundation grant application as the M.S.C.I. final project, the M.S.C.I. Promotion Committee reviews the submitted master's thesis. In addition to the M.S.C.I. leadership team, the M.S.C.I. Promotion Committee includes:

Prince Kannankeril and Pratik Pandharipande.

Executive Advisory Committee

The Executive Advisory Committee provides strategic insight to the national and international clinical and translational research communities for the Master of Science in Clinical Investigation program. The M.S.C.I. Executive Advisory Committee meets triennially during the spring. The composition of the EAC includes the M.S.C.I. Program leadership and:

Consuelo Wilkins, Chair. Robert Dittus, Susan Guttentag, Julie A. Bastarache, T. Alp Ikizler, Ege Kavalali, Todd Rice. Executive vice dean for academic affairs, Ex-officio.

M.S.C.I. Curriculum Committee

The M.S.C.I. Curriculum Committee ensures the quality of the curriculum and program development based on the needs for educated and trained clinical and translational scientists. The M.S.C.I. Curriculum Committee meets ad hoc. In addition to the M.S.C.I. leadership team, the M.S.C.I. Curriculum Committee includes:

Kelly Birdwell, Tina Hartert, Antonio Hernandez, Quinn Wells.

Program's Major Facilities

The M.S.C.I. program office is located on the second level of the Annette and Irwin Eskind Family Biomedical Library and Learning Center, 2209 Garland Avenue, in room 230.

Master of Science in Clinical Investigation: Tuition, Fees, and Cost of Attendance

Tuition and Fees for the Academic Year 2024-25 are found at vanderbilt.edu/stuaccts/fees/index.php .

Details pertaining to the estimated cost of attendance are available at *medschool.vanderbilt.edu/financial-aid/master-of-science-in-clinical-investigation-cost-of-attendance*.

Payment of Tuition and Fees

Students approved for full-time enrollment are billed at the block tuition rate for the term in which they are enrolled. Students approved for less than a full-time enrollment are billed at the hourly tuition rate for the term in which they are enrolled.

For additional information about university and School of Medicine costs and fees please refer to the School of Medicine Tuition, Fees, and Financial Aid page of this catalog.

Medical Physics Education: Master of Science in Medical Physics: Academic Policy: Degree Requirements

Requirements to Earn Degree

Candidates for the M.S.M.P. must complete a total of 46 semester credit hours. The curriculum includes didactic classroom and laboratory instruction with an emphasis on either diagnostic imaging or radiotherapy physics. Students may select either a thesis option or non-thesis option.

- Degree requirements for the non-thesis option include participation in additional coursework and an additional clinical practicum. The additional practicum is specific to the areas of diagnostic imaging or

radiation therapy.
- Degree requirements for the thesis option include successful completion of a master's thesis project.

Length and Delivery of Program

The normal time frame for completion of required course work for the Master of Science in Medical Physics is two academic years (five terms). The maximum time for completion of this degree is no more than three years.

Curriculum and Tracks

The M.S.M.P. program offers tracks in both radiation therapy physics and diagnostic imaging physics. Students may choose a thesis or non-thesis option in either discipline. All students and applicants may access additional information by visiting our website at medschool.vanderbilt.edu/medical-physics/.

Other Degree Requirements

Candidates must pass an oral qualifying exam before the end of their final term in the program.

Course List

A full list of program courses is provided in this catalog under Courses by Program.

Medical Physics Education: Master of Science in Medical Physics: Academic Policy: Progress and Promotion

Satisfactory Academic Progress and Good Standing

A term average of 3.0 is required to remain in "good standing."

Graduation

A cumulative average of 3.0 is required to graduate.

Allowance for Delaying Graduation

Graduation may be delayed beyond the normal time required to complete for formal remediation or approved leave(s) of absence. (See M.S.M.P. program Leave of Absence section below.)

Program Commencement

Degrees are granted by the university in May, August, and December. Those students who wish to "walk" but did not complete all degree requirements by May of that year are permitted to walk during the School of Medicine Commencement of the following year.

Formal Remediation

A student whose cumulative grade point average falls below 3.0 is considered as "not in good standing." A remedial action plan is developed with the student, appropriate faculty member(s), and the program director. The remedial action plan may result in the student's having to take additional time to complete the degree requirements. If at the end of the next two consecutive terms, the cumulative grade point average is still below 3.0, adverse action may be taken including probation and/or dismissal.

Probation and Dismissal

The M.S.M.P. program follows School of Medicine policy for formal remediation, probation, dismissal, and appeals. See the VUSM Student Progress and Promotion page of this catalog for more information on these topics.

Medical Physics Education: Master of Science in Medical Physics: Academic Policy: Student Assessment

Grades

The M.S.M.P. program uses the VUSM grading scale, presented in the chapter of this catalog titled VUSM Student Assessment and Grading.

- C grade is the minimum grade permitted for a core course within the medical physics curriculum.
- C- grade does not earn graduate credit hours towards graduation.

Pass/Fail Grading

No Pass/Fail graded courses are accepted for credit within the program.

Repeating a Course

Students are required to repeat a core course for which a grade below a C was received. After repeating a course, both courses are reflected on the transcript, but the second grade earned is the one used in computing the student's grade point average.

Grade Grievance Policy

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

Additional Learning Opportunity

Medical Physics students in good standing may enroll in up to one additional course per year, outside the medical physics core curriculum, with the program director's permission.

Examinations

Format of student examinations is at the discretion of the course instructor. Students are expected to be present for the exam on the scheduled exam date. Should a student knowingly have to be absent on the scheduled exam date, the student must contact the instructor and ask to take the exam early. Should the student miss class the day of the scheduled exam, the student must meet with the instructor for instructions concerning taking a makeup exam.

Note: Some instructors may not allow make-up exams or the make-up exams may be different from the original exam. Additionally, students who missed an exam shall not discuss exam materials with any student until the make- up exam has been taken.

Board Exams Recommended Test Dates for the American Board of Radiology (ABR) Exams Part I and II

Students are encouraged to take the ABR Exam Part I during the summer after year 2.

Medical Physics Education: Master of Science in Medical Physics: Academic Policy: Student Support and Advisory Services

Academic and Career Advisory Resources

The program director has an open-door policy for all students in the M.S.M.P. program.

Health and Wellness

See Vanderbilt University Student Resources in the Life at Vanderbilt chapter of this catalog.

Medical Physics Education: Master of Science in Medical Physics: Accreditation

Committee on Accreditation of Medical Physics Education Programs (CAMPEP)

CAMPEP, Inc.

1631 Prince Street

Medical Physics Education: Master of Science in Medical Physics: Admission

The CAMPEP-accredited Master of Science in Medical Physics is offered at Vanderbilt University in the diagnostic imaging and the therapeutic tracks. Students are accepted for admission in the fall term (mid-August). No students are admitted for the spring or summer terms.

Admission Requirements

- Bachelor's degree in physics, applied physics, natural science, or engineering (with the equivalent of at least a minor in physics) from an accredited college or university.
- Physics prerequisite courses or equivalent include Calculus III, Differential Equations, Modern Physics, Computer Programming or demonstrated equivalent experience, and at least 2 out of the following 4 junior/senior level undergraduate physics courses: Electricity and Magnetism, Classical Mechanics, Quantum Mechanics, and Thermodynamics.
- The successful candidate should have a minimum undergraduate GPA of 3.0/4.0 or a B average.
- The general GRE is required. The suggested minimum acceptable score for admission is a total of 312, with a minimum score on the quantitative section of 156.
- The GRE advanced physics exam is not required.
- Students from non-English speaking countries are required to demonstrate proficiency in English.

Application Process

The application process consists of two steps: Pre-screening and interview.

Pre-screening

Applicants must use the electronic application system and submit the following items by December 15 of the previous admission year (additional details can be found on the program website: medschool.vanderbilt.edu/medical-physics/admission/):

- Completed electronic application form
- Documentation of prior degrees
    - Degrees from Domestic Institutions - Official transcripts for prior undergraduate and graduate work are required. Students enrolled in a course of study at the time of application are required to provide an unofficial transcript as part of the online application and then provide the final, official transcript as soon as it is available. All official transcripts must come directly from the issuing institution, not the candidate. Official transcripts are submitted as instructed at registrar.vanderbilt.edu/academic-records/external-degree-verifications.php.
    - Degrees from International Institutions - Applicants who have completed a degree at an international institution must submit a certified course-by-course evaluation of prior degree(s) performed by an agency approved by the National Association of Credential Evaluation Services. The list of NACES-approved agencies is available here. Evaluating agencies include:
        - International Education Evaluation (IEE)
        - World Education Services (WES)
        - Educational Credential Evaluators (ECE)
        - Josef Silny & Associates
    - Students may select an agency not listed above, as long as the evaluation agency is approved by the National Association of Credential Evaluation Services. International students with questions about the prior degree verification process may contact the External Education team at prior-degree-review@vanderbilt.edu.
- Three academic/professional references
- GRE General score (the GRE ETS code to submit scores to our program is 1871)
- Statement of Purpose
- Documentation of proficiency in English language - Students from non-English-speaking countries are required to demonstrate proficiency in English by submitting results from one of the following English language proficiency exams:

- Test of English as a Foreign Language (TOEFL). Successful applicants typically score at least 600 (paper), 250 (computer), and 100 (internet).
- International English Language Testing System (IELTS) exam. Successful applicants typically score at least 7.0.
- Cambridge English CI Advanced or C2 Proficiency exam. Successful applicants typically score at least 185.
- PTE Academic exam. Successful applicants typically score at least 70.
- Application fee. The application fee is mandatory for all initiated applications and is non-refundable, regardless of whether your application is considered complete and/or whether your application is reviewed by our application

Based on these materials, a number of candidates are selected for an interview. The candidates that have not been selected are informed that they have not passed our pre- screening process, and their applications have been declined for admission for this period.

Interview

Applicants selected in the pre-screening process are contacted for an interview no later than mid-February of the admission year. During the interview, the applicant speaks with the program director, faculty members, staff, and current students. The program director discusses the curricula in therapy and diagnostic imaging physics, the M.S.M.P. and D.M.P., and the student applicant selection process. It would be beneficial at the time of interview if the applicants have a clear understanding of their career interests in therapy and/or diagnostic imaging medical physics and have carefully considered the choice of the M.S.M.P. or D.M.P. program. Furthermore, we strongly encourage shadowing of a medical physicist prior to the interview. The interview process is generally completed within six hours. Any travel expenses associated with an in-person campus visit (airline, ground transportation, meals, hotel, etc.) are at the expense of the applicant.

Offer and Acceptance

The Medical Physics Faculty Committee reviews applications and decides by late February of the admission year. Candidates are notified via email regarding their admission status: accepted, on waiting list, or denied. Accepted candidates must officially accept or decline admission via email by April 15 of the admission year.

Transfer Credits

At the discretion of the program director, students may petition for transfer credit in accordance with the policy established in the [VUSM Enrollment, Course Registration, and Student Status](#) page of this catalog. In general, no more than 6 credit hours earned from an accredited institution may be applied toward degree graduation requirements.

Non-Medical Physics Student Course Enrollment

Courses offered in medical physics are open only to degree-seeking students in the Medical Physics program (i.e., D.M.P. or M.S.M.P.). On rare occasions, a course director may allow a Vanderbilt student (graduate or undergraduate) to audit or enroll in a medical physics course for credit. In these circumstances, the student also must obtain permission to enroll in the course from the director of the primary program in which the student is enrolled.

Visiting (non-Vanderbilt) Students

Visiting students are not allowed to enroll in courses offered by the medical physics program.

Medical Physics Education: Master of Science in Medical Physics: Contact Information

Additional information may be obtained by contacting program officials at [Medical Physics | Vanderbilt University](#).

Medical Physics Education: Master of Science in Medical Physics: Other Program Policy and Procedure

Program Evaluation

The program evaluation—for both M.S.M.P. and D.M.P.—is performed with four different metrics:

1. Student course evaluations, administered by the School of Medicine for every course offered in the program at the end of the term.
2. After student graduation, successful passing of Part 1 of the American Board of Radiology certification

examination is assessed.
3. After student graduation, successful job placement is assessed.
4. Two years after the graduate takes Part 3 of the American Board of Radiology certification examination, a survey is conducted to assess the graduate's overall satisfaction with the program.

Specific feedback from course evaluations is reviewed by the faculty member responsible for the course and the program director with the goal of improvements in the presentation of course material during the next offering of the course.

Other materials are evaluated by the program director and subsequently by the faculty with the aim of providing overall program feedback that helps direct program modifications and improvements. These evaluations occur on an annual basis.

Leave of Absence

A student may request a leave of absence (LOA) from school for any reason (personal, medical, etc.). All LOAs must be approved by the director of medical physics education. A student wishing to request an LOA should speak with the director about the request (unless an emergency LOA in which case the student should contact the director as soon as possible). Students wishing to take an LOA must submit a written request to the director, outlining the nature of the requested leave and providing the starting and ending dates. Students should consult with Vanderbilt University Student Care Coordination (https://www.vanderbilt.edu/carecoordination/) when contemplating a leave of absence.

The director of medical physics education may grant a leave of absence for up to one year for a student in good academic standing. Prior to leave, the student, the director, and the student's advisor (if applicable) create a plan for academic re-entry following the leave of absence. This plan ensures appropriate course sequencing and clarifies anticipated graduation date. A student taking or returning from medical leave must submit appropriate documentation to the VU Dean of Students Office and the VU Office of Student Care Coordination.

Students who are not in good academic standing may request a leave of absence using the request procedure described above, but approval of the leave may be granted only by the Medical Physics Faculty Committee. The request is presented to the MPFC by the director of medical physics education.

Attendance

All students are expected to attend each class period. Students must notify the instructor should they knowingly have to miss a class. It is the responsibility of the student to obtain class notes and assignments. Penalty for non-class attendance is at the discretion of the instructor and/or the program director.

Holidays

The following days are designated as holidays by the university:

- New Year's Day
- Martin Luther King Jr. Day
- Memorial Day
- Juneteenth
- July 4th
- Labor Day
- Thanksgiving
- Christmas

Student Work Policy

Successful performance in graduate school requires a full-time effort. Teaching assistantships in the University up to 10 hours per week are typically available to graduate students wanting to teach and earn additional income. The program strongly urges students not to hold additional jobs or work beyond 10 hours a week, in order to leave adequate time to complete academic responsibilities.

Professional Conduct

Students are expected to attend class, remain in "good academic standing" academically, participate in clinical

activities (including QA procedures), and interact with faculty, staff, students, and patients in a professional manner.

Additionally, students are to exhibit personal behavior in accordance with the School of Medicine student conduct codes. A student who does not exhibit professional conduct meets with the program director, and a remedial action plan is developed with the student, appropriate faculty member(s), and the program director. If professional conduct does not improve, disciplinary action may be taken that could eventually lead to advising the student to withdraw or face dismissal.

Honor Code

Each student will be compliant with the Vanderbilt University School of Medicine Honor Code guidelines. Every academic year, each student will sign and date, either electronically or in writing, a copy of the Honor Code indicating that the student will follow the Honor Code rules and requirements.

Dress Code

Students who enter the clinical areas (Radiation Oncology and Diagnostic Radiology) must dress appropriately as professionals, being aware of the presence of patients in a clinical-services department. Blue jeans, t-shirts, shorts, and beach footwear are considered non-professional dress.

Vanderbilt Radiation Badge

Students attending labs and/or practicum sessions where x-ray equipment is present must wear a Vanderbilt radiation badge. Vanderbilt radiation badges—granted by the Vanderbilt Environmental Health and Safety office — are processed for all new students during the mandatory orientation session before starting the program.

Transportation

During their participation in the M.S.M.P. program, students may be required to travel off campus for educational experiences. Generally speaking, local travel to off-campus sites is limited to one-way trips of not more than 55 miles.

M.S.M.P. students may be placed in locations outside of the local area, for example, in rotational or research experiences, for an extended (several weeks) period of time. In which case, students are typically responsible for all travel expenses during this time.

For more information, please see the [Transportation section](#) in the Academic Policies for All School of Medicine Programs chapter of this catalog.

Medical Physics Education: Master of Science in Medical Physics: Program Overview

Medical physics is an applied branch of physics devoted to the application of concepts and methods from physics to the diagnosis and treatment of human disease.

Medical physicists are scientists concerned with three primary areas of activity: clinical service, research and development, and teaching. Clinically, medical physicists are called upon to contribute scientific advice and resources to solve physical and computational problems arising in fields of medicine such as radiation oncology, diagnostic radiology, and nuclear medicine. Medical physics research typically involves the discovery, design, and development of new instrumentation and technology, innovation of new medical diagnostic and therapeutic procedures, and assistance with clinical trials using these technologies. Historically, this type of activity has been primarily in radiological imaging and radiation oncology, but it now has a growing breadth of involvement throughout medicine.

Many medical physicists not only provide clinical service in health care facilities, but also have faculty appointments at universities and colleges, work in the industry as scientists and/or independent consultants, and

are responsible for teaching future medical physicists, resident physicians, medical students, and hospital technical staff.

Vanderbilt University offers the CAMPEP-accredited Master of Science in Medical Physics (M.S.M.P.), in therapy and diagnostic imaging physics tracks.

Program Mission/Goals/Objectives

The following is based on the AAPM Strategic Plan:

- Vision: Improving health through the education of leaders in medical physics
- Mission: Advancing medicine through excellence in the education of medical physicists

Standing Program Committee Medical Physics Faculty Steering Committee

The Medical Physics Faculty Steering Committee discusses and approves admission of new students, curriculum, and policy changes for the M.S.M.P. and the D.M.P. It is composed of all medical physics teaching faculty. The Medical Physics Faculty Steering Committee is chaired by the Program Director or, should he/she not be available, the Associate Program Director. This committee meets at least twice a year in compliance with CAMPEP requirements.

Program's Major Facilities

These interdisciplinary degree programs are administered through the Department of Radiation Oncology and the Department of Radiology and Radiological Sciences in the School of Medicine and involve faculty and courses from the Vanderbilt University School of Medicine, the Department of Radiology and Radiological Sciences, the Department of Radiation Oncology, the College of Arts and Science, the Department of Physics and Astronomy, and the School of Engineering (Department of Biomedical Engineering).

Medical Physics Education: Master of Science in Medical Physics: Tuition, Fees, and Cost of Attendance

Tuition and Fees for the Academic Year 2024-25 are found at *vanderbilt.edu/stuaccts/fees/index.php*.

Details regarding the estimated cost of attendance are available at medschool.vanderbilt.edu/financial-aid/master-of-science-in-medical-physics-cost-of-attendance.

Payment of Tuition and Fees

Students registered for a full-time course load (eight hours or more for fall and spring and six hours or more for summer) are billed at the block tuition rate for the term in which they are enrolled. Students registered for less than a full-time course load (seven hours or fewer in the fall and spring or five hours or fewer in the summer) are billed at the hourly tuition rate for the term in which they are enrolled. Certain courses are designated to trigger full-time enrollment (and block tuition billing) even though the number of credits carried by the course is fewer than eight.

For additional information about university and School of Medicine costs and fees please refer to the School of Medicine Tuition, Fees, and Financial Aid page of this catalog.

Medical Physics Education: Professional Doctorate in Medical Physics: Academic Policy: Degree Requirements

Requirements to Earn Degree

Candidates for the D.M.P. must complete a total of 92 semester hours. Of this total, 43 semester credit hours are in didactic classroom and laboratory instruction emphasizing diagnostic imaging physics. Of the remaining 49 hours, candidates must complete an independent research project for 10 independent study/research credit hours and 39 semester credit hours of professional clinical rotations. Clinical training totals a minimum of 24 months. Limited introductory clinical training called practicum (approximately three full-time equivalent months)

occurs in year two; students receive 6 professional credit hours for the successful completion of the practicum. The didactic hours and practicum are completed in years one, two, and three; and the clinical training credit hours and the independent study/research credit hours are completed in years two, three, and four.

Students in the D.M.P. program must complete all of the necessary degree requirements for the M.S.M.P. degree, including passing the oral qualifying exam. Thus, students are awarded the M.S.M.P. (in passing). D.M.P. students entering year three are regarded as having completed a graduate degree in medical physics and can correctly be referred to as "medical physics residents."

Length and Delivery of Program

The normal time frame for completion of required course work for the Doctorate in Medical Physics is four academic years. The maximum time for completion of this degree is no more than five years.

Curriculum and Tracks

The D.M.P. program offers a diagnostic imaging track. The clinical medical physics experience gained in years three and four is equivalent to a two-year medical physics residency in diagnostic imaging physics.

All students and applicants may access this information and more online by visiting our webpage at medschool.vanderbilt.edu/medical-physics/.

Other Degree Requirements

Candidates must pass an oral qualifying exam by the end of their fifth term in the program.

Course List

A full list of program courses is provided in this catalog under Courses by Program.

Medical Physics Education: Professional Doctorate in Medical Physics: Academic Policy: Other Program Policy and Procedure

Program Evaluation

The program evaluation—for both M.S.M.P. and D.M.P.—is performed with four different metrics:

1. Student course evaluations, administered by the School of Medicine for every course offered in the program at the end of the term.
2. After student graduation, successful passing of Part 2 of the American Board of Radiology certification examination is assessed.
3. After student graduation, successful job placement is assessed.
4. Two years after the graduate takes Part 3 of the American Board of Radiology certification examination, a survey is conducted to assess the graduate's overall satisfaction with the program.

Specific feedback from course evaluations is reviewed by the faculty member responsible for the course and the program director with the goal of improvements in the presentation of course material during the next offering of the course.

Other materials are evaluated by the program director and subsequently by the faculty with the aim of providing overall program feedback that helps direct program modifications and improvements. These evaluations occur on an annual basis.

Leave of Absence

A student may request a leave of absence (LOA) from school for any reason (personal, medical, etc.). All LOAs must be approved by the director of medical physics education. A student wishing to request an LOA should speak with the director about the request (unless an emergency LOA in which case the student should contact the director as soon as possible). Students wishing to take an LOA must submit a written request to the director, outlining the nature of the requested leave and providing the starting and ending dates. Students should consult with Vanderbilt University Student Care Coordination (https://www.vanderbilt.edu/carecoordination/) when contemplating a leave of absence.

School of Medicine

The director of medical physics education may grant a leave of absence for up to one year for a student in good academic standing. Prior to leave, the student, the director, and the student's advisor (if applicable) create a plan for academic re-entry following the leave of absence. This plan ensures appropriate course sequencing and clarifies anticipated graduation date. A student taking or returning from medical leave must submit appropriate documentation to the VU Dean of Students Office and the VU Office of Student Care Coordination.

Students who are not in good academic standing may request a leave of absence using the request procedure described above, but approval of the leave may be granted only by the Medical Physics Faculty Committee. The request is presented to the MPFC by the director of medical physics education.

Attendance

All students are expected to attend each class period. Students must notify the instructor should they knowingly have to miss a class. It is the responsibility of the student to obtain class notes and assignments. Penalty for non-class attendance is at the discretion of the instructor and/or the program director.

Vacation Time (year three and year four)

Fifteen vacation days per year are granted to D.M.P. students in year three and year four. The student must complete an *absence from duty* form submitted to and approved by the program director.

Holidays

The following days are designated as holidays by the university:

- New Year's Day
- Martin Luther King Jr. Day
- Memorial Day
- Juneteenth
- July 4th
- Labor Day
- Thanksgiving
- Christmas

Sick Time

Sick days are not to exceed ten days per year. Physician note required for greater than two consecutive sick days. Time-off for illness in excess of ten sick days per calendar year is subtracted from vacation time bank. Sick days are not to be interpreted as additional vacation time.

Interview Days

Students in year 4 are allowed a maximum of four interview days over and above the fifteen vacation days. Permission must be requested and granted by the program director. The student must also complete an *absence from duty* form and have it approved by and submitted to the program director.

Student Work Policy

Successful performance in graduate school requires a full-time effort. Teaching assistantships in the University up to 10 hours per week are typically available to graduate students wanting to teach and earn additional income. The program strongly urges students not to hold additional jobs or work beyond 10 hours a week, in order to leave adequate time to complete academic and clinical responsibilities. Since students in years three and four are required to be in their respective clinical departments a minimum of 40+ hours per week, regular, part-time employment is generally not feasible.

Professional Conduct

Students are expected to attend class, remain in "good academic standing" academically, participate in clinical activities (including QA procedures), and interact with faculty, staff, students, and patients in a professional manner. Additionally, students are to exhibit personal behavior in accordance with the School of Medicine student conduct codes. A student who does not exhibit professional conduct shall meet with the program director, and a remedial action plan will be developed with the student, appropriate faculty member(s), and the program director. If professional conduct does not improve, disciplinary action may be taken that could eventually lead to advising the student to withdraw or face dismissal.

Honor Code

School of Medicine

Each student will be compliant with the Vanderbilt University School of Medicine Honor Code guidelines. Every academic year each student will sign, either electronically or in writing, an acknowledgement indicating that the student will follow the Honor Code rules and requirements.

Dress Code

Students who enter the clinical areas (Radiation Oncology and Diagnostic Radiology) must dress appropriately as professionals, being aware of the presence of patients in a clinical-services department. Blue jeans, t-shirts, shorts, and open-toe footwear are considered non-professional dress.

Vanderbilt Radiation Badge

Students attending labs and/or practicum sessions where x-ray equipment or other sources of radiation are present must wear a Vanderbilt radiation badge. Third- and fourth-year students must wear a Vanderbilt radiation badge at all times when they are in the clinic. Vanderbilt radiation badges—granted by the Vanderbilt Environmental Health and Safety Office—are processed for all new students during the mandatory orientation session before starting the program.

Transportation

During their participation in the D.M.P. program, students may be required to travel off campus for educational experiences. Generally speaking, local travel to off-campus sites is limited to one-way trips of not more than 55 miles.

D.M.P. students may be placed in locations outside of the local area, in rotational or research experiences, for an extended (several weeks) period of time. In which case, students are responsible for all travel expenses during this time.

For more information, please see the Transportation guidance located on the Academic Policies for All School of Medicine Programs page of this catalog.

Medical Physics Education: Professional Doctorate in Medical Physics: Academic Policy: Progress and Promotion

Satisfactory Academic Progress and Good Standing

A term average of 3.0 is required to remain in "good standing."

Graduation

A cumulative grade point average of 3.0 is required for graduation.

Allowance for Delaying Graduation

Graduation may be delayed beyond the normal time required to complete a formal remediation or an approved leave(s) of absence. (See D.M.P. program Leave of Absence section.)

Program Commencement

All degree requirements (didactic, research, and clinical) are satisfied by the end of June in the fourth year; the students are dismissed by July 1 of that year. A graduation ceremony is organized at that time to celebrate their achievements. No diplomas are presented during the program ceremony. The D.M.P. diplomas are formally issued by the university at the end of the summer term of the fourth year (mid-August). Those students who wish to "walk" are permitted to do so during Commencement the following May.

Formal Remediation

A student whose cumulative grade point average falls below 3.0 is considered as "not in good standing." A remedial action plan is developed with the student, appropriate faculty member(s), and the program director. The remedial action plan may result in the student's having to take additional time to complete the degree requirements. If, at the end of the next two consecutive terms, the cumulative grade point average is still below 3.0, adverse action may be taken, including probation and/or dismissal.

Probation and Dismissal

The D.M.P. program follows School of Medicine policy for formal remediation, probation, dismissal, and appeals. See the [VUSM Student Progress and Promotion](#) page of this catalog for more information on these topics.

Medical Physics Education: Professional Doctorate in Medical Physics: Academic Policy: Student Assessment

Grades

The D.M.P. Program uses the VUSM grading scale, presented in the page of this catalog titled [VUSM Student Assessment and Grading](#).

Academic grades for individual clinical rotations during year three and year four are on the scale A, B, C, or Fail.

- C grade is the minimum grade permitted for a core course within the medical physics curriculum.
- C- grade does not earn graduate credit hours towards graduation.

Pass/Fail Grading

No Pass/Fail graded courses are accepted for credit within the program.

Repeating a Course

Students are required to repeat a core course for which a grade below a C was received. After repeating a course, both course grades are reflected on the transcript, but the second grade earned is the one used in computing the student's grade point average.

Grade Grievance Policy

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

Additional Learning Opportunity

Medical Physics students in good standing may enroll in up to one additional course per year, outside the medical physics core curriculum, with the program director's permission.

Examinations

Format of student examinations is at the discretion of the course instructor. Students are expected to be present for the exam on the scheduled exam date. Should a student knowingly have to be absent on the scheduled exam date, the student must contact the instructor and ask to take the exam early. Should the student miss class the day of the scheduled exam, the student must meet with the instructor for instructions concerning taking a makeup exam.

Note: Some instructors may not allow make-up exams or the make-up exams may be different from the original exam. Additionally, students who missed an exam shall not discuss exam materials with any student until the make-up exam has been taken. Failure to follow this requirement will be considered an Honor Code violation.

Clinical Assessment

At the conclusion of year two (summer term), the student is assigned a clinical physics mentor by the program director. The clinical physics mentor is responsible for the student's completion of year three and year four requirements. Each of the clinical rotations for year three are repeated in year four. The intent of the repeat rotations is that the student observe and participate during year three and gain the necessary training and experience for competency in each clinical area in year four. Evaluation for completion of each rotation may

include documentation, reports, and competency examinations. The clinical physics mentor is responsible for collection and scoring of the evaluation materials. Academic grades for individual rotations are on the scale A, B, C, or Fail. Semester grades are submitted to the School of Medicine Registrar's Office with a copy given to the program director.

The student must successfully complete the necessary requirements and acquired clinical skills before the clinical physics mentor and program director allow progression to the next rotation. Should the student not successfully complete a rotation with the minimum grade of C, the clinical physics mentor and program director meet with the student to discuss remedial action to resolve the discrepancy. The student is required to correctly complete all documentation and reports in a timely manner and may be required to take a written or oral examination over the materials within that rotation; the student's failing semester grade cannot be raised above a grade of C. Should the student not successfully complete the remedial assignments and/or fail the oral examination, that rotation must be retaken at the conclusion of year four (summer term). Hence, this extends clinical rotations beyond the normal twenty- four-month period.

The D.M.P. medical physics program and the School of Medicine require a cumulative GPA of 3.0 at the time of graduation. With the successful completion of all clinical rotations, the student will have received a total of 30 credit hours during years three and four.

Other Assessment Systems D.M.P. Research Project

During the summer of year two and the fall of year three, each D.M.P. student chooses a clinical research project. The project must be approved by the program director or the associate program director. A mentor is selected to guide the student's research efforts. The project should be approximately equivalent to a three-to-four-month full-time effort (FTE). The project results are in a written format consistent with a manuscript submission to a medical physics scientific journal. The project is defended during a student presentation to faculty, staff, and students. Projects must be completed on or before March 30 of year four.

Board Exams Recommended Test Dates for the American Board of Radiology (ABR) Exams Parts I and II

Students are encouraged to take the ABR Exam Part I during the summer after year two. Students successfully completing year four are encouraged to take ABR Exam Part II during the summer after their graduation.

Medical Physics Education: Professional Doctorate in Medical Physics: Academic Policy: Student Support and Advisory Services

Academic and Career Advisory Resources

The program director has an open-door policy for all students in the D.M.P. program. Students are also assigned a clinical physics mentor during years three and four. The mentor guides the student through the clinical requirements of the program and ensures completion and documentation of the student's clinical assessments.

Health and Wellness

See the Vanderbilt University Student Resources page of this catalog.

Medical Physics Education: Professional Doctorate in Medical Physics: Accreditation

Committee on Accreditation of Medical Physics Education Programs (CAMPEP)

CAMPEP, Inc.

1631 Prince Street

Alexandria, VA 22314

Phone: 571-298-1239

Fax: 571-298-1301

campep_admin@campep.org

Medical Physics Education: Professional Doctorate in Medical Physics: Admission

The CAMPEP-accredited professional Doctorate in Medical Physics (D.M.P.) is offered at Vanderbilt University in the diagnostic imaging track. Students are accepted for admission only in the fall term (mid-August). No students are admitted for the spring or summer terms.

Admission Requirements

- Bachelor's degree in physics, applied physics, natural science, or engineering (with the equivalent of at least a minor in physics) from an accredited college or university.
- Physics prerequisite courses or equivalent include Calculus III, Differential Equations, Modern Physics, Computer Programming or demonstrated equivalent experience, and at least 2 out of the following 4 junior/senior level undergraduate physics courses: Electricity and Magnetism, Classical Mechanics, Quantum Mechanics, and Thermodynamics.
- The successful candidate should have a minimum undergraduate GPA of 3.0/4.0 or a B average.
- The general GRE is required. The suggested minimal acceptable score for admission is a total of 312, with a minimum score on the quantitative section of 156.
- The GRE advanced physics exam is not required.
- Students from non-English-speaking countries are required to demonstrate proficiency in English.

Application Process

The application process consists of two steps: Pre-screening and interview.

Pre-screening

Applicants must use the electronic application system and submit the following items by December 15 of the previous admission year (additional details can be found at the program website: [Admission | Medical Physics | Vanderbilt University](#)):

- Completed electronic application form
- Documentation of prior degrees
  - Degrees from Domestic Institutions - Official transcripts for prior undergraduate and graduate work are required. Students enrolled in a course of study at the time of application are required to provide an unofficial transcript as part of the online application and then provide the final, official transcript as soon as it is available. All official transcripts must come directly from the issuing institution, not the candidate. Official transcripts are submitted as instructed at [External Degree Verifications | Academic Records | University Registrar | Vanderbilt University](#).
- Degrees from International Institutions - Applicants who have completed a degree at an international institution must submit a certified course-by-course evaluation of prior degree(s) performed by an agency approved by the National Association of Credential Evaluation Services. The list of NACES-approved agencies is available [here](#). Evaluating agencies include:
  - [International Education Evaluation (IEE)](#) - Note: students who use the Vanderbilt University Institution Portal will receive their evaluation at a discounted rate in three days with standard processing
  - [World Education Services (WES)](#)
  - [Educational Credential Evaluators (ECE)](#)
  - [Josef Silny & Associates](#)

Students may select an agency not listed above, as long as the evaluation agency is approved by the National Association of Credential Evaluation Services. International students with questions about the prior degree verification process may contact the External Education team at prior-degree-review@vanderbilt.edu

- Three academic/professional references
- GRE General score (the GRE ETS code to submit scores to our program is 1871)
- Statement of Purpose
- Documentation of proficiency in English language - Students from non-English-speaking countries are required to demonstrate proficiency in English by submitting results from one of the below English proficiency exams.
  - Test of English as a Foreign Language (TOEFL) exam. Successful applicants typically score at least 600 (paper), 250 (computer), and 100 (internet).
  - International English Language Testing System (IELTS) exam. Successful applicants typically score at least 7.0.
  - Cambridge English C1 Advanced or C2 Proficiency exam. Successful applicants typically score at

- least 185.
    - PTE Academic exam. Successful applicants typically score at least 70.
- Application fee. The application fee is mandatory for all initiated applications and is non-refundable, regardless of whether your application is considered complete and/or whether your application is reviewed by our application

Based on these materials, a number of candidates are selected for an interview. The candidates that have not been selected are informed that they have not passed our pre- screening process, and their applications have been declined for admission for this period.

Interview

Applicants selected in the pre-screening process are contacted for an interview no later than mid-February of the admission year. During the interview, the applicant speaks with the program director, faculty members, staff, and current students. The program director discusses the curricula in therapy and diagnostic imaging physics, the M.S.M.P. and D.M.P., and the student applicant selection process. It would be beneficial at the time of interview if the applicants have a clear understanding of their career interests in therapy and/or diagnostic imaging medical physics and have carefully considered the choice of the M.S.M.P. or D.M.P. program. Furthermore, we strongly encourage shadowing of a medical physicist prior to interviewing. The interview process is generally completed within six hours. Any travel expenses associated with an in-person campus visit (airline, ground transportation, meals, hotel, etc.) are at the expense of the applicant.

Offer and Acceptance

The Medical Physics Faculty Committee reviews applications and decides by late February of the admission year. Candidates are notified via email regarding their admission status: accepted, on waiting list, or denied. Accepted candidates must officially accept or decline admission via email by April 15 of the admission year.

Transfer Credits

At the discretion of the program director, students may petition for transfer credit in accordance with the policy established in the [VUSM Enrollment, Course Registration, and Student Status](#) page of this catalog. In general, no more than 6 credit hours earned from an accredited institution may be applied toward degree graduation requirements.

Non-Medical Physics Student Course Enrollment

Courses offered in medical physics are open only to degree-seeking students in the Medical Physics program (i.e., D.M.P. or M.S.M.P.). On rare occasions, a course director may allow a Vanderbilt student (graduate or undergraduate) to audit or enroll in a medical physics course for credit. In these circumstances, the student also must obtain permission to enroll in the course from the director of the primary program in which the student is enrolled.

Visiting (non-Vanderbilt) Students

Visiting students are not allowed to enroll in courses offered by the Medical Physics program.

Medical Physics Education: Professional Doctorate in Medical Physics: Contact Information

Additional information may be obtained by contacting program officials at [Medical Physics | Vanderbilt University](#).

Medical Physics Education: Professional Doctorate in Medical Physics: Program Overview

Medical physics is an applied branch of physics devoted to the application of concepts and methods from physics to the diagnosis and treatment of human disease.

Medical physicists are scientists concerned with three primary areas of activity: clinical service and consultation, research and development, and teaching. Clinically, medical physicists are called upon to contribute scientific advice and resources to solve physical problems arising in fields of medicine such as diagnostic radiology, radiation oncology, and nuclear medicine. Medical physics research typically involves the discovery and development of new instrumentation and technology, new medical diagnostic and therapeutic procedures, and tests using existing technologies. Historically, this type of activity has been primarily in radiological imaging and

radiation oncology, but it now has a growing breadth of involvement throughout medicine.

Many medical physicists not only provide clinical service in health care facilities, but also have faculty appointments at universities and colleges, work in the industry as scientists and/or independent consultants, and are responsible for teaching future medical physicists, resident physicians, medical students, and hospital technical staff.

Vanderbilt University offers the CAMPEP-accredited professional Doctorate in Medical Physics (D.M.P.), in the diagnostic imaging physics track.

Program Mission/Goals/Objectives

The following is based on the AAPM Strategic Plan:

- Vision: Improving health through the education of leaders in medical physics
- Mission: Advancing medicine through excellence in the education of medical physicists

Standing Program Committee Medical Physics Faculty Steering Committee

The Medical Physics Faculty Steering Committee discusses and approves admission of new students, curriculum, and policy changes for the M.S.M.P. and the D.M.P. It is composed of all medical physics teaching faculty. The Medical Physics Faculty Steering Committee is chaired by the program director or, should they not be available, the associate program director. This committee meets at least twice a year in compliance with CAMPEP requirements.

Program's Major Facilities

These interdisciplinary degree programs are administered through the Department of Radiation Oncology and the Department of Radiology and Radiological Sciences in the School of Medicine and involve faculty and courses from the Vanderbilt University School of Medicine, the Department of Radiology and Radiological Sciences, the Department of Radiation Oncology, the College of Arts and Science, the Department of Physics and Astronomy, and the School of Engineering (Department of Biomedical Engineering).

Medical Physics Education: Professional Doctorate in Medical Physics: Tuition, Fees, and Cost of Attendance

Tuition and Fees for the Academic Year 2024-25 are found at *vanderbilt.edu/stuaccts/fees/index.php*.

Detailed information regarding the estimated cost of attendance is available at medschool.vanderbilt.edu/financial-aid/professional-doctorate-in-medical-physics-cost-of-attendance.

Payment of Tuition and Fees

Students registered for a full-time course load (eight hours or more for fall and spring and six hours or more for summer) are billed at the block tuition rate for the term in which they are enrolled. Students registered for less than a full-time course load (seven hours or fewer in the fall and spring or five hours or fewer in the summer) are billed at the hourly tuition rate for the term in which they are enrolled. Certain courses are designated to trigger full-time enrollment (and block tuition billing) even though the number of credits carried by the course is fewer than eight.

For additional information about university and School of Medicine costs and fees please refer to the School of Medicine Tuition, Fees, and Financial Aid page of this catalog.

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/eoa) 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.

If you believe that a member of the Vanderbilt community has engaged in prohibited discrimination, harassment, or retaliation, based on a protected identity other than sex 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 mutual no contact directives, adjusted course schedules, and housing adjustments.

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 sex discrimination, 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)

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 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 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

School of Medicine

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, eoa@vanderbilt.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.

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 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.

School of Medicine

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.

No honorary degrees are conferred.

Vanderbilt University Administration

DANIEL DIERMEIER, Ph.D., Chancellor

C. CYBELE RAVER, Ph.D., Provost and Vice Chancellor for Academic Affairs

STEVEN K. ERTEL, B.A., Vice Chancellor for Communications and Marketing

NATHAN GREEN, B.B.A., Vice Chancellor for Government and Community Relations

School of Medicine

ANDERS W. HALL, M.B.A., Vice Chancellor for Investments and Chief Investment Officer

ERIC C. KOPSTAIN, M.B.A., Vice Chancellor for Administration

CANDICE S. LEE, Ed.D., Vice Chancellor for Athletics and University Affairs and Athletic Director

JOHN M. LUTZ, A.B., Vice Chancellor for Development and Alumni Relations

SYDNEY SAVION, Ed.D., Vice Chancellor for People, Culture, and Belonging

RUBY Z. SHELLAWAY, J.D., Vice Chancellor, General Counsel, and University Secretary

BRETT C. SWEET, M.B.A., Vice Chancellor for Finance, Information Technology and Chief Financial Officer

Deans of the Schools and Colleges

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

CAMILLA PERSSON BENBOW, Ed.D., Dean of Peabody College

C. ANDRE CHRISTIE-MIZELL, Ph.D., Dean of the Graduate School

CHRIS GUTHRIE, J.D., Dean of the Law School

PAMELA R. JEFFRIES, Ph.D., Dean of Vanderbilt School of Nursing

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

TIMOTHY P. MCNAMARA, PhD., Dean of the College of Arts and Science

YOLANDA PIERCE, Ph.D., Dean of the Divinity School

MELISSA K. ROSE, Ph.D., Dean of Blair School of Music

KRISHNENDU ROY, Ph.D., Dean of the School of Engineering

THOMAS J. STEENBURGH, Ph.D., Dean of Owen Graduate School of Management

Vanderbilt University Board of Trust

School of Medicine

School of Medicine