

Marshall University
Joan C. Edwards School of Medicine
MD CATALOG
2019-2020

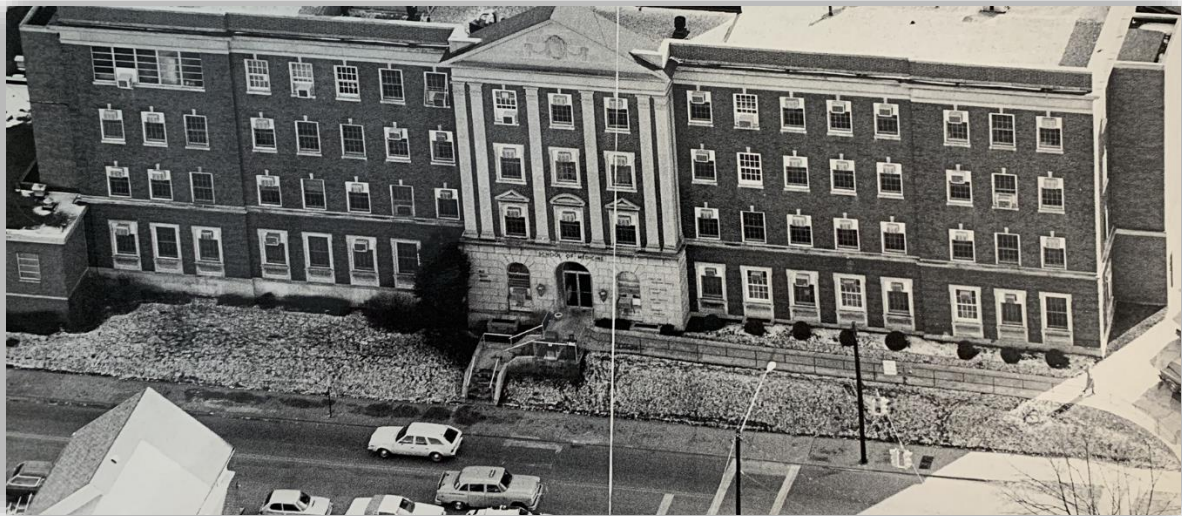


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I. INTRODUCTION AND OVERVIEW

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About This Catalog

The purpose of this catalog is to provide general information for the Doctor of Medicine degree program. The provisions of this document do not constitute a contract, expressed or implied, between any applicant, student, or faculty member and the Marshall University Joan C. Edwards School of Medicine (MUJCESOM).

MUJCESOM reserves the right to change any of the provisions, schedules, programs, courses, rules, regulations or fees. Any changes become effective whenever appropriate authorities so determine and may apply to both prospective students and currently enrolled students. All policies are required to be consistent with the policies set forth by the Board of Regents for Marshall University.

Students are individually responsible for meeting all requirements as determined by Marshall University Joan C. Edwards School of Medicine.

This catalog is maintained by the MUJCESOM Office of Admissions in collaboration with the offices of Medical Education, Student Affairs, Student Financial Assistance, Information Technology and Graphic Design Services.

Catalog date: July 1, 2019

History of the School of Medicine

THE EARLY YEARS

The Marshall University School of Medicine was established in the 1970s through federal legislation which authorized the creation of five new medical schools in conjunction with existing VA hospitals. The West Virginia Legislature appropriated funding for the school in 1975, the Liaison Committee on Medical Education granted provisional accreditation in 1977, and the first class entered in January 1978 and graduated in 1981.

In its early years, the school focused its most intense energy on building a strong faculty and a sound academic program, laying a foundation in biomedical research and establishing the partnerships that would be integral to its success as a community-based medical school. The school also developed primary care and rural health programs that would become cornerstones for its growth in the coming years.

THE 1980s AND 1990s

From the mid-1980s to the mid-1990s, the medical school greatly increased the scope and depth of its clinical services, as well as saw steady growth in the development of its research program. Marshall's research efforts received a strong boost from the National Science Foundation's Experimental Program to Stimulate Competitive Research (EPSCOR). The EPSCOR grant allowed the school to establish a research program in cell regulatory biology, facilitating interdisciplinary research in the regulation of cellular function and establishing state-of-the-art facilities for molecular biology and cell culture.

Despite having one of the nation's smallest biomedical science (BMS) programs, Marshall's per capita extramural funding for BMS faculty in 1996 ranked above the 30th percentile for all U.S. medical schools.

Marshall received stand-alone Ph.D.-granting status for its Biomedical Sciences Graduate Program in 1992, and it created a graduate program in forensic science that quickly gained national prominence.

In addition, the school developed and piloted several innovative education programs that focused on stimulating students' interest in rural practice, as well as an accelerated family practice residency.

NEW FACILITIES WITH ROOM TO GROW

By the mid-1990s, the need for new and expanded clinical space as well as new research and preclinical teaching space became clear. Beginning in 1998 and the decade that followed, Marshall saw the completion of five new clinical, educational and research buildings with an investment of more than \$120 million—the VA Research addition, the Marshall University Medical Center, the Robert C. Byrd Biotechnology Science Center, the Erma Ora Byrd Clinical Center and the Edwards Comprehensive Cancer Center.

The new facilities helped the school respond to new educational requirements, accommodating increased faculty size and a dedicated clinical skills lab. Departments of Orthopaedic Surgery, Neuroscience and Ophthalmology were added. With modern medical advances and the easing of the state's acute shortage of primary care physicians, Marshall's mission broadened to enhancing retention of both primary care and subspecialty physicians, as well as improving distribution. The new resources supported the school's maturation process by allowing it to increase its class size.

Two additional facilities were constructed in 2011—the Charles H. McKown, Jr., M.D., Translational Genomic Research Institute and a Rural Health and Clinical Education Center, both of which further increased the school's capacity for research and education. Clinical training opportunities have greatly expanded through the acquisition of several local practices, buildings and most recently, through the purchase of a 51,000 square foot, three-story office building, which is being converted to medical offices.

Under the direction of Joseph I. Shapiro, M.D., the school's fifth dean, Marshall has continued to build on its mission of educating a physician workforce for the Appalachian region. In 2015, the school enrolled its first class into the newly created BS/MD program for West Virginia students, which allows them to complete their bachelor's and medical degrees in just seven years. A new partnership with St George's University of London Medical School was also established, paving the way for global clinical and research opportunities for students at both schools. Graduate Medical Education also expanded in recent years to include residencies in psychiatry and dentistry and fellowships in sports medicine (family and community health), nephrology and hematology-oncology.

Consistency in mission and innovation in execution characterize the medical school's history. Its small size and community integrated structure have helped make the school uncommonly responsive to the region's educational and health care needs.



Mission and Vision Statements

MISSION

The Marshall University Joan C. Edwards School of Medicine is a community-based, Veterans Affairs affiliated medical school dedicated to providing high quality medical education and postgraduate training programs to foster a skilled physician workforce to meet the unique healthcare needs of West Virginia and Central Appalachia. The School of Medicine will admit capable, qualified, and properly motivated applicants who upon graduation possess a high probability of meeting the health care needs of our state and region. Equally important and to add value to our learning environment is the infusion of students from a variety of cultural and ethnic backgrounds to ensure that our students are prepared for life and practice in an expanded environment. Therefore, qualified students from groups currently underrepresented in medicine, students from rural areas, and women are especially encouraged to apply.

VISION

To be known for excellence in teaching, patient care, and scientific contributions that enhance the health care communities in the region.



Diversity Statement

The office of diversity is committed to devising strategies and overseeing initiatives within the School of Medicine that will shape worldviews and foster a mind set open to different perspectives, new ideas and innovative solutions. We work to create a welcoming and inclusive environment where differences are respected and valued.

We will continuously make every effort to provide support and assist students in successfully completing their medical education. We strive for an inclusive, supportive environment, empowering individuals to achieve their academic objectives and increase their intercultural competencies and knowledge of social justice issues.

Everyone has a vital role and an important stake in diversity work, whether it is working together to eliminate health disparities or self-educating to become more culturally competent. We will continue to collaborate within and across different communities to reduce inequalities and to create an environment that will facilitate the academic achievement of racial and ethnic populations that are underrepresented in the medical profession.

More information is available on the webpage for the [Office of Diversity and Inclusion](#).



Accreditation Statements

The programs of the Marshall University Joan C. Edwards School of Medicine are accredited by the following agencies:

Medical Doctor (MD) Degree

Liaison Committee on Medical Education (www.lcme.org)

Master of Science (MS) / Doctor of Philosophy (PhD) in Biomedical Sciences

Higher Learning Commission / North Central Association (www.ncahlc.org)

Residency & Fellowship Programs

Accreditation Council for Graduate Medical Education (www.acgme.org)

- Family Medicine Residency
- Family Medicine / Sports Medicine Fellowship
- Internal Medicine Residency
- Internal Medicine / Cardiology Fellowship
- Internal Medicine / Interventional Cardiology Fellowship
- Internal Medicine / Endocrinology Fellowship
- Internal Medicine / Pulmonary Fellowship
- Internal Medicine/Hematology/Oncology Fellowship
- Internal Medicine/Nephrology
- Medicine / Pediatrics Residency
- Neurology Residency
- Obstetrics & Gynecology Residency
- Orthopaedic Surgery Residency
- Pediatrics Residency
- Psychiatry Residency
- Psychiatry/Geriatric Psychiatry Fellowship
- Psychiatry/Child and Adolescent Psychiatry Fellowship
- Surgery Residency

Continuing Medical Education

Accreditation Council for Continuing Medical Education (www.accme.org)

Forensic Science Program & Laboratory

American Association of Blood Banks (www.aabb.org)

Forensic Quality Services (www.forquality.org)

American Academy of Forensic Sciences (www.aafs.org)

Animal Resources Facility

Association for the Assessment and Accreditation of Laboratory Animal Care
(www.aaalac.org)

Academic & Clinical Administration

Dean	Joseph I. Shapiro, MD	(304) 691-1700 shapiroj@marshall.edu
Vice Dean for Basic Sciences	Gary O. Rankin, PhD	(304) 696-7313 rankin@marshall.edu
Vice Dean for Business Development & External Affairs	Ali Oliashirazi, MD	(304) 526-2615 oliashirazi@marshall.edu
Vice Dean for Clinical Affairs	Larry Dial, MD	(304) 691-1602 dial5@marshall.edu
Vice Dean for Government Relations, Health Care Policy & External Affairs	James Becker, MD	(304) 691-1602 becker1@marshall.edu
Vice Dean for Graduate Medical Education	Paulette Wehner, MD	(304) 691-1817 wehner@marshall.edu
Vice Dean for Medical Education	Bobby Miller, MD	(304) 691-1703 miller12@marshall.edu
Vice Dean for Research & Graduate Education	Uma Sundaram, MD	(304) 691-1841 sundaramu@marshall.edu
Associate Dean for Admissions & Director, Center for Rural Health	Jennifer Plymale, MA	(304) 691-1182 plymale@marshall.edu
Associate Dean for Diversity	Leonard White, MD	(304) 691-1050 whitel@marshall.edu
Associate Dean for Faculty Advancement	Darshana Shah, PhD	(304) 691-8639 shah@marshall.edu
Associate Dean for Medical Education	Nitin Puri, MD/PhD	(304) 691-8828 purin@marshall.edu
Associate Dean for Student Affairs	Amy Smith, BSN, M.Ed.	(304) 691-8684 smith305@marshall.edu
Associate Dean for Veterans Affairs	Jeffrey Breaux, MD	(304) 429-0241 breaux@marshall.edu
Assistant Dean for Academic Affairs	Marie Frazier, MD	(304) 691-1300 frazierm@marshall.edu
Assistant Dean for Admissions & Student Affairs	Cindy Warren, MA	(304) 691-1738 warren@marshall.edu

Academic & Clinical Administration

Assistant Dean & Director for Clinical Research	Todd Gress, MD	(304) 691-8648 gress@marshall.edu
Assistant Dean for Continuing Medical Education	David N. Bailey, MBA	(304) 691-1770 baileyd@marshall.edu
Assistant Dean for Diversity & Inclusion	Shelvy Campbell, PhD	(304) 691-1607 campbels@marshall.edu
Director of Animal Resources	Kelly J. Hopper, DVM	(304) 696-7374 hopperk@marshall.edu
Director of Development & Alumni Affairs	Linda Holmes, MA	(304) 691-1711 holmes@marshall.edu
Director of Medical Education	Paul Ferguson, MD	(304) 691-1762 paul.ferguson@marshall.edu
Director of External Affairs	Sheanna Spence, MSJ	(304) 691-1639 smith566@marshall.edu
Assistant Director, Student Financial Services	Cindy Canterberry, MS	(304) 691-8739 madden2@marshall.edu
Chair, Curriculum Committee	Sean Loudin, MD	(304) 691-1371 loudin8@marshall.edu
Registrar	Michelle Ruppert, MA	(304) 691-1731 morton9@marshall.edu
Chief Executive Officer, Marshall Health	Beth Hammers, MBA	(304) 691-1712 bhammers@marshall.edu
Chief Financial Officer, Marshall Health	Matt Straub, MBA	(304) 691-1284 straub3@marshall.edu
Chief Operating Officer, Marshall Health	Nathan Ward, JD	(304) 691-1705 ward85@marshall.edu
Chief Information Officer, Marshall Health	Michael J. McCarthy, MA	(304) 691-1750 mccarthy@marshall.edu
Chief Medical Officer, Marshall Health	Larry Dial, MD	(304) 691-1000 dial5@marshall.edu
Director of Addiction Services	Robert H. Hansen	(304) 691-6929 rhansen@marshall.edu

Basic Science Chairs

Biomedical Sciences	Gary O. Rankin, PhD	(304) 696-7313 rankin@marshall.edu
Pathology	Krista Denning, MD	(304) 691-8860 haught5@marshall.edu

Clinical Department Chairs

Cardiovascular Services	Mark Studeny, MD	(304) 697-1166 studeny@marshall.edu
Dentistry, Oral & Maxillofacial Surgery	Raj Khanna, DMD, MD	(304) 691-1247 rkhanna@marshall.edu
Dermatology	Charles Yarbrough, MD	(304) 529-0900 yarbroughc@marshall.edu
Family & Community Health	Stephen Petrany, MD	(304) 691-1165 petrany@marshall.edu
Internal Medicine	Mehiar El-Hamdani, MD	(304) 691-1050 elhamdani@marshall.edu
Neurology	Paul Ferguson, MD	(304) 691-1157 ferguson7@marshall.edu
Neurosurgery	Anthony Alberico, MD	(304) 691-1787 alberico@marshall.edu
Obstetrics & Gynecology	David Jude, MD	(304) 691-1460 jude@marshall.edu
Ophthalmology	Mark Hatfield, MD	(304) 691-8800 hatfieldr@marshall.edu
Orthopaedics	Ali Oliashirazi, MD	(304) 691-1274 oliashirazi@marshall.edu
Pediatrics	Joe Evans, MD	(304) 691-1300 evans83@marshall.edu
Psychiatry & Behavioral Medicine	Suzanne Holroyd, MD	(304) 691-1500 holroyds@marshall.edu
Surgery	David A. Denning, MD	(304) 691-1200 denning@marshall.edu
Urology	James C. Jensen, MD	(304) 523-6421 jensenj@marshall.edu

Degree Programs

DOCTOR OF MEDICINE (MD)

Contact: 304-691-1738 | [Website](#)

Marshall offers medical students innovative, hands-on learning in a family-like atmosphere committed to excellence in medical education, research and patient care. Marshall medical students gain valuable experiences outside the realm of the traditional classroom that gives students a broad understanding of medicine and consistently match to high-profile residency programs.

COMBINED DOCTOR OF MEDICINE AND DOCTOR OF PHILOSOPHY (MD/PhD)

Contact: 304-691-1738 or 304-691-1841 | [Website](#)

This program blends the discovery of new knowledge with clinical medicine. Most MD/PhD graduates work as physician-scientists at medical schools, conducting disease-related research and applying the results to the treatment of patients. Students learn a unique perspective on both the basic science and clinical science behind disease.

The curriculum takes seven to eight years to complete. Students first take years one and two of medical school. During that time, they complete research lab rotations. After passing the USMLE Step 1 exam at the end of year two, students begin their PhD coursework and research. This takes three to four years. After completing the PhD requirements, students then complete years three and four of medical school.

Students in this program will be involved in course work, research activities and clinical training for the entire calendar year for the duration of the program. While the first year of medical school begins in August, the MD/PhD program begins the first week of July with orientation followed by a month-long research lab rotation. Students are also required to submit an MD/PhD fellowship application before the end of the third year of the program.

Two applicants will be admitted each academic year; the admission cycle follows that of the traditional MD program.

Applicants who are admitted to the MD/PhD program will earn the following:

- A tuition waiver for the entire length of the program
- A yearly stipend equivalent to the PhD student stipend (currently \$25,000) for all years of the program. The stipend and tuition are considered in-house, no interest educational loans that will be forgiven by completion of the MD/PhD dual degree program. If a student chooses to leave the MD/PhD program, he/she will have to reimburse the School of Medicine for the stipend and tuition benefits received.

COMBINED BACHELOR OF SCIENCE/DOCTOR OF MEDICINE (BS/MD)

Contact: 304-691-1182 | [Website](#)

This program is designed for highly motivated West Virginia high school students who have achieved the following criteria during their high school careers:

- Minimum composite ACT of 30 or SAT composite equivalent 1330 minimum from Critical Reading and Math from a single test date prior to March 2016; or an SAT composite equivalent 1390 minimum from a single test date after March 2016, and a minimum math score of 27 (SAT equivalent 610 for test dates prior to March 2016; SAT equivalent 630 minimum for test dates after March 2016 or higher), from the same test date as the qualifying composite score.
- Cumulative GPA of 3.75 on a 4.0 scale
- Three letters of reference/recommendation, at least two of which must be from high school teachers who have had the applicant in class and are familiar with the applicant's academic performance
- On-campus interview

The program allows students to complete the requirements for both the Bachelor of Science and Doctor of Medicine program in an accelerated seven-year program with:

- No MCAT required
- Guaranteed acceptance into medical school upon successful completion of program requirements
- Tuition waiver for the medical school portion of the program
- Option to participate in honors programs

DOCTOR OF PHILOSOPHY IN BIOMEDICAL RESEARCH (PhD)

Contact: 304-696-7399 | [Website](#)

The PhD Program in Biomedical Sciences takes an interdisciplinary approach to, and develop a broad basis in, biomedical research. As part of the interdisciplinary approach, PhD students in the MU JCESOM graduate program will cross departmental boundaries and conduct research with a faculty mentor in one of the following areas:

- | | |
|---|-----------------------------|
| • Obesity related disorders | • Pulmonary disease |
| • Epithelial transport | • Addiction Neurobiology |
| • Regulation of intestinal sodium, glucose, amino acid absorption | • Diabetes |
| • Regulation of renal Na-K-ATPase | • Hypertension |
| • Intestinal inflammation | • Bone growth abnormalities |
| • Intestinal Microbiome | • Lipid homeostasis |
| • Toxicology | • Neurosciences |
| • Breast cancer | • Cardiovascular Disorders |
| | • Cell Biology |

MASTER OF SCIENCE IN CLINICAL AND TRANSLATIONAL SCIENCE (MS)

Contact: 304-696-7279 | [Website](#)

Translational science is the application of the results from the basic research on cells and animals to the treatment of patients. With rapid developments in technology and genomics, this translational science is changing the advancement of medical care so that prevention and treatment of disease is specific to each individual patient. This program in Clinical and Translational Research equips students with the information and training to translate basic advances into improved patient care that will enhance the quality of life for patients in the Appalachian region, particularly southern West Virginia. Graduates of Marshall's CTS MS program will be able to lead all aspects of clinical trials of new drugs and procedures. This program provides an emphasis on conducting clinical trials specific to the rural regions of West Virginia.

MASTER OF SCIENCE IN BIOMEDICAL RESEARCH WITH AN AREA OF EMPHASIS IN MEDICAL SCIENCE (MS)

Contact: 304-696-7399 | [Website](#)

Marshall University Joan C. Edwards School of Medicine (MUJCESOM) and the Office of Research and Graduate Education have collaborated to provide a rigorous, two-year, non-thesis degree in Biomedical Research that offers the ideal option for students who want to strengthen their academic record and enhance their science foundation prior to medical or other health-related professional schools. Commonly referred to as the Medical Sciences Program, the objective is to build a strong application for medical school to increase the chance of acceptance. Students enrolled in this program may be eligible to apply for admission to MUJCESOM without the MCAT. The requirements for this pathway are:

- Have a minimum 3.4 GPA in the Biomedical Research, MS with an Area of Emphasis in Medical Sciences program at the time of the MU JCESOM interview.
- Graduate from the Biomedical Research, MS with an Area of Emphasis in Medical Sciences program with a minimum 3.4 GPA.
- Pass the MS comprehensive exam on the first attempt in May of the program's second year.

MASTER OF SCIENCE IN BIOMEDICAL RESEARCH (MS)

Phone: 304-696-7399 | [Website](#)

This two year, thesis program focuses on biomedical and translational research that is important for the health care of West Virginia and Central Appalachia. Students may work in one of the following areas with a faculty mentor within the department: Epithelial transport, Regulation of intestinal sodium, glucose, amino acid; Intestinal inflammation; Renal Disease; Toxicology; Breast Cancer; Pulmonary Disease; Addiction associated diseases; Diabetes; Hypertension; Bone growth abnormalities; Lipid Homeostasis.

Medical School Facilities

MARSHALL UNIVERSITY MEDICAL CENTER

1600 Medical Center Drive
Huntington, WV 25701
Phone: (304) 691-1600
Fax: (304) 691-1726

A technologically advanced focal point for the clinical teaching, outreach and service programs of the Joan C. Edwards School of Medicine.

ROBERT W. COON EDUCATION BUILDING

1542 Spring Valley Drive
Huntington, WV 25704
Phone: (304) 696-7300
Fax: (304) 696-7272

School of Medicine Department of Anatomy classrooms and facilities, faculty and research laboratories, Human Gift Registry and the Marshall University School of Pharmacy.



EDWARDS COMPREHENSIVE CANCER CENTER

1400 Hal Greer Boulevard
Huntington, WV 25701
Phone: (304) 399-6500

A joint project of the School of Medicine, Cabell Huntington Hospital and the Edwards Foundation, this three-story, 70,000-square-foot center offers the specialized expertise and equipment needed to provide advanced diagnostic and treatment services for a wide range of cancers.



ERMA ORA BYRD CLINICAL CENTER

1249 15th Street
Huntington, WV 25701

A \$22.5 million, 80,000 square foot facility located at the former Fairfield Stadium site housing major new medical student teaching facilities and clinical education patient care clinics.



FORENSIC SCIENCE CENTER

1401 Forensic Science Drive
Huntington, WV 25701
Phone: (304) 691-8930
Fax: (304) 696-4360

The Marshall University Forensic Science Center is dedicated to providing the highest quality forensic analysis for the promotion of truth and justice throughout our community, state, and nation.



ROBERT C. BYRD BIOTECHNOLOGY SCIENCES CENTER

1700 3rd Avenue
Huntington, WV 25703

A \$40 million, 144,000 square foot, state-of-the-art biomedical and biotechnology research and development center on the Huntington campus of Marshall University.



Affiliated Medical Facilities

The Marshall University Joan C. Edwards School of Medicine is a community-based medical school, and hence its strong ties to local, affiliated health care facilities are crucial to its success.

CABELL HUNTINGTON HOSPITAL

Opened in 1956, Cabell Huntington Hospital is a 303-bed hospital located in Huntington, West Virginia. In 2012, Cabell joined Marshall University Joan C. Edwards School of Medicine and its practice plan, Marshall Health, to form an academic medical center. Cabell Huntington Hospital is home to the Hoops Family Children's Hospital and the Edwards Comprehensive Cancer Center and cares for patients throughout West Virginia, eastern Kentucky and southern Ohio.



1340 Hal Greer Boulevard, Huntington, WV 25701
Phone: (304) 526-2000
Website: <https://cabellhuntington.org/>

ST. MARY'S MEDICAL CENTER

St. Mary's Medical Center is the largest medical facility in Huntington, Cabell County's largest private employer (2600+ employees) and, at 393 beds, is among the largest healthcare facilities in West Virginia. As a teaching facility associated with the Joan C. Edwards Marshall University School of Medicine, St. Mary's trains medical residents in several specialties. The hospital campus is home to the St. Mary's School of Nursing, the St. Mary's School of Medical Imaging and the St. Mary's School of Respiratory Care. All three programs are associated with Marshall University.



2900 First Avenue, Huntington, WV 25703
Phone: (304) 526-1234
Website: <http://www.st-marys.org/>

HERSHAL WOODY WILLIAMS VA MEDICAL CENTER

Since 1932, VAMC Huntington has been improving the health of the men and women who have so proudly served our nation. Services are available to veterans living in southwestern West Virginia, southern Ohio, and eastern Kentucky. The Huntington VAMC is primarily affiliated with the Marshall University Joan C. Edwards School of Medicine, and has over 30 training programs in more the 20 healthcare fields, including the medical residency program with Marshall. Allied Health Training programs include dental, optometry, medical lab technology, pharmacy, and social work.



1540 Spring Valley Dr. Huntington, WV 25704

Phone: 304-429-6741

Website: <https://www.huntington.va.gov/>

II. ADMISSIONS INFORMATION

- ④ Admissions Committee
- ④ Subcommittees/Standing Workgroups
- ④ Prerequisites
- ④ Selection Criteria
- ④ Admissions Process
- ④ Acceptance Protocols
- ④ Admissions Timeline
- ④ Transfer Students



Admissions Committee

GOVERNANCE

The governance of the Admissions Committee consists of the Chair, Vice Chair and the Executive Committee. The Dean appoints the Chair and Vice Chair of the Admissions Committee. The Executive Committee of the Admissions Committee includes the Chair, Vice Chair and all the Vice Deans, Assistant and Associate Deans serving at that time on the Admissions Committee.

The Executive Committee is responsible for reviewing recommendations for new membership to the Admissions Committee and the Interview Selection Workgroup, among other duties. The Executive Committee is also responsible for designating ad hoc workgroups to evaluate and study admissions related issues. The final approval of new members to the Admissions Committee is made by Faculty Council of the Medical School.

MEMBERSHIP

The Admissions Committee may be composed of full-time basic science and clinical faculty, community physicians, four medical students, medical residents, medical school administrators, undergraduate faculty members from the main Marshall University campus and community representatives. The Admissions Committee is an independent body and acts free of external influence. The duties of this committee are to develop and recommend criteria for admissibility of applicants, to determine methods and procedures for evaluating applicants and to select from among applicants those to be accepted. The authority for the final decision on applicants to the medical school, to include traditional applicants, applicants to a combined program such as the MD/PhD program, and the accelerated BS/MD program, rests with the full Admissions Committee. The Admissions Committee has developed policies and procedures to ensure compliance with non-discrimination laws and regulations, training for the holistic approach to admissions and decisions free from political and/or financial conflicts of interest.

Recommendations for new members are taken from current and former members of the Admissions Committee, and from departmental chairs. The Executive Committee reviews all recommendations, talks with the suggested members to discern interest and availability to interview and attend meetings. The available vacancies are filled by a simple majority vote of the Executive Committee using a holistic approach to determine the best members for the Admissions Committee, including considerations of diversity, judgment, clinical and administrative experience and willingness and availability to serve. The final approval of new members to the Admissions Committee is made by Faculty Council of the Medical School. As a matter of standard practice, the Executive Committee ensures faculty representation of at least fifty-one percent on the Admissions Committee. Each new member is asked to serve a three year term, although members may remain on the Admissions Committee for multiple terms at the discretion of the Chair.

Subcommittees/Standing Workgroups

EXECUTIVE COMMITTEE

The Executive Committee is responsible for forming a variety of ad hoc workgroups to study and analyze the admissions process and related issues from time to time as circumstances warrant. The members of these workgroups shall be determined by simple majority vote of the Executive Committee, and shall be dissolved upon completion of the task assigned.

The Executive Committee has the formal delegated authority from the Admissions Committee to move applicants from the waitlist to the accepted list.

INTERVIEW SELECTION WORKGROUP

A standing workgroup titled the Interview Selection Workgroup is a workgroup of the Admissions Committee with a specific charge as delineated herein.

CHARGE

The Interview Selection Workgroup shall be responsible for the evaluation of applications after the admissions staff has determined which applicants meet minimum qualifications. The Interview Selection Workgroup will then forward recommendations for applicants to be interviewed directly to admissions staff for interview scheduling.

MEMBERSHIP

The Interview Selection Workgroup shall be composed of representatives from the Office of Diversity & Inclusion, the Basic Sciences Department, the Executive Committee, and clinical faculty and all shall be members of the Admissions Committee. The members of this workgroup shall be determined by a simple majority vote of the Executive Committee and shall be dissolved upon completion of the task assigned.

Members serve at the will and pleasure of the Chair, with no defined term limits. Interview Selection Workgroup members shall undergo training along with the rest of the Admissions Committee to ensure compliance with all applicable laws, regulations and policies surrounding the admissions process, and the concept of the holistic admissions approach as well as the use of personal characteristics for effective decision-making. Interview Selection Workgroup meetings will be facilitated by the Chair of the Admissions Committee.

Prerequisites

Marshall selects students from a variety of academic, socioeconomic and personal backgrounds. Although most applicants are science majors, Marshall encourages its applicants to pursue their personal educational interests and abilities. Once the basic sciences requirements are met, Marshall welcomes majors from a variety of academic pursuits. The Admissions Committee considers the quality of the work more important than the field in which it is taken. Recruitment pipeline and outreach programs are in place that will introduce our medical school to qualified students from rural communities, students who are first generation college graduates, women, students who have little or no family financial support, and students from underrepresented minorities in the field of medicine. Extensive efforts are made by Admissions staff to ensure that applicant requirements are made available to potential applicants by means of information on the website, in handouts, during meetings with potential applicants at colleges and universities and consultation with faculty premed advisors, among other methods.

As a state-assisted medical school, Marshall gives preference to West Virginia residents. A limited number of well-qualified nonresidents from states adjoining West Virginia, nonresidents who have strong ties to West Virginia or to students who are introduced to our school through our out-of-state recruitment pipeline and outreach programs will be considered. Applicants are considered only if they are U.S. citizens or have permanent resident visas. A. Entrants should have a bachelor's degree from an accredited college or university. Exceptionally well-qualified students may be considered after ninety semester hours of academic work if other requirements are met. Minimum course requirements are:

REQUIRED COURSES	SEMESTER HOURS
GENERAL BIOLOGY OR ZOOLOGY WITH LAB	8
GENERAL CHEMISTRY WITH LAB	8
ORGANIC CHEMISTRY WITH LAB	8
BIOCHEMISTRY	3
PHYSICS WITH LAB	8
ENGLISH	6
SOCIAL OR BEHAVIORAL SCIENCE	6
HIGHLY RECOMMENDED COURSES	SEMESTER HOURS
STATISTICS/BIostatISTICS OR EPIDEMIOLOGY	3
CELLULAR AND MOLECULAR BIOLOGY	3

All required prerequisites must be completed at an accredited college or university in the U.S. or Canada and must be passed with a grade of "C" or better by June 15 of the year of matriculation. The level of these required courses should be equal to courses for those majoring in these respective fields. If Advanced Placement or College Level Examination Program credits are on the college transcript, these may be accepted as a fulfillment of a prerequisite providing that there is evidence of proficiency in the subject: examples of proficiency may be successful completion of a more advanced course in that field or a strong Medical College Admission Test (MCAT) score.

Selection Criteria

Applicants must exhibit attributes that the medical school considers pertinent to the admissions decision. Applicants are evaluated based on four criteria: scholastic records, MCAT scores, academic references and interviews. Embedded within these criteria is the consideration of personal characteristics, which include communication skills, work ethic, community service, honesty/ethics and resilience. Additional attributes assessed include leadership and teamwork.

MCAT

Applicants are required to take the MCAT within three calendar years of enrollment unless they meet the requirements for exclusion. Applicants from the BS/MD program and Marshall Biomedical Research pipeline program who meet respective program specific criteria will be exempt.

An MCAT score of 498 is preferred; however, a review of students who demonstrate an exceptional balance of experiences, attributes and academics that are in line with the school's mission, may be considered. The minimum MCAT score for consideration is currently 496.

GPA

A minimum overall GPA of 3.0 is preferred.

Students participating in a pathway program that has minimum GPA requirements must maintain the GPA requirements defined for that program.

LETTERS OF RECOMMENDATION

Letters of recommendation must be provided from a premedical committee or from three faculty members who have taught the applicant. If three individual letters are provided, two of these recommendations must be from science professors and one of the three must be from the applicant's major department. Letters of recommendation from other persons of the applicant's choosing are welcomed.

We participate in the AMCAS Letter Service and receive letters electronically. All letters must be submitted to AMCAS by December 15 of the year prior to matriculation.

INTERVIEWS

Interviews are arranged only by invitation and upon recommendation by the Interview Selection Workgroup. The purpose of the interview is to assess personal characteristics that are pertinent to the admissions decision. The interview experience allows the applicant an opportunity to become acquainted with the medical campus in a general way, and at the same time provide the Admissions Committee better insight into his/her personal interests and attitudes.

Each candidate is evaluated holistically and while the reviewers/interviewers seek a balance of the attributes defined below, this list is neither exclusive nor exhaustive:

Personal Attributes	Experience	Academic Metrics*
Resilience	Community Service	GPA \geq 3.0
Honesty/Ethics	Distance Traveled/Life Experience	MCAT \geq 498
Work Ethic	Research	
Communication Skills	Teaching	
Rural Background		

*Preferred but not required

INTERVIEW DAY

8:00 am to 9:00 am – Light breakfast and informational panel with select faculty

9:00 am to 11:15 am – Two 45 minute interview sessions and one 45 minute session with select current medical students.

11:15 am to 12:30 pm – Tour of facilities

12:30 pm - Wrap-up Q & A with Admissions staff

Technical Standards

These technical standards for admission are set forth by the Marshall University Joan C. Edwards School of Medicine (MUJCESOM) to establish the expectations and requisite abilities considered essential for students admitted to its educational and training programs to achieve the levels of competency stipulated by MUJCESOM, its accrediting agency (the Liaison Committee on Medical Education of the Association of American Medical Colleges and the American Medical Association), and the Higher Educational Policy Commission of the State of West Virginia.

A practicing physician must possess the physical, mental, behavioral, and social competencies to function in a variety of clinical situations and to render a broad spectrum of patient care in multiple and varied settings.

Accepted students must be able to perform the academic and clinical competencies to meet the full requirements of the school's curriculum.

Accepted students with disabilities which may compromise their educational process and their ability to practice medicine or which might compromise the educational process of their classmates may be required to undergo appropriate evaluation to assess their ability to meet the school's competencies and/or continue in the program.

The academic and clinical competencies of the school's curriculum include the capacity to observe and communicate and demonstrate sufficient motor ability to perform physical examinations and basic laboratory and diagnostic procedures. Students must demonstrate emotional stability, exercise sound judgment, work effectively in stressful situations, and have the intellectual ability to synthesize data and solve problems.

Applicants for admission to MUJCESOM who are invited for an on campus interview are required to certify on the day of their interview that they understand and are able to meet the Technical Standards described herein with or without reasonable accommodations. A description of the actual disability and the need for accommodations should not be disclosed at this time.

Reasonable accommodations can be made for accepted students with appropriately documented disabilities. An accommodation is not reasonable if it poses a direct threat to the health or safety of self and/or others, if making it requires a substantial modification in an essential element of the curriculum, if it lowers academic standards, or poses an undue administrative or financial burden. Except in rare circumstances, the use by the candidate of a third party (e.g., an intermediary) to perform any of the functions described in the Technical Standards set forth would constitute an unacceptable modification.

An accepted student who has a disability and needs accommodations should initiate discussions with the MUJCESOM Office of Medical Education as soon as the offer of admissions is received and accepted. It is the responsibility of an accepted student to provide sufficiently current information documenting the general nature and extent of his/her disability and the functional limitations proposed to be accommodated. The student must recertify that he/she is able to meet the Technical Standards with their specific accommodations. The School of Medicine reserves the right to request new or additional information.

Candidates for admission to the Marshall University Joan C. Edwards School of Medicine must meet the following Technical Standards:

- Must be able to obtain, process, and learn information presented in classroom, laboratory, and clinical experiences, including but not limited to lecture, anatomical dissection, and simulated and real treatment situations;
- Must be able to acquire information from a variety of sources, including but not limited to texts, journals, written documentation, videotapes, films, slides, and advanced media resources;
- Must have the mental capacity to, in a timely manner, assimilate, learn, and communicate large volumes of complex, technically detailed information, to perform clinical problem-solving, and synthesize and apply concepts and information from different disciplines to formulate evaluative and therapeutic judgments;
- Must be able to measure, calculate, analyze, synthesize, and evaluate information;
- Must be able to comprehend three-dimensional relationships and understand spatial relationships of structures;
- Must be able to process information in a timely manner;
- Must be able to solve clinical problems in a timely manner;
- Must be able to observe simulated and real patients accurately close at hand and at a distance;
- Must be able to assess verbal and non-verbal communication from others;
- Must be able to demonstrate effective, efficient, and sensitive verbal, non-verbal, and written communication skills with faculty, peers, patients, and other members of the health care team from different cultural and social backgrounds;
- Must be able to consistently perform a complete history and physical exam on any patient regardless of the patient's race, religion, ethnicity, socioeconomic status, gender, age or sexual orientation.
- Must be able to tolerate long periods of sitting as well as long periods of physical activity;
- Must be able to manipulate parts of, or whole bodies of, simulated and real patients;
- Must be able to tolerate close physical contact with patients for instructional purposes while maintaining professional deportment;
- Must possess the emotional health necessary for the full use of intellectual abilities, the exercise of sound judgment, and the effective completion of all responsibilities attendant to the educational expectations, assessment and treatment of patients, and the development of mature, sensitive, and effective relationships with patients, family members, colleagues, and others;
- Must be able to endure physically and mentally stressful workloads and function effectively and professionally under stress;
- Must be able to adapt to changing environments and expectations;
- Must be able to prioritize activities effectively;
- Must possess adequate sensory function to fulfill the minimum competency objectives for auscultation, percussion, and other physical assessment and treatment procedures commonly used in the medical practice;
- Must have the capacity to learn, model and abide by the professional competencies of the profession;
- Must have the ability to record examination and diagnostic results clearly, accurately and efficiently, and communicate them effectively to the patient and colleagues.

Admissions Process

APPLICATION

The first step in the formal application process is submitting an on-line application with AMCAS, the American Medical College Application Service, which allows students to apply to any participating medical school with only one application and set of transcripts. Transcripts should be sent to AMCAS as directed.

Applications for admission are accepted by AMCAS from June 1 to November 1 of the year prior to enrollment. Since Marshall has a rolling admissions process, it is extremely important that applicants submit their application and supplemental materials as quickly as possible to enhance their chances of being accepted.

We utilize the WebAdMIT program to process AMCAS applications and our Supplemental Application. Through WebAdMIT the AMCAS applications will become available to us around the first of July. We will take no action on applications until verified by AMCAS. Verification generally takes four to six weeks from the date of submission of the AMCAS application.

An invitation to complete the Supplemental Application will be extended via the WebAdMIT gateway to applicants with a verified AMCAS application who are residents of West Virginia or an adjoining state. Nonresident applicants from non-bordering will be emailed an inquiry for ties to West Virginia or to the School of Medicine. An invitation to complete the Supplemental Application will only be extended to nonresident applicants who can demonstrate a strong tie to the state of West Virginia, such as previous residency, family currently residing in the state, attending a West Virginia college/university, etc.

There is a nonrefundable supplemental application fee of \$75 for West Virginia residents and \$100 for nonresidents. If the applicant has received a fee waiver from AMCAS, there will be no fee for application to Marshall.

SELECTION FOR INTERVIEW

Admissions staff begins a daily review of applications received from the time they are made available in WebAdMIT until December 15th (the deadline to submit all application materials). Applications are evaluated to determine if complete and if the applicant meets minimum requirements. A complete application includes: verified AMCAS application, completed secondary application with payment of fee (if appropriate), and receipt of required letters of recommendation.

Completed applications are provided to the Interview Selection Workgroup to determine if an interview will be offered. The Interview Selection Workgroup makes recommendations and admissions staff extends interview invitations accordingly.

Interview season for WV residents is from the first week in October through December. Out-of-State applicants are interviewed during December and January.

Each applicant participates in two individual interviews with members of the Admissions Committee and one forty-five minute session with select medical students.

ADMISSIONS COMMITTEE REVIEW

Following interviews, each interviewer will present the candidate to the committee. At least one of the interviewers must be present to discuss the candidate before the entire committee.

Following initial presentation by the interviewers, the applicant is discussed by the committee and one of three recommendations is made:

- 1) **ACCEPT:** Committee action of acceptance is immediately forwarded to the Admissions Office with the committee vote included.
- 2) **HOLD:** Applicants in this category present qualifications that are less competitive than applicants in the ACCEPT category. Applicants in the HOLD category will be reevaluated and are considered to remain in an active category. Applicants may also be placed in Hold by the committee in anticipation of the receipt of additional information.
- 3) **REJECT:** A rejected applicant's application is immediately forwarded to the Admissions Office with the committee vote included.

A majority vote of those present will be necessary to designate the application as accepted or rejected. If a majority vote for acceptance or rejection is not reached, then the application shall remain on active status as a HOLD. Following committee recommendation of either ACCEPT or REJECT, Admissions Committee activity regarding the applicant ceases unless important additional information is received that should be reviewed and considered by the Admissions Committee.

Those applicants remaining in the HOLD category will undergo a second discussion and vote by the Admissions Committee. This process is defined as second-round evaluation. Those applicants typically will not undergo second-round evaluation until all applicants have undergone the initial first-round discussion and voting procedure, although an interviewer may request recall of an applicant prior to this timeframe based on additional information received.

At the second-round evaluation of applicants in the HOLD category, the applicant must be recommended as either an ACCEPT or REJECT. Second-round evaluations are conducted in a similar manner to the first-round process including presentation by interviewers; one interviewer should be present. Once the class is filled, applicants deemed acceptable by vote of the Admissions Committee will be placed on the waitlist.

An applicant's application can be "recalled" for a second or additional review due to receipt of additional information and/or at the request of any member of the Admissions Committee. A request that a candidate be re-interviewed must receive a majority consensus of the Admissions Committee members attending that meeting. This request would be considered only if the member could provide specific cause for such action.

The Admissions Committee will extend acceptances to approximately 85 applicants. Once all slots have been filled, the remainder of the applicants acceptable for admission will go on the waitlist. In addition, the Admissions Committee will finalize decisions about applicants who have previously been placed on HOLD, and those will either be REJECTED, or will be moved from HOLD to the waitlist. The waitlist is not ranked. The Executive Committee has the formal delegated authority from the Admissions Committee to move applicants from the waitlist to the accepted list. The Executive Committee will use the following criteria to move a student from the waitlist to the accepted list:

- West Virginia residents
- Underrepresented Minorities in Medicine
- Applicants from rural communities
- Applicants who have had experiences or indicate interest in serving in a rural community

Review of Admissions Committee activities prior to forwarding letters of final disposition to applicants will be made by the Assistant Dean of Admissions, who will ensure that all documentation regarding entrance requirements, residency determination and other process compliance areas have been evaluated and verified.

Once a final decision has been made, applicants are notified in writing regarding their status. Applicants who are placed on the waitlist are encouraged to provide updated grades and information. The Executive Committee will make a selection from the waitlist to fill any openings per admissions policy and procedures.

Accepted applicants may request delayed/deferred matriculation into the school of medicine for a period of one year. To request delayed/deferred matriculation, the applicant must forward a letter addressed to the Admissions Committee describing the reason for the request. The request must be received by June 1 prior to matriculation. It is the responsibility of the Admissions Committee to review and approve all requests. Requests for delayed/deferred matriculation received after June 1 prior to matriculation, will be considered for medical reasons only. Deferred applicants are directed to contact the Office of Admissions for instructions on this process.

The Admissions Office will provide the Admissions Committee a report of the finalized class which will include how many waitlist individuals were admitted and on what general basis the admission decisions were made.

Application & Acceptance Protocols for Applicants

TRAFFIC RULES

MUJCESOM has adopted the recommendations provided in the AAMC Application and Acceptance Protocols to ensure timely notification to applicants regarding the outcome of their AMCAS application.

In accordance with the AAMC Application and Acceptance Protocols, often referred to as "Traffic Rules", MUJCESOM will communicate admission decisions as follows:

- Notify all Regular MD program applicants of their acceptance on or after October 15* of each admission cycle, but no earlier. Schools and programs may notify applicants of admissions decisions other than acceptance prior to October 15.
- From October 15 to March 15, notify AMCAS within five business days of all admission actions, either written or verbal, that have been communicated to an applicant.
- From March 16 to April 30, notify AMCAS within two business days of all admissions acceptance, withdrawal, or deferral actions, either written or verbal, that have been communicated to an applicant. All admission actions are listed and defined on the AAMC website.
- From May 1 to the first day of class, notify AMCAS of all admissions actions within 24 hours.
- Notify AMCAS of each student's matriculation within 24 hours.

CHOOSE YOUR MEDICAL SCHOOL TOOL

The Ad Hoc Working Group on Admissions Tools and Resources in partnership with the AAMC created the "[Choose Your Medical School Tool](#)" to help applicants communicate their decisions about which schools they plan to attend

MUJCESOM has adopted the following guidelines for the "Choose Your Medical School Toll"

February 19th through April 29th: Applicants holding one or more acceptance offers are requested to use the tool to select the school where they "Plan to Enroll".

- During this time period, applicants who select "Plan to Enroll", can continue to hold other acceptances, remain on alternate lists, and continue to interview at other schools.
- If applicants receive new offers, they can update this selection at any time, but they can select only one school at a time.
- Admissions staff will be able to see the aggregate number of applicants who have selected "Plan to Enroll" at our school or another school. However, we will not be able to see the name of the other school.

On or before April 15th: Applicants holding multiple acceptance offers, should narrow selection(s) to no more than three schools or programs, and withdraw acceptance(s) from all other schools or programs.

- This communication needs to be made by the applicant directly to the program. Notification to our program should be via email to Cindy Warren (warren@marshall.edu).

April 30th : Applicants need to choose the school or program to which he/she plans to matriculate and promptly withdraw acceptances from all other schools or programs.

- If an applicant receives additional acceptances following April 30th it is his/her responsibility to promptly notify any school(s) he/she has decided to not attend.

Beginning on April 30th : Applicants may use the CYMS tool to indicate one of two options: "Plan to Enroll" or "Commit to Enroll". We expect that the "Plan to Enroll" option would only be selected by applicants who remain on a waitlist/alternate list for another school.

Selecting "Commit to Enroll" indicates that the applicant has made a final selection and has withdrawn all other applications.

- This selection does not automatically withdraw you from other programs. Applicants must communicate directly with all schools about their final decision according to each school's specific policy. Notification to our program should be via email to Cindy Warren (warren@marshall.edu).

If an applicant selects "Commit to Enroll", then all other schools where the applicant has an acceptance or alternate list offer will be notified of their selection. However, those schools will not know the name of the school that the applicant has selected.

Important Deadlines and Timeline for the Admission Cycle:

Activity	2018-19 Cycle for Class Entering 2019	2019-20 Cycle for Class Entering 2020
Submit AMCAS application	June 1, 2018 – Nov 1, 2018	June 1, 2019 – Nov 1, 2019
Supplemental Application Deadline	December 15, 2018	December 15, 2019
Letters of Recommendation Deadline	December 15, 2018	December 15, 2019
MCAT Deadline for last administration of exam to be considered for the cycle.	Last available test date of September, 2018	Last available test date of September, 2019
Interview season for In-State applicants	October through December, 2018	September through December, 2019
Interview season for Out-of-State applicants	December 2018 through January 2019	December 2019 through January 2020
Letters of Acceptance	Sent by mail - as accepted by Committee	Sent by mail - as accepted by Committee
Response to Letters of Acceptance	Can be emailed or mailed – Must be provided within 2 weeks of receipt of letter	Can be emailed or mailed – Must be provided within 2 weeks of receipt of letter
Accepted students should indicate "Plan to Enroll" via AMCAS Choose Your Medical School Tool.	Begins February 15, 2019	Begins February 15, 2020
Students with multiple offers of acceptance should narrow offers to no more than 3 medical schools	Begins April 15, 2019	Begins April 15, 2020
Students can use the "Commit to Enroll" option via AMCAS Choose Your Medical School Tool	April 30, 2019	April 30, 2020
Academic Boot Camp	July 15 – 19, 2019	TBD
Orientation	July 22 – 26, 2019	TBD
Start Date of Classes	July 29, 2019	TBD

Transfer Students

Transfer students will be considered for admission at the Marshall University Joan C. Edwards School of Medicine (MUJCESOM) as advanced standing students for compelling personal circumstances with good academic performance. Transfer spaces are limited by attrition, and shall be filled at the sole discretion of the Admissions Committee. Transfer students must be in good academic and professional standing at an LCME-accredited medical school.

In order to transfer into the Marshall University Joan C. Edwards School of Medicine (MUJCESOM) with advanced standing, applicants must meet the following criteria:

ELIGIBILITY:

- Must have "good standing" status (eligible to return) to their previous medical school, which must be a Liaison Committee on Medical Education (LCME) accredited school
- Must be a United States citizen or have a permanent resident visa.
- Must be a legal resident of West Virginia, Kentucky, Maryland, Ohio, Pennsylvania, or Virginia, or have strong ties to the state of West Virginia as determined by the Admissions Office
- Must complete at least the last two years of the MUJCESOM curriculum
- Must provide an official United States Medical Licensing Examination (USMLE) Step 1 score report with a passing score in the 50th percentile or better. Board Scores must be received by July 15th of the year in which the transfer student would be enrolled at MUJCESOM.
- Must have met the course requirements as listed in the application materials
- Must be accepted and eligible to enter no later than the second 3rd year rotation.

REQUIREMENTS:

All applicants must provide the following for consideration:

- Completed application form for Transfer with Advanced Standing or an updated AMCAS application if available.
- Official transcripts from all schools attended
- Letter of "good standing" status from previous medical school
- Letters of reference:
 - Three written recommendations from professors who have taught the applicant in class are required. Two of these references must be from professors in the area of basic science and one from a clinical faculty member who can attest to the applicant's clinical and/or diagnostic skills.
 - Applicants should select professors who are familiar with them and can provide substantive comments regarding their academic career.
 - Additional pertinent references are acceptable. 5. Personal interview may be requested.
- A \$100.00 nonrefundable application fee is required.
- Criminal Background Check will be required on all applicants.

PROCESS:

- All application materials will be gathered and reviewed by the Office of Admissions.
- Applicants deemed acceptable may be invited for an interview by the Office of Admissions.
- Final decisions regarding admission will be made by the Admissions Committee.
- Accepted applicants are required to begin orientation by approximately mid-August.

DEADLINES:

Applications and all supporting materials, including references, must be received on or before May 1st of the year of enrollment at MUJCESOM. Official United States Medical Licensing Examination (USMLE) Step 1 score report must be received by July 15th of the year of enrollment at MUJCESOM.

Mail materials to:

Marshall University, Joan C. Edwards School of Medicine

Office of Admissions

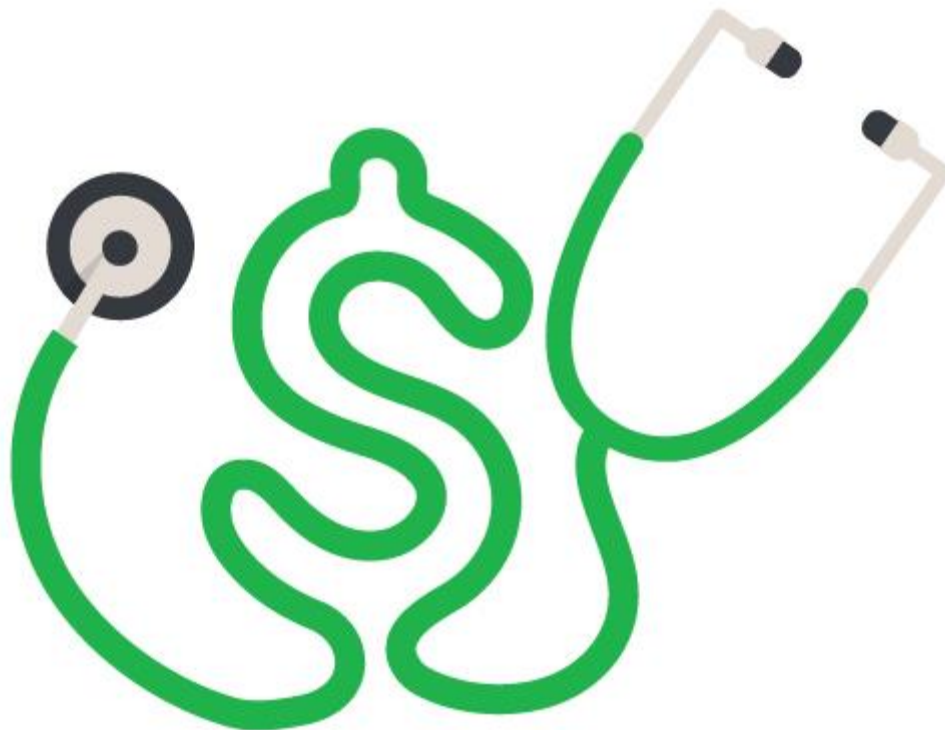
1600 Medical Center Drive

Huntington, West Virginia 25701-3655

(304) 691-1738

III. FINANCIAL AID

- ④ Planning Your Medical Education
- ④ Timeline for Returning Students
- ④ Financial Aid Budgets with Tuition & Fees
- ④ Disbursement Schedules
- ④ Treatment of Financial Aid for Total Withdrawal
- ④ Satisfactory Academic Progress



Financial Planning

The [Office of Student Financial Assistance \(OSFA\)](#) through a variety of services provides assistance to students in securing funding for their medical education as well as providing financial education relating to their personal financial needs. Assisting our students in understanding the financial assistance processes both federal and institutionally, as well as providing financial literacy through a variety of debt management programs, will relieve some of the financial stress that may occur during their academic years and after graduation. Business hours are Monday through Friday from 8am to 5pm Appointments are not necessary, though they are appreciated. All walk-ins are welcome.

Contact the MUSOM Office of SFA for assistance at madden2@marshall.edu or 304-691-8739.

Financial Planning Your Medical Education - WHAT YOU NEED TO KNOW

Prior to your first year of Medical School

- Review the [MUSOM Financial Aid Timeline](#) for FAFSA for instructions on how to complete the FAFSA (Free Application for Federal Student Aid)
- Review the cost of attendance and procedures by reading the [MUSOM New Student Newsletter](#)
- Search outside scholarship programs
- [Financially prepare yourself for your transition to medical school and consider relocation expenses](#)
- Don't forget to schedule an individual financial counseling session with the MUSOM Assistant Director of Student Financial Assistance at madden2@marshall.edu or call 304.691.8739 to arrange an appointment. Office location is at 1321 Hall Greer Blvd. Huntington, WV 25701

MS1 - First Year

- Know how to access your [Loan Servicer\(s\) and monitor your debt](#)
- If you borrowed during your undergraduate or graduate school years, you must contact your servicer(s) and obtain an in-school deferment at the beginning of your first year.
- Attend MUSOM Financial Literacy and Debt Management programs
- [Class of 2019 New Student Financial Aid Orientation](#)
- Save & Serve: Exploring Your Financial Future with the Experts
- Organize your debt by using [AAMC's Medloans Organizer and Calculator](#)
- Explore [AAMC's Financial Wellness Program](#) which is a free, online, financial education resource, that provides a variety of financial topics to help students become more financially savvy.

MS2 - Second Year

- Continue to organize and monitor your debt. If you are borrowing each year, be sure to take time to add the amount each year to your [Medloans Organizer and Calculator](#)
- Check your credit report at least once a year. You can receive a free annual credit report at <https://www.annualcreditreport.com/index.action>
- Know your options when faced with unforeseen expenses

MS3 - Third Year

- [Know the importance of financially planning early for MS4 away rotations and residency interviews](#)
- [Know your financial options of federal and private loan assistance should you feel you need financial assistance for residency interviews or relocation expenses](#)

MS4 - Fourth Year

- **Participate in your Senior Loan Exit Counseling in the spring prior to graduation to review loan repayment options and loan forgiveness programs.** All graduates will be notified of loan exit counseling options at the beginning of the spring semester prior to graduation.
 - Follow up with individual exit counseling with the MUSOM Office of SFA
- Since residency interview expenses are not covered by federal student loans, it is important to explore alternative funding options, if you feel you do not have the funds for travel-related costs. You might want to check out your federal student loan servicer for possible residency and relocation loan options.

Or, review the FinAid.org website for a list of creditable available private student loan options at www.finaid.org/loans/privatestudentloans.phtml. This site provides a comprehensive list of all private student loans so be sure to seek out only the Residency/Relocation loans. Please contact the lender directly for details regarding the eligibility requirements and timeframe of application. According to Marshall University Code of Conduct for Private Education Loans, the OSFA cannot recommend a specific loan program.

- Financially plan for your Residency relocation and opportunities

Post Graduation/Residency

- [Contact loan servicer\(s\) and complete necessary deferment/forbearance forms and/or determine loan repayment strategy](#)
- You should really know your loan servicer(s) name and contact information at this point, but if not, you can login at the [National Student Loan Data System](#) (NSLDS) to find out. You will then need to contact your loan servicer(s) for information on repayment and/or appropriate forbearance forms.

Timeline for Returning Students

OCTOBER 2018

- The Free Application for Federal Student Aid (FAFSA) is available online at www.fafsa.ed.gov/ on or after **October 1** and recommended MUSOM students submit it no later than **April 15**. **Please remember**, to be considered for institutional scholarships, completion of FAFSA is required. You will be asked to provide your 2017 income information. Be sure to include Marshall University's school code (003815) as your college choice.
- Parental information is not required on your FAFSA.

JANUARY / MARCH 2019

- Once your FAFSA analysis is received, the (main campus) Office of Student Financial Assistance (OSFA) will notify you if any additional documents are required, i.e. income tax transcript and/or household verification.
- Please submit any documents, if requested, to MU's OSFA as soon as possible, preferably no later than May 1 to ensure aid is finalized by billing due date and to prevent delay in the delivery of your refund.
- Once you've submitted all required documents, if applicable, the OSFA will email information on how to access your financial aid award. You can view outstanding requirements or your award notice by logging into your MyMU account at <https://mymu.marshall.edu>. All outstanding requirements must be satisfied before receipt of aid.
- Notifications of awards will begin late March to early April for those submitting a FAFSA.
- Please allow at least three weeks for notification after submitting your FAFSA.
- Any renewable scholarship funds awarded should be included in your financial aid award notification.
- Any outside scholarship awards you receive must be reported to the OSFA as soon as possible to prevent over-awarding of federal aid.

APRIL / MAY 2019

- **Don't forget to submit your FAFSA no later than April 15.** This date is required for consideration of institutional scholarship and timely receipt of your financial aid refund. Information regarding the MUSOM Scholarship program can be found at <http://jcesom.marshall.edu/media/21113/ScholarshipPolicy.pdf>
- **Please be reminded that your award is contingent upon your academic progress.** Due to the Satisfactory Academic Progress (SAP) Policy, all medical students' academic progress will be reviewed annually at the end of the spring semester after final grades are confirmed. If you are determined ineligible, you will be notified of your cancellation of aid for the following semester and your options of appeal. You can review the SAP guidelines at the MUSOM Financial Assistance website, <https://www.marshall.edu/sfa/eligibility-costs/financial-aid-satisfactory-academic-progress/>

JUNE / JULY / AUGUST 2019

- First time loan borrowers are required to complete online entrance loan counseling and master promissory notes for both the Federal Direct Loan and Graduate PLUS Loan at www.studentloans.gov. This is a onetime requirement. If you have previously borrowed from these programs through Marshall University, this requirement would be satisfied.
- Bills for tuition and fees are sent by the Bursar's office in July with tuition due in August.
- Financial aid refunds will be disbursed during the first week of classes provided students have completed all necessary requirements.

2019-2020 Financial Aid Budgets – MS1 & MS2

MS1 (10-month Enrollment)	2019-2020	
	Resident	Non-Resident
Tuition & Fees	\$23,904	\$56,688
Books & Supplies	750	750
Computer & IT	2,000	2,000
USMLE	0	0
Clinical Travel	0	0
Living Expenses** (Housing, Utilities, Meals)	13,950	13,950
Transportation** (Fuel, Service, Insurance)	2,500	2,500
Personal** & Miscellaneous Expenses	2,295	2,295
Health Insurance *	0	0
Unsub Loan Fees	396	392
Graduate Plus Fees	704	656
Total	\$46,499	\$79,283

**Avg Monthly Living

10 Months	\$1,875	\$1,875
12 Months	\$1,562	\$1,562

MS2 (10-month Enrollment)	2019-2020	
	Resident	Non-Resident
Tuition & Fees	\$23,904	\$56,688
Books & Supplies	750	750
Computer & IT	500	500
USMLE (Step 1 Registration @ \$580; Study Materials @ \$400; Travel @ \$100)	1,080	1,080
Clinical Travel	0	0
Living Expenses** (Housing, Utilities, Meals)	13,950	13,950
Transportation** (Fuel, Service, Insurance)	2,500	2,500
Personal** & Miscellaneous Expenses	2,050	2,050
Health Insurance *	0	0
Unsub Loan Fees	396	392
Graduate Plus Fees	704	656
Total	\$45,834	\$78,618

**Avg Monthly Living

10 Months	\$1,850	\$1,850
12 Months	\$1,542	\$1,542

2019-2020 Financial Aid Budgets – MS3 & MS4

MS3 (12-month Enrollment)	2019-2020	
	Resident	Non-Resident
Tuition & Fees	\$23,904	\$56,688
Books & Supplies	750	750
Computer & IT	500	500
USMLE (Step 2- CK Registration, Study Materials, Travel Expenses; Step 2- CS Registration)	2,310	2,310
Clinical Travel	1000	1000
Living Expenses ** (Housing, Utilities, Meals)	16,740	16,740
Transportation** (Fuel, Service, Insurance)	3,000	3,000
Personal** & Miscellaneous Expenses	3,650	3,650
Health Insurance *	0	0
Unsub Loan Fees	396	396
Graduate Plus Fees	704	704
Total	\$52,954	\$85,738

**Avg Monthly Living

12 Months \$1,949 \$1,949

MS4 (10-month Enrollment)	2019-2020	
	Resident	Non-Resident
Tuition & Fees	\$23,904	\$56,688
Books & Supplies	750	750
Computer & IT	500	500
USMLE	0	0
Clinical Travel	2,000	2,000
Living Expenses ** (Housing, Utilities, Meals)	13,950	13,950
Transportation** (Fuel, Service, Insurance)	2,500	2,500
Personal** & Miscellaneous Expenses	3,150	3,150
Health Insurance *	0	0
Unsub Loan Fees	396	396
Graduate Plus Fees	704	704
Total	\$47,854	\$80,638

**Avg Monthly Living

10 Months \$1,960 \$1,960
 12 Months \$1,633 \$1,633

2019-2020 Financial Aid Disbursement Dates

Class	Banner Term	Begin Date	End Date	Disbursement To Bursar	Disbursement To Student
MS 1	202001 202002	Mon, Jul 29 Thur, Jan 2	Fri, Dec 13 Fri, May 22	Sat, Jul 20 Wed, Jan 1	Mon, Jul 29 Mon, Jan 6
MS 2	202001 202002	Mon, Jul 29 Thur, Jan 2	Fri, Dec 13 Sat, Jun 6	Sat, Jul 20 Wed, Jan 1	Mon, Jul 29 Mon, Jan 6
MS 3	202001 202002	Mon, Jul 1 Thur, Jan 2	Fri, Dec 13 Fri, Jun 19	Sat, Jun 22 Wed, Jan 1	Mon, Jul 1 Mon, Jan 6
MS 4	202001 202002	Mon, Jul 1 Thur, Jan 2	Fri, Dec 13 Fri, May 1	Sat, Jun 22 Wed, Jan 1	Mon, Jul 1 Mon, Jan 6

Treatment of Financial Aid for Total Withdrawal

Total withdrawal from the university is defined as dropping all classes for which a student is registered.

When students withdraw from all courses on or before the 60% point in time of an academic term, the Office of Student Financial Assistance is required to review your financial aid awards to determine whether financial aid funds must be adjusted in accordance with federal and state regulations. The policies on treatment of financial aid for total withdrawal are specific to each designated financial aid program and are applicable only if the student has received those particular kinds of funds. If a student received various types of financial aid, more than one policy may apply when determining revised financial aid eligibility.

Adjustments to institutional and external financial aid follow the Marshall University Refund Policy. If the student is a recipient of state aid but is not receiving federal student aid, adjustments to state aid follow the Marshall University Refund Policy. The chart below describes how institutional, state and external financial aid is treated whenever a student withdraws:

Period of Withdrawal During a Semester Percentage of Aid Returned to Program

Weeks 1 & 2	90%
Weeks 3 & 4	70%
Weeks 5 & 6	50%

For example, if a student withdraws during the 5th week of the semester, the student would have 50% of his/her tuition charge reversed. Simultaneously, if a student received an institutional scholarship for the semester in the amount of \$2,000, 50% or \$1,000 of this scholarship would be returned to the respective financial aid program.

Treatment of Title IV (Federal) Aid for Total Withdrawal

The federal policy for return of Title IV funds maintains that a student retains only that portion of federal aid that the student has earned based on time in attendance before withdrawal. The percentage of time that the student attended an academic term determines the amount of federal aid that must be returned to the federal government. This federally mandated policy is independent of Marshall University's institutional refund policy due to withdrawal.

Marshall University, as required by federal statute, must recalculate federal financial aid eligibility for students who drop out, who withdraw, or who are dismissed, prior to completing 60% of the semester or the financial aid payment period.

When the student ceases to be enrolled prior to completing 60% of the semester or financial aid payment period, the Office of Student Financial Assistance applies the Federal Return of Title IV funds formula to determine whether any federal and state financial aid must be returned. The Federal Return of Title IV formula is calculated as follows:

Total # of Days Student Completes Until Withdrawal/Total # of Days in the Semester or Payment Period

This formula determines the percentage of the semester completed, which is the same percentage of earned financial aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

(100% of the Aid That Could be Disbursed minus the % of Earned Aid) X Total Amount of Aid That Could Have Been Disbursed

Federal student aid refunds are returned to the following Title IV sources in the following order:

1. Unsubsidized Federal Direct Stafford Loan
2. Subsidized Federal Direct Stafford Loan
3. Federal Perkins Loan
4. Graduate Federal Direct PLUS Loan
5. Parent Federal Direct PLUS Loan
6. Federal Pell Grant
7. Federal SEOG Grant
8. Federal TEACH Grant
9. Iraq and Afghanistan Service Grant

If a student earned less financial aid than was disbursed, Marshall University is required to return the unearned portion of the financial aid to the respective federal student aid programs. In some cases, the withdrawn student may be required to return all or a portion of the federal funds disbursed even when the funds are issued directly to the student.

If the student (or Parent in the case of PLUS Loan) is required to return a portion or all of the loan proceeds, the calculated amount would not have to be returned through this calculation, but be repaid according to the loan's terms.

If a student qualifies for federal aid that has not yet disbursed and less aid is disbursed than earned, the student may receive a late disbursement for the difference.

When a student that has begun attendance fails to earn a passing grade (has a zero GPA) at the end of the semester, Marshall University for federal student aid purposes must assume that the student has unofficially withdrawn or dropped out.

If the student has unofficially withdrawn (shows zero earned hours at the end of the semester), 50% of the student's federal student aid for the term is considered unearned and may result in a reduction of federal aid. However, when Marshall University can document attendance or participation beyond the 60% point in the semester, the student may be able to retain 100% of his/her federal student aid under these circumstances.

Marshall University has an official grading policy that provides instructors with the ability to differentiate between those students who complete the course but failed to achieve the course objectives and those students who did not complete the course. The instructor is required to notify the Director of Student Financial Assistance in the case of the latter.

Students are encouraged to consult with a Financial Aid Counselor to receive information about the full implications of withdrawing from the University.

Satisfactory Academic Progress – Doctor of Medicine

Satisfactory Academic Progress (SAP) is the term used to define successful completion of degree requirements to maintain eligibility for federal and state financial aid. As required by regulations, Marshall University must determine whether a student is meeting SAP requirements. SAP evaluation for School of Medicine (SOM) students occurs at the conclusion of the spring semester each year.

The student's entire academic history must be considered when determining SAP status irrespective of whether or not the student received financial aid. This includes transfer credits that reflect on the student's academic transcript as a course that may apply to a Marshall University Doctor of Medicine Degree.

Requirements of the SAP Policy

The following components are measured to determine whether the student is meeting SAP standards: Qualitative, Quantitative, and Maximum Timeframe.

Qualitative (Grade Point Average)

The qualitative component measures the quality of the student's SAP by conducting a review of the student's cumulative grade point average (GPA). To meet the qualitative requirement, the student must have a minimum cumulative Marshall University and overall GPA of at least a 2.0. Credits accepted from other schools that may be applied to a Marshall University Doctor of Medicine Degree are counted in the calculation of the student's GPA and are, therefore, included in the qualitative measure.

(Specific external and institutional scholarships, assistantships, and grants may require a different minimum GPA for continued eligibility. This consideration is a separate and distinct factor in renewing or continuing eligibility for these specific financial aid funds. Information about the terms and conditions of specific student aid programs that have GPA requirement and credit completion requirements is provided to the student at the time the award is

offered. This information may be reviewed by logging into [myMU](#) and accessing financial aid records within MILO.)

Quantitative (Calculating Pace or Completion Ratio)

The quantitative component corresponds to the pace at which the student must progress through his or her program of study. This evaluation is to ensure completion within the maximum timeframe (see below) permitted and provides for the measurement of the student's progress at the end of each evaluation. Pace or completion ratio is calculated by determining the cumulative number of credit hours the student has successfully completed divided by the number of cumulative credit hours the student has attempted. Credits accepted from other schools that may be applied to a Marshall University degree are counted in the calculation as both attempted and completed hours.

To meet the quantitative requirement, the student's completion ratio must meet the following requirements:

Attempted Credits	Completion Ratio
1-82	50%
83+	67%

Maximum Time Frame Measure

The evaluation of maximum time frame commences the first semester or term of enrollment the student begins the SOM program and is counted going forward whether or not the student enrolls in all subsequent semesters or terms. To meet the maximum timeframe requirement, SOM students must complete their program within six years.

In addition to the three measures referenced above to determine a student's SAP, a student who is considered by the Joan C. Edwards School of Medicine to not have good academic standing is considered ineligible for financial aid.

Effects of Repeated Courses

If the student repeats a course, those credits are counted when measuring the qualitative, quantitative, and maximum time frame components.

Effects of Withdrawal, Incomplete, and In-Progress Grades

If the student withdraws from a course after the first week of classes during any given semester (i.e., student receives a grade of W for the course), the course credits are included in the count of attempted credit hours. Thus, withdrawn courses are calculated in the quantitative and maximum time frame measures.

Credits for an incomplete course (i.e., student receives a grade of I for the course) are always counted as credits attempted for quantitative and maximum timeframe measures but are not included in the GPA or the credits earned count until the incomplete grade changes to a passing or a failing grade.

Credits for courses in progress (i.e., student receives a grade of PR for the course) are not counted as attempted credits for the quantitative measure but are counted in the maximum timeframe measure.

Financial Aid Probation

Financial Aid Probation status is assigned to a student who fails to make SAP and who has successfully appealed. A student who is placed on Financial Aid Probation may receive financial aid for one subsequent payment period. A student on Financial Aid Probation may be required to meet certain terms and conditions while on Financial Aid Probation. A student assigned a Financial Aid Probation status will be placed on a Financial Aid Academic Plan. At the conclusion of the Financial Aid Academic Probation payment period, the student must either meet the SAP standards or fulfill the requirements specified in the Financial Aid Academic Plan.

SAP Appeal Procedures:

If a student fails one or more of the three measures (qualitative, quantitative and maximum time frame) or is placed on Academic Probation or Academic Suspension, the student is not eligible for federal and state financial aid, which includes grants, scholarships, work-study and loans. However, students failing SAP standards who have had mitigating circumstances (i.e., death in the family, illness, involuntary military leave) may request reinstatement of their financial aid eligibility by completing the SAP Appeal for Financial Aid Reinstatement Form and submitting it to the Financial Aid SAP Appeals Committee, c/o Office of Student Affairs, Marshall University Joan C. Edwards School of Medicine. The SAP Appeal for Financial Aid Reinstatement Form is available at <http://www.marshall.edu/sfa/forms-applications/download-category/appeal-forms/>

SAP Appeal Deadlines:

Semester/Term	Date
Fall Semester	First day of published start date of class
Spring Semester	First day of published start date of class

SAP Appeals Committee and Decision:

The SAP Appeals Committee is comprised of representatives from the SOM Office of Student Financial Assistance, Student Affairs, and Academic Affairs. Students will be sent official notification of the appeals committee decision. The decision of the SAP Appeals Committee is final.

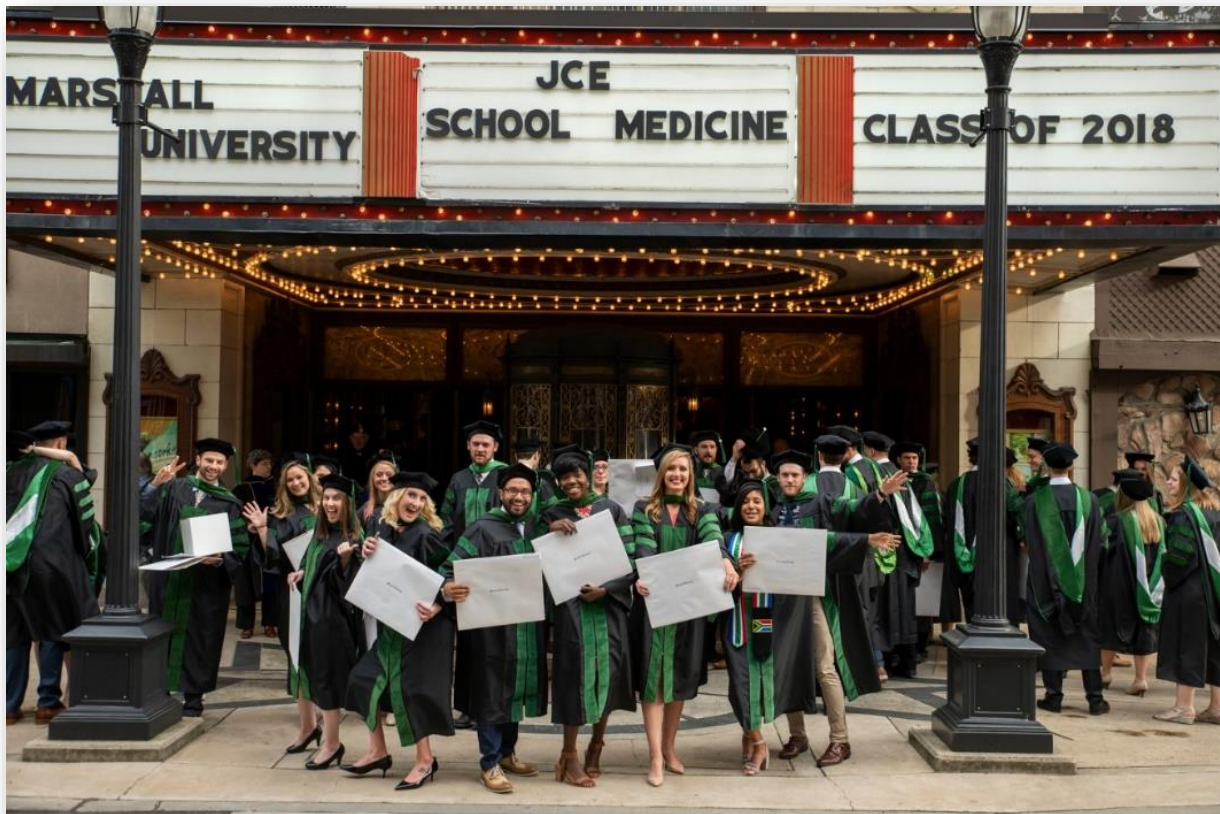
If the appeal is approved, the student is placed on Financial Aid Probation and the student's financial aid eligibility is reinstated for one subsequent payment period. During the Financial Aid Probation period, the student may be required to fulfill certain conditions for financial aid reinstatement. In addition, all students placed on Financial Aid Probation will be provided a Financial Aid Academic Plan.

At the conclusion of the payment period, if the student meets the standards of SAP, the Financial Aid Probation status will be removed. If not, the student's academic performance for the term will be evaluated against the student's Financial Aid Academic Plan. If the student meets the requirements of the Financial Aid Academic Plan, the student will be assigned Financial Aid Probation for a subsequent payment period.

If the student fails to meet SAP standards or the requirements set forth in the Financial Aid Academic Plan, the student will be deemed ineligible for financial aid. The student may appeal again for a future payment period within the published deadlines.

IV. MEDICAL EDUCATION

- ④ Graduation Requirements
- ④ Institutional Objectives
- ④ Professionalism Standards
- ④ Academic Calendar
- ④ MD Curriculum at a Glance
- ④ MD Course Descriptions
- ④ MD/PhD Course Descriptions
- ④ Grading and Assessment
- ④ Visiting Students



Graduation Requirements for the Doctor of Medicine Degree

The MD degree is conferred upon students who have satisfactorily completed the equivalent of four years of study in the medical sciences. All courses and clerkships, required and elective, must have been completed with a passing grade. A minimum of the final two years of study must be completed as a student at MUJCESOM. Continuous and successful progression toward the requirements for graduation throughout the curriculum is expected. In compliance with the LCME, students have a maximum of six years to complete the MD requirements. Maximum time for completing requirements may be waived to permit the student to engage in research or other scholarly pursuits.

The concept of satisfactory progress mandates monitoring of a student's academic performance through grades, professional behaviors, the number of credits successfully completed, and timely passage of the USMLE licensing examinations. The Academic and Professionalism Standards Committee may set conditions for meeting satisfactory academic progress.

The MD degree is awarded by MUSOM upon certification by the school's faculty that the student has successfully completed all requirements.

MS 1 REQUIREMENTS:

- Successful completion of all required First Year courses
- HIPAA certification
- Basic Life Support (BLS) certification (Must be valid for 2 years)
- Industrial Occupational Health and Safety (OSHA) Bloodborne Pathogens Training
- Institutional Review Board (IRB) Collaborative Institutional Training Initiative (CITI) Certification

MS 2 REQUIREMENTS:

- Successful completion of all required Second Year courses
- Successful completion of OSCE
- Successful passage of USMLE Step 1
- Industrial Occupational Health and Safety (OSHA) Bloodborne Pathogens Training
- Institutional Review Board (IRB) Collaborative Institutional Training Initiative (CITI) Renewal

MS 3 REQUIREMENTS:

- Successful completion of all required Third Year clerkships
- Successful completion of Clinical Competency Examination
- HIPPA certification
- Basic Life Support (BLS) certification (Must be valid for 2 years)
- Industrial Occupational Health and Safety (OSHA) Bloodborne Pathogens Training
- Institutional Review Board (IRB) Collaborative Institutional Training Initiative (CITI) Renewal

MS 4 REQUIREMENTS:

- ACLS certification
- Institutional Review Board (IRB) Collaborative Institutional Training Initiative (CITI) Renewal
- OSHA recertification
- 100% Completion of the Patient Encounter and Procedure Logs as required for my graduating class
- Senior Loan Exit Interview completed before graduation (Financial Aid)
- Passage of the USMLE Step 2 CK*
- Passage of the USMLE Step 2 CS*
- 2 weeks of Required Emergency Medicine/EMS744
- 4 weeks of Sub-I [Must be from the approved list of Sub-I selective options]
- 2 weeks of ICU [Must be from the approved list of ICU selective options]
- 28 weeks of electives that apply toward 4th year graduation requirements.



Institutional Learning Objectives

Complementing the attributes defined in the Academic Honesty and Professionalism Policy are the Institutional Learning Objectives. These objectives are the foundation on which all educational activities in the medical curriculum are based and serve as the platform for the medical students as they develop into residents.

Patient Care

Students must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

Medical Knowledge

Students must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care.

Practice-based Learning and Improvement

Students must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.

Interpersonal and Communication Skills

Students must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

Professionalism

Students must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

Systems-based Practice

Students must demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

General Standards of Professionalism

The general public holds physicians to a high standard and expects them to monitor the professional behavior of their colleagues. As future physicians, medical students at the Marshall University School of Medicine have a responsibility to follow this model and guide their actions to serve in the best interest of their fellow students, patients, and faculty by maintaining the highest degree of personal and professional integrity. Students need to remain cognizant of the fact that they are representative of the medical profession in and out of the academic health environment. Therefore, allegations of misconduct by any medical student will be taken very seriously.

Definitions and Components of Professionalism Standards

Students represent the Marshall University School of Medicine and are expected to uphold the standards of physicianhood. High standards of behavior promote a spirit of community conducive to mutual trust among the students, patients, medical team and society. Medical students are expected to attempt to do that which is right in all of their dealings with fellow students, faculty, other health care professions, and patients. They are expected to promote the highest possible standard of behavior and moral conduct by adhering to the following Components of Professional Standards that are based upon, but not limited to, the American Board of Internal Medicine's Project on Professionalism:

- A. Altruism: Students should put the interest of patients and the health care team above self-interest and respect the privacy and the dignity of the patient. Altruism considers both the physical and the psychological wellbeing of the patient and implies compassionate care of the patient.
- B. Accountability: Students are to be accountable to patients, other health care providers, the medical team, their fellow students, the society and the profession. The implied contract of the patient /physician relationship must be fulfilled. Accountability also implies reliability. Students are expected to attend all course activities, be prompt in their arrival, and complete all assignments, duties and tasks in a timely manner.
- C. Excellence: Students are to strive to exceed ordinary expectations and to commit to lifelong learning.
- D. Duty: Students are to accept commitment to service even at the cost of personal convenience.
- E. Honor and Integrity: Students are required to maintain high personal standards and are expected to refuse to violate their personal or professional codes.
- F. Respect: Students are to have a respect for others including colleagues, patients, their families, other health care providers and staff.

Academic Calendar MS 1 & MS 2

Marshall University Joan C. Edwards School of Medicine 2019-2020 Academic Calendar for MS1 and MS2 years		
FALL SEMESTER 2019		
DATE	EVENT	CLASS
July 1, 2019	Last Day To Be Compliant With Immunization Policy (HEP B third shot or HEP B TITER exception only) To Remain Registered for Fall Term	MS 1
July 22 - 26, 2019	Orientation	MS 1
July 26, 2019	White Coat Ceremony	MS 1
July 29, 2019	First Day of Classes	MS 1
July 30, 2019	First Day of Semester	MS 2
August 1, 2019	First Day of Classes	MS 2
Aug 31 - Sept 2, 2019	University Computer Services Unavailable Aug 31 – Sept 2, 2019	MS 1, 2
September 2, 2019	Labor Day - No Classes University Closed	MS 1, 2
October 11-12, 2019	Medical School Annual Homecoming Lecture Series	MS 1, 2
November 28-29, 2019	Thanksgiving Holiday Break – No Classes	MS 2
November 28-29, 2019	Thanksgiving Holiday Break – No Classes	MS 1
November 28, 2019	Thanksgiving Day	MS 1, 2
December 1, 2019	Last Date To Be FULLY Compliant (HEP B Titer Exception Only) With Immunization Policy To Be Registered for Spring Semester Classes	MS1
December 6, 2019	Last day to withdraw for Fall Semester	MS 1, 2
December 16 , 2019	Deadline to submit Fall FINAL grades via MILO @NOON for completed blocks	MS 1,2
December 19, 2019	Last Day of Semester	MS 1, 2
SPRING SEMESTER 2020		
DATE	EVENT	CLASS
January 2, 2020	First Day of Classes	MS 1, 2
January 20, 2020	MLK Holiday - No Classes/University Closed	MS 1, 2
March 16 - 20, 2020	MS2 Spring Break – No Classes	MS 2
March 23, 2020	Resume Classes	MS 2
March 30 – April 5, 2020	MS1 Spring Break – No Classes	MS 1
April 6, 2020	Resume Classes	MS 1
April 17, 2020	Last Day of Classes	MS 2
April 15, 2020	FINAL OSCE/CCE	MS 2
April 24, 2020	Last Day to Withdraw for Spring Semester	MS 1, 2
May 1, 2020	CBSE Exam	MS 2
May 4, 2020 @noon	Deadline to submit Spring FINAL grades via MILO	MS 1,2
May 23-25, 2020	University Computer Services Unavailable	MS 1, 2
May 25, 2020	Memorial Day	MS 1, 2
May 22, 2020	Last Day of Semester	MS 1, 2
JUNE 6, 2020	Sit By Date for USMLE Step 1	MS 2

Approved by Curriculum Committee: February 7, 2019

Approved by Dean Shapiro: February 18, 2019

Academic Calendar MS 3

Marshall University Joan C. Edwards School of Medicine 2019-2020 Academic Calendar for MS 3 year		
DATE	EVENT	CALENDAR NOTES
JUN 22 – JUN 29, 2019	MS3 Clinical Orientation	Schedule can be found online at:
ROTATION 1 JUL 1 – AUG 23, 2019	Block A: JUL 1 – JUL 27 Block B: JUL 28 – AUG 23	JUL 4 – Offices/University Closed JUL 25– Risk Management Seminar
ROTATION 2 AUG 26 – OCT 18, 2019	Block A: AUG 26 – SEPT 21 Block B: SEPT 22 – OCT 18	Aug 31 – Sept 2, 2019 University Computing Services Unavailable SEP 2 – Labor Day University Closed OCT 11-12 – Homecoming Lecture Series
ROTATION 3 OCT 21 – DEC 13, 2019	Block A: OCT 21 – NOV 16 Block B: NOV 17 – DEC 13	Thanksgiving Holiday 28 - 29, 2019 12:01 a.m. NOV 28 - 12:01 a.m. NOV 29, 2019
WINTER BREAK DEC 16, 2019 – JAN 1, 2020 UNIVERSITY CLOSED DEC 23, 2019 – JAN 1, 2020		
ROTATION 4 JAN 2 – FEB 21, 2020	Block A: JAN 2 – JAN 25 Block B: JAN 26 – FEB 21	Begin Scheduling for Step 2 CS and Step 2 CK Rising MS4 Scheduling Meeting
ROTATION 5 FEB 24 – APR 17, 2020	Block A: FEB 24 – MAR 21 Block B: MAR 22 – APR 17	Marshall Health Sciences Research Day – TBD
APR 19 – APR 26, 2019 - SPRING BREAK		
ROTATION 6 APR 27 – JUN 19, 2020	Block A: APR 27 – MAY 23 Block B: MAY 24 – JUN 19	University Computer Services Unavailable MAY 23 – MAY 25, 2020 MEMORIAL DAY – MAY 25, 2020 – University Offices Closed Final CCE's Week of May 18 - 22, 2020

Approved by Curriculum Committee: February 7, 2019

Approved by Dean Shapiro: February 18, 2019

Academic Calendar MS 4

Marshall University Joan C. Edwards School of Medicine 2019-2020 Academic Calendar for MS 4 year	
FALL 2019	
July 1, 2019	First Day of Year 4
July 25, 2019	Risk Management Seminar
Aug 31 - Sept 2, 2019	University Computer Services Unavailable Aug 31 – Sept 2, 2019
September 1, 2019	Sit By Date for Step 2 CK and Step 2 CS
September 2, 2019	Labor Day – University Closed
September , 2019	NRMP Opens for Registration
September 13, 2019	Applications for December 2019 Graduation Due to MUSOM Registrar.
October 11-12, 2019	SOM Annual Homecoming & Lecture Series
October 31, 2019	Deadline for scheduling Fall Semester.
November 30, 2019	NRMP Early Registration Deadline – after Nov 30 will pay additional \$50.00.
December 13, 2019	Official Graduation Date for Fall Semester
SPRING 2020	
January 15, 2020	National Residency Matching Program (NRMP) Rank Order List entry begins
February 7, 2020	Applications for May 2020 Graduation Due to MUSOM Registrar.
February 22, 2020	Deadline for scheduling Spring Semester
February 21, 2020	NRMP Rank Order List (ROL) certification deadline – Due by 9:00 p.m.
March 16 , 2020	Match/Unmatched Information Posted to Website at Noon Eastern. Locations of Unfilled Positions Released at Noon Eastern.
March 17, 2020	Programs with unfilled positions may start entering their Supplemental Offer and Acceptance Program (SOAP) preference lists at 11:30 am Eastern.
March 18, 2020	Programs with unfilled positions must finalize first round Supplemental Offer and Acceptance Program (SOAP) preference lists by 11:30 am Eastern
March 20, 2020	Match Day
TBD	Marshall Health Sciences Research Day
TBD	Senior Golf Outing
April 27 –May 1, 2020	Graduation Week Activities
May 1, 2020	Investiture – Hooding/Graduation Ceremony
May 2, 2020	Diploma Date. Use this date on documentation for Residency and Medical Licensing applications– It will be the graduation date on your DIPLOMA!

Approved by Curriculum Committee: February 7, 2019

Approved by Dean Shapiro: February 18, 2019

Curriculum At A Glance

The Curriculum at a Glance is designed to give current and future students an idea of the overall requirements of medical school. It is not an enforceable contract and is subject to change without notice

FIRST YEAR						
MDC 710 9 Credit Hours Elements of Medicine	MDC 711 5 Credit Hours Structure and Function I	MDC 712 8 Credit Hours Structure and Function II	MDC 713 6 Credit Hours Structure and Function III	MDC 714 6 Credit Hours Structure and Function IV	SUMMER	
Molecular Basis of Medicine, Basic Tissue Types, Intro to Hematology	Musculoskeletal, Integument, Spinal Cord and Peripheral Nerves	Head and Neck, Brain and Behavior	Cardiovascular, Respiratory and Renal Systems	Gastrointestinal, Endocrine and Reproductive Systems	Electives Available	
IDM 715 4 Credit Hours- Introduction To Clinical Skills						
SECOND YEAR						
Students must pass the USMLE Step One to be promoted to Year 3						
MDC 750 11 Credit Hours Principals of Disease	MDC 751 6 Credit Hours Disease & Therapeutics	MDC 752 7 Credit Hours Disease & Therapeutics II	MDC 753 8 Credit Hours Disease & Therapeutics III	MDC 754 9 Credit Hours Disease & Therapeutics IV	SUMMER	
Core Concepts, Infectious Disease, Antimicrobials, Neoplasia, Immunology	Musculoskeletal, Dermatology and Hematology Systems	Nervous System, Eye and Psychopathology	Cardiovascular, Respiratory and Renal Systems, ENT	Gastrointestinal, Endocrine and Reproductive Systems, Toxicology	Prepare for USMLE Step One	
MED 755 6 Credit Hours - Advanced Clinical Skills						
THIRD YEAR						
Students must pass the MUJCESOM Clinical Competency Examination to be promoted to Year 4 *During third and fourth years students are required to complete the established list of Procedures and Patient Encounters.						
8 Weeks/Credit Hours	8 Weeks/Credit Hours	8 Weeks/Credit Hours	8 Weeks/Credit Hours	4 Weeks/Credit Hours	4 Weeks/Credit Hours	8 Weeks/Credit Hours
Family Practice	Internal Medicine	Obstetrics/ Gynecology	Pediatrics	Psychiatry	Neurology	Surgery
FOURTH YEAR						
Students must pass the USLME Step Two Clinical Skills and Clinical Knowledge Examinations. *During third and fourth years students are required to complete the established list of Procedures and Patient Encounters.						
2 Weeks/Credit Hours	4 Weeks/Credit Hours		2 Weeks/Credit Hours	2 Weeks/Credit Hours		
Required Emergency Medicine	Selective Sub-Internship Choose 1 of 7 options: Family Med; Internal Med; Obstetrics; Orthopaedics; Pediatrics; Psychiatry; Surgery		Selective ICU Choose 1 of 4 options: Medical, Neonatal, Pediatric, Surgical		Electives	

MD Curriculum Overview

Curriculum information is revised as ongoing curriculum changes occur. These changes may be implemented for the period covered by this catalog. The provisions of this on-line catalog do not constitute a contract, expressed or implied, between any applicant, student or faculty member of MUSOM. MUSOM reserves the right to withdraw courses at any time, change fees, calendars, curricula, graduation procedures and any other requirements affecting students. All announcements herein are therefore subject to revision without notice and changes will apply to both prospective students and those already enrolled.

YEAR ONE

In Year One, students begin with an Introduction to the Medical Profession week during which students are familiarized with the six Institutional Learning Objectives and begin to develop the attitudes and habits of professionals. This is followed by a nine week integrated Molecular Basis of Medicine course which incorporates the fundamentals of biochemistry, genetics and cell biology. The remainder of the year consists of an integrated systems-based curriculum which includes all major organ systems taught in the courses of Physiology, Anatomy, Histology, Behavioral Science, Ethics and Neuroscience. Throughout the year, students participate in an Introduction to Clinical Skills course which teaches students the fundamental aspects of history taking and physical examination. To allow for early clinical exposure, students are paired with a physician mentor with whom they spend time during both semesters.

YEAR TWO

In Year Two, students continue their integration of basic science with clinical medicine in a systems-based curriculum. Students have seven courses which include Approach to Patient Care, Immunology, Microbiology, Advanced Clinical Skills, Pharmacology, Pathology, and Psychopathology. The teaching blocks include Core Concepts, Infectious Organisms and Antimicrobials, Introduction to Neoplasia and Hematology, Nervous System, Cardiovascular System, Pulmonary & Ear, Nose and Throat, Gastrointestinal System, Endocrine and Renal Systems, Musculoskeletal and Genitourinary Systems, and Dermatology, Eye and Toxicology. The curriculum is designed to teach life-long learning and critical thinking skills as students build upon their differential diagnoses with each subsequent block. The Approach to Patient Care course focuses on tying together the instruction from the basic science courses into clinical vignettes, illustrating the challenges and depth of patient care. Through this instruction, the students are prepared to transition more effectively into their clinical years.

YEAR THREE

In Year Three, students are exposed to clinical medicine in hospital and ambulatory settings. Students complete five eight-week clerkships in Family & Community Health, Internal Medicine, Obstetrics & Gynecology, Pediatrics, and Surgery and four-week clerkships in Psychiatry and Neurology. Students continue to develop their life-long learning and critical thinking skills in the context of patient care while beginning to develop appropriate patient assessment, diagnosis, and management skills.

YEAR FOUR

In Year Four, students complete a required four-week rotations in Emergency Medicine, four weeks in a Selective Sub-Internship and 2 weeks in a Selective ICU. They are given increased autonomy in the assessment, diagnosis and management of patients in all clinical settings under the supervision of residents and attending physicians. Students complete their fourth year with a minimum of 26 weeks of electives, which gives them considerable flexibility in designing educational and clinical programs to meet their individual interests and needs. A separate electives catalog is located at www.musom.marshall.edu/students/senior-handbook.

MD Course Descriptions – Year 1

Introduction to Clinical Skills- IDM 715

Credit Hours: 4 Grade Mode: Letter Grade

This introductory course develops students' skills in obtaining a medical history and performing physical examinations. Students begin to apply knowledge, skills, and professional attitudes in a clinical environment through clinical application and examinations with standardized patients. Understanding the clinical presentation of common conditions is included in the didactic and standardized patient sessions. Students are also instructed on ethics, professionalism, and societal problems.

Elements of Medicine – MDC 710

Credit Hours: 9 Grade Mode: Letter Grade

Elements of Medicine introduces the student to the fundamental concepts necessary to understand the structure and function of the human body at a molecular level, as well as ethical considerations of medical practice. It incorporates principles of biochemistry, cell biology, genetics and nutrition. Clinical correlates, in-class exercises, homework assignments and small group discussions of clinical cases complement the lecture material and help the student apply the material to medical problem solving. Faculty from all three basic science departments of the School of Medicine participate in the course (Anatomy and Pathology, Biochemistry and Microbiology, and Pharmacology, Physiology and Toxicology). The formal clinical correlations are presented by clinical faculty with the goal of helping students appreciate the core relevance of basic science concepts to medical practice.

Structure and Function I – MDC 711

Credit Hours: 5 Grade Mode: Letter Grade

The Structure and Function I block introduces students to the organization of the human body at a gross and microscopic level while integrating the cellular processes that underlie the normal physiology of the nervous and musculoskeletal systems. The musculoskeletal system includes the components of both the axial and appendicular skeleton - the upper and lower limbs and the vertebral column. This block will cover the bones and musculature as well as their innervation, blood supply and embryological origins. The gross anatomy of these structures will be correlated with the microscopic anatomy and the cellular physiology of bone, skeletal muscle and nerves. This course will provide a foundation for developing the clinical skills to examine patients who present with orthopedic symptoms, for the understanding of the function of the brain and nervous system in the Structure and Function II block, and for the understanding of the pathophysiological basis of disease in future courses.

Structure and Function II – MDC 712

Credit Hours: 8 Grade Mode: Letter Grade

Structure and Function II is an integrated course for first year medical students that covers head and neck anatomy, and the structures and functions of the central nervous system. The course is organized into three major sections:

1. Gross anatomy of the head and neck, and gross and microscopic anatomy and function of the eye and ear,
2. External and internal anatomy of the spinal cord, major ascending (sensory) and descending (motor) pathways, external anatomy of the brain, ventricles, and vasculature of the central nervous system,
3. Cranial nerves and brainstem, cerebral hemispheres, cerebellum and extrapyramidal motor systems, sensory pathways of the brain, integrative systems, and behavioral aspects of pain, stress and coping, and addiction.

This course will provide a foundation for developing the clinical skills to examine patients who present with diseases and disorders affecting the head, neck, and central nervous system.

Structure and Function III – MDC 713

Credit Hours: 6 Grade Mode: Letter Grade

Structure and Function III provides first year medical students with a solid foundation in normal human cardiovascular, pulmonary, and renal structure and function. Students use human cadaver dissection to explore the structure and organization of these systems and observe individual variations in human anatomy. Students use microscopy to observe the cells and tissues that make up the individual organs in these systems and are expected to relate morphological information to function. Cardiovascular, respiratory, and renal functions are considered at the subcellular, cellular, tissue, organ, system, and whole body levels of organization. Specific functions of the individual components of these systems and their regulation are considered. Emphasis is placed on the use of graphs to explain specific functions and the use of laboratory tests to assess normal functions and deviations from normal functions. Students engage in small group activities where they are expected to use the results from laboratory tests, clinical measurements and their knowledge of basic science principles to solve clinical case-based problems involving the cardiovascular system, the respiratory system, the kidney and urinary tract. Specific clinically relevant topics are highlighted by clinical correlations delivered by clinical faculty.

Structure and Function IV – MDC 714

Credit Hours: 6 Grade Mode: Letter Grade

Structure and Function IV (MDC 714) provides first year medical students with a solid foundation in normal human gastrointestinal, endocrine, and reproductive structure and function. Students use human cadaver dissection to explore the structure and organization of these systems and observe individual variations in human anatomy. Students use microscopy to observe the cells and tissues that make up the individual organs in these systems and are expected to relate morphological information to function. Endocrine, gastrointestinal, and reproductive functions are considered at the subcellular, cellular, tissue, organ, system, and whole body levels of organization. Specific functions of the individual components of these systems and their regulation are considered. Emphasis is placed on the use of graphs to explain specific functions and the use of laboratory tests to assess normal functions and deviations from normal functions. Students engage in small group activities where they are expected to use the results from laboratory tests, clinical measurements, and their knowledge of basic science principles to solve clinical case-based problems involving the gastrointestinal, endocrine, and reproductive systems. Specific clinically relevant topics are highlighted by clinical correlations delivered by clinical faculty.

MD Course Descriptions – Year 2

Advanced Clinical Skills – MED 755

Credit Hours: 6 Grade Mode: Letter Grade

Advanced Clinical Skills serves as a continuation of the Introduction to Clinical Skills course. Students continue to develop skills in obtaining a medical history and performing physical examinations through simulated experiences with standardized patients. Communication of clinical findings is also integral to the course in the form of case presentations and documentation. An increased focus on the complex encounter is emphasized throughout the year. Students are also instructed on culture, ethical, medico-legal, and socio-economic aspects of patient care as well as participate in inter-professional education events throughout the course.

Principles of Disease - MDC 750

Credit Hours: 11 Grade Mode: Letter Grade

Principles of Disease is an integrated introduction to human disease and treatment based on core concepts in microbiology, immunology, pharmacology, genetics, and pathology. The course will provide basic knowledge in these disciplines in preparation for detailed studies of each organ system in the Disease and Therapeutic Courses. The medical microbiology component will acquaint students with medically-relevant aspects of the field of microbiology, including microbial cell structure, growth, nutrition, metabolism, genetics, sterilization, disinfection, and chemo-therapeutic agents. The pharmacology component will address the basic principles of pharmacology, the appropriate use of antimicrobials, and drugs that regulate immune function. The immunology component will introduce the language and basic concepts of immunology emphasizing both the immune response in defense against microbial organisms in a normal individual and clinical immunology as it relates to aberrant immune responses. The pathology component will address the cellular response to stress and toxic insults, acute and chronic inflammation, tissue renewal, repair and regeneration, the morphologic and biologic properties of tumors and the molecular basis of carcinogenesis.

Disease and Therapeutics I – MDC 751

Credit Hours: 6 Grade Mode: Letter Grade

Disease and Therapeutics I introduces the student to the fundamental concepts necessary to understand disease processes, diagnostics and therapeutic options for diseases of the Musculoskeletal, Dermatologic and Hematopoietic systems. Clinical correlates, in-class exercises, homework assignments and small group discussions of clinical cases complement the lecture material and help the student apply the material to medical problem solving. Faculty from several departments in the School of Medicine participate in the course.

Disease and Therapeutics II – MDC 752

Credit Hours: 7 Grade Mode: Letter Grade

Disease and Therapeutics II introduces the student to the fundamental concepts necessary to understand disease processes, diagnostics and therapeutic options for diseases of the nervous system. Clinical correlates, in-class exercises, homework assignments and small group discussions of clinical cases complement the lecture material and help the student apply the material to medical problem solving. Faculty from departments of Pathology, Pharmacology, Physiology & Toxicology, Biochemistry & Microbiology, Psychiatry & Behavioral Medicine, Neuroscience, Internal Medicine and Obstetrics & Gynecology of the School of Medicine participate in the course.

Disease and Therapeutics III – MDC 753

Credit Hours: 8 Grade Mode: Letter Grade

This course will help students master the foundational concepts and clinical correlations for diseases of three of the five vital organs i.e. cardiovascular, renal and the respiratory system. The aim of this course is to provide you with a firm foundation that encompasses an interdisciplinary approach to the evaluation and treatment of disorders of the aforementioned systems. All relevant foundational disciplines, including anatomy, physiology, pathology, pharmacology, and radiology will be covered in this course. We hope to achieve our educational goals by providing you with a holistic education where a variety of pedagogical tools will help you bridge the gap from "Book to Bedside".

To emphasize inductive reasoning, analytical thinking, and problem-solving, the course-content will emphasize a series of questions, the answers to which will require students to have not only factual knowledge but deeper understanding that will enable them to apply the information in a range of clinical contexts. Inductive reasoning skills will be developed and assessed using team-based learning, which will constitute majority of the non-didactic grade in this course. Content will be integrated across organ systems to emphasize a holistic approach to health and disease.

Disease and Therapeutics III introduces the student to the fundamental concepts necessary to understand disease processes, diagnostics and therapeutic options for diseases of the cardiovascular, respiratory and renal systems. Clinical correlates, team-based exercises, homework assignments and small group discussions of clinical cases complement the lecture material and help the student apply the material to medical problem solving. Both Basic Science and Clinical Faculty from various departments will participate in the course. We will make every effort to provide with you an exceptional educational experience. We welcome any and all feedback during the course, and the sooner you bring a misalignment to our attention, the better we will be able to assist you in achieving your best.

Disease and Therapeutics IV – M 754

Credit Hours: 9 Grade Mode: Letter Grade

Disease and Therapeutics IV introduces the student to the fundamental concepts necessary to understand disease processes, diagnostics and therapeutic options for diseases of the Gastrointestinal, Genitourinary and Endocrine systems. Clinical correlates, in-class exercises, homework assignments and small group discussions of clinical cases complement the lecture material and help the student apply the material to medical problem solving. Faculty from several departments in the School of Medicine participate in the course.

MD Course Descriptions – Year 3

Family & Community Health – FCH 742

Credit Hours: 8 (8 weeks) Grade Mode: Honors/Pass/Fail

The Family & Community Health Clerkship emphasizes continuity of patient care and patient-based student-directed learning in ambulatory settings. The course focuses on teaching clinical problem-solving skills as well as understanding preventive, community health, and patient education issues. Students also work with the Family Medicine Hospital team for a limited experience. Students are exposed to the rich variety of clinical experiences that comprise the specialty of Family Practice.

Internal Medicine – MED 742

Credit Hours: 8 (8 weeks) Grade Mode: Honors/Pass/Fail

The Internal Medicine Clerkship provides a broad exposure to the core aspects of Internal Medicine. Students participate in a comprehensive multidisciplinary approach to inpatient medicine in addition to experience within the ambulatory general medical and subspecialty clinics. Students are expected to acquire knowledge and skills of major disease entities related to internal medicine patients and apply this to development of diagnostic and therapeutic plans, thereby providing personalized, scientific, evidence-based patient care.

Obstetrics/Gynecology – OBG 742

Credit Hours: 8 (8 weeks) Grade Mode: Honors/Pass/Fail

The Obstetrics and Gynecology Clerkship is designed to provide the medical student a base of information regarding human reproduction and the function and dysfunction of the reproductive system. Students participate in the care of women with various gynecologic diseases, including endocrinopathies and neoplasia. Emphasis is placed upon family planning, screening for disease, and preventative care for women throughout life. The students learn the basis of antepartum, intrapartum, and postpartum care for low and at risk pregnancies. Students learn the physiologic response to normal pregnancy, and the effect of pregnancy on chronic disease.

The clerkship is centered at the Marshall University Medical Center in the Obstetrics and Gynecology Department for ambulatory patient care and Cabell Huntington Hospital being primarily used for in-patient care. The clerkship also utilizes the Edwards Cancer Center, Cabell Huntington Hospital Perinatal center and Cabell-Huntington Health department for ambulatory gynecology and obstetrics.

Pediatrics – PED 742

Credit Hours: 8 (8 weeks) Grade Mode: Honors/Pass/Fail

The Pediatric Clerkship is an eight-week required clinical clerkship designed to involve students in the evaluation, assessment, care and counseling of pediatric patients and their families from infancy to young adulthood. During the rotation, two weeks will be spent at Cabell Huntington Hospital on the Pediatric Ward, one week in the Neonatal Intensive Care Unit, one week in the Pediatric Intensive Care Unit, one week in the Newborn Nursery and three weeks will be divided between the various Pediatric Outpatient Clinics. During this clerkship, there will always be an Attending Physician and Pediatric Residents to supervise student education and serve as a resource for all questions.

Psychiatry– PSI 742

Credit Hours: 4 (4 weeks) Grade Mode: Honors/Pass/Fail

The Psychiatry / Neurology Clerkship is designed to broaden the student's knowledge of psychiatry, behavioral health issues, and neurology and how these relate to the practice of medicine. Students learn how to recognize and evaluate psychiatric and neurologic disorders. Students learn appropriate treatment and management approaches to psychiatric and neurologic illnesses. Students experience care in general medical, neurologic, and psychiatric settings, across the continuum of care. This includes time in outpatient and in-patient services, also including consultation for psychiatric and neurologic conditions in hospitalized patients.

Neurology – NEU 742

Credit Hours: 4 (4 weeks) Grade Mode: Honors/Pass/Fail

The Neurology Clerkship is designed to broaden the student's knowledge of primary neurologic pathology and how these relate to the practice of medicine. Students learn how to recognize and evaluate common neurologic disorder presentations. Students learn appropriate treatment and management approaches to neurologic illnesses. Students experience care in general outpatient and inpatient settings and across the continuum of care from new and emergent evaluations to routine follow-up of chronic conditions. The students will also be exposed to common procedures used in the evaluation and treatment of patients with neurology symptomatology including neurophysiologic studies, neuroimaging, botulinum injections and lumbar punctures. Four week rotation is not eligible for rural placement.

Surgery – SUR 742

Credit Hours: 8 (8 weeks) Grade Mode: Honors/Pass/Fail

The Surgery Clerkship provides a core learning experience for medical students in the discipline of general surgery. Students have the opportunity to gain knowledge and skills basic to the practice of general surgery through formal classroom teaching and clinical activities, both in-patient and out-patient. Students rotate through one week of Orthopaedics and one week of Anesthesia as well as 2 days of breast surgery and urology. Four weeks can be spent at an approved rural rotation.

MD Course Descriptions – Year 4

ALL STUDENTS MUST SUCCESSFULLY COMPLETE THE FOLLOWING 2-WEEK COURSE

Emergency Medicine – EMS 744

Credit Hours: 2 (2 weeks) Grade Mode: Honors/Pass/Fail

This course is a required two week experience for all Fourth Year Students and must be successfully completed prior to graduation. Students are expected to complete a minimum of 40 hours per week in the Cabell Huntington Emergency Department. Students will evaluate patients and formulate effective testing and treatment strategies. Active participation in patient care and procedural skills is required.

Students will be assigned to see patients under the direct supervision of faculty preceptors. Scheduling of the students' shifts is to be at the convenience of the preceptors who work with the students. Midnight and weekend shifts are required.

ALL STUDENTS MUST SUCCESSFULLY COMPLETE ONE OF THE FOLLOWING 2-WEEK SELECTIVE ICU EXPERIENCES

Selective ICU – NEONATOLOGY – PED 805

Credit Hours: 2 (2 weeks) Grade Mode: Honors/Pass/Fail

The student will observe and participate in the management of the high risk newborn in the Neonatal Intensive Care Unit with neonatologists, nurse practitioners, and pediatric residents. Emphasis will be placed on recognizing and assessing the high risk newborn, instituting acute therapeutic emergency measures, requisitioning appropriate laboratory studies and therapy under direct supervision. Daily assessment of nutritional needs and growth and development of the high risk infants will be among the student's responsibilities. Reading and participation in selected diagnoses and/or management reports related to the patients in the unit is expected.

Selective ICU – INTERNAL MEDICINE INTENSIVE CARE UNIT – MED 833

Credit Hours: 2 (2 weeks) Grade Mode: Honors/Pass/Fail

The primary purpose of this elective is to provide the senior medical student with a diverse, well-rounded, meaningful, and focused exposure to the field of Critical Care Medicine. Students will have the opportunity to apply the basic physiology learned in their initial three years to the critically ill patient.

Selective ICU – PEDIATRIC CRITICAL CARE – PED 807

Credit Hours: 2 (2 weeks) Grade Mode: Honors/Pass/Fail

The student will observe and participate in the management of the critically ill pediatric patient. Emphasis will be placed on assessing and recognizing critically ill children and developing early intervention and daily treatment plans. The student will have primary responsibility for one or two patients on daily rounds. Reading and participation in selected diagnoses and/or management reports related to the patients in the unit is expected.

Selective ICU – SURGICAL INTENSIVE CARE UNIT – SUR 833

Credit Hours: 2 (2 weeks) Grade Mode: Honors/Pass/Fail

The course objectives for this course include:

- Gain experience with monitoring and evaluation of the critically ill surgical patient.
- Provide a broad exposure to fundamental concepts of critical care including ventilator management, hemodynamic monitoring, fluids and electrolytes, and nutritional support.
- Develop an understanding and basic skills in the assessment, initial resuscitation, management and recovery of post surgical intensive care patients from a wide variety of surgical disciplines including general, orthopedic, trauma, thoracic and urologic.
- Understand the indications for common surgical intensive care procedures.

ALL STUDENTS MUST SUCCESSFULLY COMPLETE ONE OF THE FOLLOWING 4-WEEK SUBINTERNSHIPS

Subinternship in Family Medicine – FCH 827

Credit Hours: 4 (4 weeks) Grade Mode: Honors/Pass/Fail

Students will perform at the level of an acting intern on the busy and lively family practice inpatient team. Patients followed by the family practice hospital service include newborn infants, children, adults, and critical care patients (ICU/CCU) in a 350-bed hospital. The subintern will perform admission histories and physicals on hospitalized patients and then function as the patients' primary physician during the hospitalization under the close supervision of the chief residents and attending. The subintern will present his or her patients daily at a resident-directed, dynamic morning rounds. He or she assumes responsibility for ordering and interpreting laboratory data, choosing suitable treatments and communicating with patients and their families. Students are expected to follow a minimum of 2 patients daily while on the service. Attendance at weekly Family Practice Grand Rounds is required (90 minutes every Thursday afternoon, lunch is provided). Night call will be assigned to average every fourth to fifth night. Students on the Family Medicine Sub-Internship will review imaging studies on daily rounds and participate in weekly radiology sessions supervised by attending radiologists.

Subinternship in Internal Medicine – MED 827

Credit Hours: 4 (4 weeks) Grade Mode: Honors/Pass/Fail

This Selective Medicine Course is a 4 week course that is organized as a sub-internship to provide senior students with a structured clinical internal medicine experience. Students assume the responsibilities of being an integral team member of an inpatient medical service and as such improve and build upon cognitive and technical clinical skills attained during the third year clerkship. This course is offered at the Huntington VA Medical Center only.

Subinternship in OB – OBG 827

Credit Hours: 4 (4 weeks) Grade Mode: Honors/Pass/Fail

The course objectives for this course include:

- Learn the principles of antepartum care with specific attention to routine prenatal care and screening
- Identify, evaluate, and manage at risk pregnancies
- Develop the tools to evaluate and manage pregnant patients in the emergency room (triage) setting
- Learn the principles of management of labor including vaginal delivery
- Understand the indications for and techniques of labor induction
- Understand the principles of postpartum care with specific emphasis on breast feeding and contraception

Subinternship in Orthopaedics – ORT 827

Credit Hours: 4 (4 weeks) Grade Mode: Honors/Pass/Fail

A 4th year subinternship in orthopaedic surgery is offered, providing experience in office and hospital management of diseases of the musculoskeletal system. Preference is given to those considering matching in orthopaedic surgery. Visiting Medical Students are allowed enrollment, but preference will be given to Marshall students. For those looking for an outpatient musculoskeletal experience only, please consider ORT 808.

Goals: The student will be introduced to office and hospital management of diseases of the musculoskeletal system. The goals of the course are to: 1) introduce the student to common musculoskeletal conditions as encountered by the orthopaedic department; 2) develop procedural, outpatient, and inpatient clinical skills relevant to orthopaedic surgery, 3) develop a solid knowledge base of musculoskeletal conditions, and 4) develop the skills needed to succeed as an intern on a busy orthopaedic service. The student will take up to four 1 week rotations through the available services at the time of his or her rotation, including Joint Replacement, Sports Medicine, Spine, Trauma, Hand, Foot and Ankle, and Tumor. Reasonable requests made at least one week prior to arrival will be honored on a "first come, first served" and basis.

Subinternship in Pediatrics – PED 827

Credit Hours: 4 (4 weeks) Grade Mode: Honors/Pass/Fail

The student will function as a member of the house staff team observing and participating in the delivery of care of the pediatric hospital patient from the initial admission with the attending and resident. The complete evaluation of the patient, the planning of the clinical appraisal and care will be under the management of the student. All procedures, laboratory follow-through and therapeutic management of the patient will be coordinated with the pediatric resident to whom the student is assigned. Location of this elective is the Inpatient Pediatric Floor at Cabell Huntington Hospital – 5th floor.

Subinternship in Psychiatry –PSI 827

Credit Hours: 4 (4 weeks) Grade Mode: Honors/Pass/Fail

The course will prepare students to provide comprehensive and evidence-based care for hospitalized adult psychiatric patients. Duties will include: performing intake and follow-up assessments, documenting completed history and physical examinations (H&Ps) and daily progress notes, assisting in the development of comprehensive treatment plans, actively participating in treatment team discussions, coordinating patient follow-up care case management, coordinating care with therapists, psychologists, and nursing staff, and performing daily evaluations of patient safety.

Subinternship in Surgery – SUR 827

Credit Hours: 4 (4 weeks) Grade Mode: Honors/Pass/Fail

The surgical sub-internship (Sub-I) is a focused month designed to have students directly participate in the care of surgical patients; that is, initial evaluation, formulation of differential diagnoses, establishment of treatment plans and eventual daily care of the patient. It is important to emphasize that the student should function at the PGY-1 level with close supervision from the resident and attending surgical team. Students will actively participate on rounds, daily care tasks, procedures, and conferences.

The Sub-I is a chance for the soon-to-be resident to gain and/or polish the clinical skills critical for entering residency. The student should actively participate in procedures, clinical decision-making, and patient interaction. Call responsibility will be addressed by the attending surgeon and Chief Resident. This month is a chance to establish a preliminary comfort level in taking care of patients and is designed to simulate what it may be like as a PGY-1, with appropriate supervision. Although the patient population is primarily of a surgical nature, students will obtain a broad clinical exposure which will provide a solid experience for entrance into any type of residency program.

ALL STUDENTS MUST SUCCESSFULLY COMPLETE 28 WEEKS OF FOURTH YEAR ELECTIVE OPTIONS WITH THE FOLLOWING RESTRICTIONS:

A maximum of 16 weeks are permitted for Away Rotations

A maximum of 6 weeks are permitted for Non-Patient Contact electives, which include:

- ACH 813 Surgical Anatomy
- FCH 885 Med Spanish
- FCH 857 International Readings
- FCH 855 Rural Readings
- Research NEU 805, ORT 809, PED 809, PSI 820, SUR 814, PMC 785

Anatomy

Surgical Anatomy (ACB 813) - Sasha Zill, PhD and Kristi Aldridge, PhD (applies toward 6 week non-patient contact restriction)

Biochemistry

Biochemistry Research (BIC 820) - Don Primerano, PhD

Cardiology

Cardiovascular Research (MED 802) – Ellen Thompson, MD

Clinical Cardiology (CVS 801) - Ellen Thompson, MD

Essentials of EKG (CVS 800) - Paulette Wehner, MD

Dermatology

Clinical Dermatology (MED 803) - Charles Yarbrough, MD

Emergency Medicine

Emergency Medicine (EMS 710) - Mitch Charles, MD

Family Medicine

Clerkship in a Local Health Department (FCH 806) - Mike KilKenny, MD

Hospice and Palliative Medicine (FCH 895) - Jacqueline "Nikki" Cole, MD

International Health (FCH 880) - Matt Curry, MD

Medical Spanish (FCH 885) - Katherine Steele, MD (applies toward 6 week non-patient contact restriction)

Outpatient Family Medicine (FCH 800) - Mitch Shaver, MD

Readings and Limited Practicum in International Medicine (FCH 857) - Carolyn Curtis, MD (applies toward 6 week non-patient contact restriction)

Readings in Rural Health (FCH 855) - Richard Crespo, PhD (applies toward 6 week non-patient contact restriction)

Rehabilitation Medicine (FCH 820) - Rabah Boukhemis, MD

Rural Family Medicine (FCH 888) - Mitch Shaver, MD

Rural Geriatrics (FCH 850) - Charles McCormick, MD

Special Projects (FCH 780) - Mitch Shaver, MD

Sports Medicine(FCH 845) - David Rupp, MD
 Subinternship in Family Medicine (FCH 827) - Stephen Petrany, MD
 Wilderness Medicine (FCH 890) - Charles Clements, MD

Interdepartmental

Academic Medicine (IDM 801) - Adrienne Mays, MD

Internal Medicine

Advanced Clerkship in MED/PEDS (MED 828) - Eva Patton Tackett, MD
 Clinical Endocrinology and Metabolism (MED 805) - Henry Driscoll, MD
 Clinical Gastroenterology (MED 807) - Akash Ajmera, MD
 Clinical Hematology-Oncology (MED 811) - Toni Pacioles, MD
 Clinical Infectious Disease (MED 813) - Kara Willenburg, MD
 Clinical Pulmonary Disease (MED 821) - Imran Khawaja, MD
 Clinical Rheumatology (MED 823) - Ralph Webb, MD
 Hospital Medicine (MED 826) - Christine Gilkerson, MD
 Interdisciplinary Medicine (MED 830) - Shannon Browning, MD
 Nephrology (MED 817) - Zeid Khitan, MD
 Research in Hematology/Oncology (MED 812) - Mehlar El-Hamdani, MD
 Rural Medicine (MED 888) - Shannon Browning, MD
 Special Projects in Medicine - Mehlar El-Hamdani, MD

Microbiology

Research in Microbiology (MCB 813) - Don Primerano, PhD

Neurology

Clinical Neurology (NEU 829) - Paul Ferguson, MD
 Neurosurgery (NEU 803) - Anthony Alberico, MD
 Neurology/Neurosurgery Research (NEU 805) - Justin Nolte, MD (applies toward 6 week non-patient contact restriction)
 Pediatric Neurology (NEU 813) - Mitzi Payne, MD

Obstetrics and Gynecology

Special Topics in Obstetrics and Gynecology (OBG 780) - David Jude, MD
 Gynecologic Surgery (OBG 813) - Stephen Feaster, MD
 Adolescent Pediatric Gynecology (OBG 814) - Jennie Yoost, MD
 Maternal - Fetal Medicine (OBG 835) - David Chaffin, MD
 Gynecologic Oncology (OBG 850) - Nadim Bou Zgheib, MD
 Rural Obstetrics (OBG 888)
 Subinternship in OB (OBG 827) - David Jude, MD

Ophthalmology

Ophthalmology (OPH 804) - Russell Fry, MD

Orthopaedics

Subinternship in Orthopaedics (ORT 827) - Felix Cheung, MD
 Introduction to Musculoskeletal Care (ORT 808) - Felix Cheung, MD
 Orthopaedic Research Elective (ORT 809) - Franklin Shuler, MD, Ph.D (applies toward 6 week non-patient contact restriction)

Pathology

Forensic Pathology (PTH 802) - State Medical Examiner - LOCATION: CHARLESTON MEDICAL EXAMINER'S OFFICE

The Practice of Pathology (PTH 803) - Vincent Graffeo, MD

Pediatrics

Adolescent Medicine (PED 814) - Patricia Kelly, MD

Allergy & Immunology (PED 898) - Meagan Shepherd, MD

Ambulatory Pediatrics (PED 801) - Mark Wippel, MD

Child Development and Behavior (PED 825) - James Lewis, MD

Clinical Neonatology (PED 805) - Sean Loudin, MD

Pediatric Cardiology (PED 808) - Jack Stines, MD

Pediatric Community Medicine (PED 806) - Christina Hensley, MD

Pediatric Critical Care (PED 807) - Sean Loudin, MD

Pediatric Gastroenterology (PED 812) - Xavier Villa, MD

Pediatric Hematology/Oncology (PED 820) - Paul Finch, MD

Pediatric Research (PED 809) - Sean Loudin, MD (applies toward 6 week non-patient contact restriction)

Primary Care Pediatrics (PED 803) - Joe Evans, MD

Subinternship in Pediatrics (PED 827) - Sean Loudin, MD

Psychiatry

Child and Adolescent Psychiatry (PSI 801) - Dr. Bryant-Melvin, MD

Psychiatric Consultation (PSI 804) - Kelly Melvin, MD

Research in Psychiatry/Human Behavior (PSI 820) - Suzanne Holroyd, MD (applies toward 6 week non-patient contact restriction)

Rural Psychiatry (PSI 888) - Kelly Melvin, MD

Radiology

Radiology (RAD 810) - Peter Chirico, MD

Surgery

Anesthesiology (SUR 806) - Hosny Gabriel, MD

General Surgery (SUR 801) - David Denning, MD

Otolaryngology (SUR 808) - Scott Gibbs, MD

Plastic Surgery (SUR 809) - Adel Faltaous, MD

Rural Surgery (SUR 888) - David Denning, MD

Subinternship in Surgery (SUR 827) - David Denning, MD

Surgical ICU (SUR 833) - David Denning, MD

Surgical Research (SUR 814) - David Denning, MD (applies toward 6 week non-patient contact restriction)

Urology (SUR 811) - Lawrence Wyner, MD

MD/PhD Curriculum Overview

Students accepted into the MD/PhD program initially will complete first and second year course requirements for the MD program. During that time, they will concurrently complete the requirements for BMR 785 (Introduction to Research). After passing the USMLE Step I exam at the end of year two, students will begin their Ph.D. coursework and research. The graduate portion of the MD/ PhD is 3 to 4 years of research, which is then followed by the third and fourth year of the medical program.

Once students have entered graduate school they have to take the following required classes (Full time in Fall and Spring is nine credit hours and four credit hours for summer):

Course Code	Course Name	Credit Hours	Notes
BMR660	Communications I	1	
BMR661	Communications II	1	
BMR680	Student Seminar	1	Should enroll each semester 6 credits required to graduate
BMR617	Statistical Techniques for the Biomedical Sciences	3	
BMR644	Research Conduct	1	
BMR882	Research	1	Unlimited number of credit hours can be taken to maintain full time student status
One of the following should be taken based on research interests four credit hours required			
BMS631	Neuroscience and Developmental Biology Literature Review	1	
BMR665	Cardiovascular Disease Research Colloquium.	1	
BMS664	Obesity and Related Diseases Journal Club	1	
BMR652	Cancer Biology Colloquium	1	
PMC655	Toxicology Reviews	1	

Other courses may be recommended by the student's committee.

MD/PhD Degree Requirements

ADVISORY COMMITTEE FOR PhD

Students The advisory committee should be formed no later than the end of the first year of graduate education or upon completion of 18 semester hours of credit. As soon as the committee has been identified, an Approval for Dissertation Topic and Committee Membership form is completed and submitted to the Director of Graduate Studies and the Dean of the Graduate College. The advisory committee will be selected by the student and research advisor, with approval from the Director of Graduate Studies and the Dean of the Graduate College required. The committee will be composed of at least five faculty members with appropriate expertise; one of the members may be from another institution. The student's research advisor will act as the chairperson of the committee.

APPROVAL OF COURSE STUDY

It is essential for the student and advisory committee to carefully define a Course of Study by the end of the first year of graduate research. This is considered a basic contract between the student and the program and includes:

1. Proposed dissertation topic
2. All transfer credits
3. Required and elective courses to be taken at Marshall University
4. All competencies to be achieved by the student during graduate study. These details must be recorded on the Ph.D. Course of Study form and submitted for approval by the Director of Graduate Studies and the Dean of the Graduate College

ACADEMIC PERFORMANCE FOR ALL MD / PHD GRADUATE STUDENTS

- Maintain a minimum of a 3.0 Grade Point Average (GPA). No more than six hours of C and no grades below C may be applied toward the degree.
- If the GPA falls below 3.0, the student will be placed on academic probation. Following notification of probation, the student will be counseled by his/her advisor. At this time, the deficiency will be identified and a written plan will be prepared for removing it within the next nine semester hours. This plan, co-signed by the student and the advisor, must be approved by the Graduate Studies Committee and Director of Graduate Studies before the student can register for additional coursework.
- If probationary status is not removed within nine semester hours, the Dean of the Graduate College, in consultation with the Vice Dean for Research and Graduate Education and the Graduate Studies Committee, will determine whether the student is retained or dismissed from the program. Retention must be recommended by the advisor and student's advisory committee and endorsed by the Graduate Studies Committee.

TIME LIMITATIONS

Students must meet all requirements for the Doctor of Philosophy degree within seven years from the date of enrollment in the first course to be used in the degree program. The Graduate Dean may grant an extension upon recommendation by the Graduate Studies Committee. Absence due to military obligations, long serious illnesses, or similar circumstances beyond the student's control may be considered valid reasons for an extension. It is the option of the advisory committee to require validation of outdated courses by special examination.

ADMISSION TO CANDIDACY

Admission to graduate study and enrollment in graduate courses does not guarantee acceptance as a candidate for the Doctor of Philosophy degree. This is only accomplished by satisfactorily passing a comprehensive qualifying examination and meeting all other specified requirements. The qualifying examination assesses whether the student has attained sufficient knowledge to undertake independent research. The examination should be completed at the end of the second year of study. The examination consists of written and oral components covering all areas specified in the Course of Study. The examination is prepared, administered and graded by the advisory committee. The written portion includes all coursework and relevant topics determined by the advisory committee. The student will be given 2-3 days to complete the written component of the examination.

Upon passing the written examination, the student must submit a grant proposal on the topic of his/her dissertation research or a related topic approved by the advisory committee. The proposal must be in the style of an National Institutes of Health (NIH) Predoctoral grant proposal. Links to the instructions for the proposal format can be found on the BMR Graduate Program website. The grant proposal must be submitted within two months of completion of the written exam and given to the advisory committee members at least two weeks in advance of the oral defense. The oral examination consists of a defense of the grant proposal and, at the discretion of the advisory committee, may include topics from the written portion of the exam in which the student was deemed to be deficient. Successful completion of the qualifying examination is based on approval of the committee. Only one dissenting vote is permitted on each component. If necessary, a single portion of the examination may be repeated at the discretion of the advisory committee. The student must have the approval of the advisory committee to repeat either the written or oral component of the qualifying examination. The committee assesses the deficiencies and determines the time required for the student to make corrections. A student may take a given component of the qualifying examination no more than three times. Failure to pass this examination on the third attempt will result in dismissal from the BMR Ph.D. program. The advisory committee must complete an Admission to Candidacy for Ph.D. form after the student completes the examinations and submit it for approval by the Director of Graduate Studies and the Dean of the Graduate College.

DISSERTATION

All candidates must successfully complete a biomedical research project and prepare, submit, and defend a dissertation. The dissertation must present the results of the candidate's individual investigation and make a definite contribution to the current state of

knowledge. While conducting research and writing a dissertation, the student must register for Research (BMR 882) at the beginning of each semester or summer term for which progress is to be earned. No more than 15 hours of Research may be credited toward the degree. Candidates are to follow the general guidelines outlined in *Publishing Your Dissertation: How to Prepare Your Manuscript for Publication and General Information About Dissertations*. Copies of these documents are on file in the Office of Research and Graduate Education. Candidates must also follow the current Graduate College Guide for Preparation and Submission of Electronic Theses and Dissertations, which can be downloaded from the Graduate College website. Oral Defense of the Dissertation The oral defense of the dissertation is held during the semester or summer session in which all other degree requirements have been met. The advisory committee must read and tentatively approve the dissertation before the examination can be scheduled. The committee chairperson will complete an Approval to Schedule Dissertation Defense form and submit it for approval of the Director of Graduate Studies and the Dean of the Graduate College before the examination can be given. Such notification must occur at least two weeks before the proposed date of the defense. A portion of the defense is an open examination and sufficient time is required for adequate public notice.

The open examination usually takes the form of a one-hour seminar. This is followed by a thorough review of the dissertation by the advisory committee and the candidate. Successful completion of the defense requires the approval of all but one of the members of the advisory committee. The results (pass/fail) must be recorded on a Results of Dissertation Examination form, which is to be reported to the Office of Research and Graduate Education and forwarded to the Graduate College Office within 24 hours. Should the candidate fail the defense, reexamination may not be scheduled without the approval of the advisory committee, the Director of Graduate Studies, and the Dean of the Graduate College.

All advisory committee members are to be present for the defense. If this is not possible, the Dean of the Graduate College, or designee, may permit one substitute for any member of the committee except the chairperson. A request for a substitute must be submitted in writing to, and approved by, the Director of Graduate Studies and the Dean of the Graduate College. The committee chairperson, the student, and both the original member of the committee to be replaced, and the substitute must sign this request. The substitute must have the same, or higher, graduate faculty status as the original member and represent the same academic discipline or area of emphasis.

ACCEPTANCE OF DISSERTATION

Acceptance of the dissertation is a requirement for the doctoral degree. An accepted dissertation must bear the original signatures of at least all but one member of the advisory committee. If more than one member cannot approve the dissertation, the doctoral degree cannot be recommended. If the substitute member attends and approves the dissertation defense, he or she signs the dissertation. For complete information on the preparation and submission of electronic theses and dissertations see www.marshall.edu/graduate/current-students/edt.

MD/PhD Course Descriptions:

BMR 617 Statistical Techniques for the Biomedical Sciences

3 Credit Hours

Grade Mode: Graded

An application-oriented course in statistical concepts and techniques aimed at prospective researchers in the biomedical sciences

BMR 631 Neuroscience and Developmental Biology Literature Review

1 Credit Hour

Grade Mode: Graded

A seminar course where published articles in the fields of neuroscience and developmental biology will be presented by students and faculty.

BMR 644 Responsible Conduct of Research

1 Credit Hour

Grade Mode: Graded

Responsible conduct of research, including human subjects, live vertebrate animals, conflict of interest, mentor/mentee responsibilities, collaborative research, peer review, data management, research misconduct, and responsible authorship, with case discussions.

BMR 652 Cancer Biology Colloquium

1 Credit Hour

Grade Mode: Graded

This is a mentored journal club for graduate students covering selected areas of current interest in cancer biology research.

BMR 660 Communication Skills for Biomedical Sciences I

1 Credit Hour

Grade Mode: Graded

Biomedical graduate students are trained to plan, prepare, and deliver effective scientific presentations.

BMR 661 Communication Skills for Biomedical Sciences II

1 Credit Hour

Grade Mode: Graded

Biomedical graduate students are trained to plan, prepare, and deliver effective scientific presentations.

BMR664 Obesity and Related Diseases Journal Club

1 Credit Hour

Grade Mode: Graded

A seminar course where published articles in the field of obesity and obesity-related diseases are presented and discussed.

BMR 665 Cardiovascular Disease Research Colloquium

1 Credit hour

Grade Mode: Graded

A seminar-style series that will focus on recent advances in topics related to cardiovascular disease.

PMC 655 Toxicology Reviews

1 Credit hour

Grade Mode: Graded

This course will provide a presentation and discussion of current literature in the area of toxicology. Fundamental principles and new discoveries will be emphasized.



MD Program Grading and Assessment

It is the policy of the Joan C. Edwards School of Medicine based upon the recommendations of the Liaison Committee on Medical Education (LCME) that all enrolled medical students are provided information regarding the JCESOM grading systems, assessments and narrative summaries.

There are three grading systems within the Marshall University Joan C. Edwards School of Medicine:

1. For the two pre-clinical years (MS1 & MS2), all required courses are awarded letter grades (A, B, C, and F).
2. During the Clinical Clerkship (MS3) year, all clerkships utilize the Honors, Pass, Fail grading system.
 - o The third year clinical clerkship departments will determine the grading bases to be used to obtain Honors, Pass and Fail within the clinical clerkship. Grading bases cannot be changed after the academic year has begun.
3. During the final (MS4) clinical year, courses are awarded both letter grades (A, B, C, and F) and Pass/Fail grades as outlined in the course syllabus.

Final grades will be entered in the MUSOM Scheduling system by the JCESOM Registrar and submitted electronically or via grading sheets to the Marshall University Registrar's Office during open grading periods.

Students cannot begin the next academic year without satisfactorily completing the previous academic year's coursework and requirements to advance to successfully. Failure to complete course work without fulfillment of these criteria will result in a grade of "Fail". The student will then be referred to the Academic & Professionalism Standards Committee for remediation, to repeat the course, or dismissal.

INCOMPLETE GRADES

- o A grade of "I" (Incomplete) is given to indicate a student has not completed all course requirements.
- o The incomplete grade is given at the discretion of the Clerkship or Course Director when due to extenuating circumstances preventing the student from completing the course requirements.
- o Once the student has completed the requirements, the course director should notify the JCESOM Registrar to submit a change of grade form to the University Registrar's Office.
- o Incomplete grades will revert to a grade of "F" if not completed within one year.

WITHDRAWAL FROM JCESOM

- Students may choose to withdrawal from courses at any time with approval from the Office of Medical Education. A students request to withdrawal may not be granted solely because a student is failing a course(s); extenuating non-academic circumstances must also be documented to justify late withdrawal.
- To withdrawal from the Marshall University Joan C. Edwards School of Medicine, a student must first meet with the Vice Dean of Medical Education. If the Vice Dean is not available, the student should request a meeting with the Dean of the Medical School.
- If the withdrawal is approved, there will be a W (Withdrawal) entered upon a student's record when the student officially withdraws from a course or the school of medicine. The W will be entered on the transcript irrespective of the student's academic standing in that course.

SUBMISSION OF GRADES - OVERALL

- Submission of grades is monitored by the JCESOM Registrar.
- Course Directors are to report all student grades within six weeks of the end of a course or clerkship.
- The JCESOM Registrar will notify the course director and/or clerkship coordinator of any missing grades on a monthly basis.

SUBMISSION OF GRADES - MS 1 AND MS 2 YEARS

- Submission of grades for the MS1 and MS2 year occurs at the end of the Fall term (December) and the Spring (May) term.
- Grades are to be submitted to the JCESOM Registrar and submitted via MyMu/MILO to the Marshall University Registrar's Office.
- Any course which ends after the respective grade entry time, should not enter any grades. The JCESOM Registrar will request a grade sheet from the University Registrar's office for grades to be entered once the course is completed.
- The exception to this rule is Clinical Skills. Students should be given a grade of in-progress (PR) as they are registered for this course in the fall and spring.
- Students who have outstanding or incomplete assignments, should be issued a grade of incomplete.
- For all required MS1 & MS2 courses, the type of grading is letter grades.

SUBMISSION OF GRADES - MS 3 YEAR

- Submission of grades for the MS3 year occurs at the end of the Fall (December) and Spring (May) terms.
- Grades are to be submitted to the JCESOM Registrar and submitted via MyMu/MILO to the Marshall University Registrar's Office.
- Any course which ends after the respective grade entry time, should not enter any grades. The JCESOM Registrar will request a grade sheet from the University Registrar's office for grades to be entered once the course is completed

- Students who have outstanding or incomplete assignments, or NBME Subject Exam Retakes, should be issued a grade of incomplete.
- For all Clinical Clerkship the type of grading is Honors, Pass, and Fail.

SUBMISSION OF GRADES - MS 4 YEAR

- Submission of grades for the MS4 year occurs at the end of the Fall (December) and Spring (May) terms.
- Grades are to be submitted to the JCESOM Registrar and submitted via MyMu/MILO to the Marshall University Registrar's Office.
- Any course which ends after the respective grade entry time, should not enter any grades. The JCESOM Registrar will request a grade sheet from the University Registrar's office for grades to be entered once the course is completed
- Students who have outstanding or incomplete assignments, should be issued a grade of incomplete.
- The MS4 year type of grading is both Letter Grades and Pass/Fail. These grading systems are set in place at the department level with support from the Office of Medical Education.

NARRATIVE POLICY (MS 3 YEAR)

- Submission of narratives with final grades is required of all MS3 Clinical Clerkships.
- All required MS3 Clerkships will post and release comments from clinical evaluations and NBME shelf examination scores to New Innovations as soon as they are available.
- All MS3 Clerkships must submit final grades within six weeks of the last day of the clerkship.
- This includes submission of an incomplete grade if all clerkship requirements have not been completed.

V. STUDENT RESOURCES

- ④ Office of Student Affairs
- ④ Academic Support
- ④ Career Development
- ④ Medical Student Mentoring
- ④ Study Space
- ④ Health and Wellness
- ④ Links to Student Services



Office of Student Affairs

The Joan C. Edwards School of Medicine's Office of Student Affairs is committed to meeting the personal, academic and professional needs of students throughout all four years of medical education. We support students by being accessible, responsive, and advocating on their behalf. We collaborate with administration and faculty to facilitate a positive learning environment based upon mutual respect between teacher and learner. We strive to foster an atmosphere in which differences are respected and valued so that students become accomplished team players and compassionate practitioners of medicine.

Learning Communities

Learning communities strengthen the medical student experience through dynamic, engaged and relationship-centered communities for curricular and co-curricular learning and development. At Marshall, learning communities are divided into six houses that act as student-led networks that:

- Provide medical students a familiar cohort for the duration of their medical school experience
- Facilitate the development of trust and collaboration among the medical student body
- Support student efforts to adapt to and succeed in the culture of medicine in general and medical education in particular
- Provide students with a broad range of resources for learning, advising, support, teamwork and community engagement

For more information, please contact learningcommunities@marshall.edu.

Houses

WARREN HOUSE

This house is named in honor of Ms. Cindy A. Warren, a legend and beloved fixture of the Marshall University Joan C. Edwards. She is the first voice each accepted student hears and from that point on she continues to enrich their lives.

2018-2019 Faculty & Student Leaders:	Faculty Advisors
Matt Cincotta, Class of 2021 cincotta@marshall.edu Anthony Workman, Class of 2022 workman194@marshall.edu	Emine Koc, PhD John Parker, MD Justin Nolte, MD



About Ms. Cindy Warren

Ms. Cindy Warren is the Assistant Dean of Admissions at Marshall University Joan C. Edwards School of Medicine, holding this position for more than 40 years.

Cindy was born and raised in Logan, West Virginia. She earned her bachelor's degree in consumer science from Marshall University, followed by a master's degree in counseling and rehabilitation. In 1977, Cindy began working in the Admissions Department at the Marshall School of Medicine, and she has informed every student of their acceptance into the school

since that time.

When Cindy is not working, she enjoys rescuing animals, especially kittens and cats. Additionally, she is passionate about auctions and works part-time at a local auction house.

YINGLING HOUSE

A pharmacist and physician, Kevin W. Yingling, RPh, MD, is the namesake of Yingling House. He has devoted his 30+ year career to the training of medical and pharmacy students while setting a standard of quality patient care as an internal medicine physician.

2018-2019 Faculty & Student Leaders:	Faculty Advisors
Amber Wright, Class of 2021 stewart238@marshall.edu Brittany McWatters, Class of 2022 mcwatters1@marshall.edu	Todd Green, PhD Hilary Porter, DO Bisher Mustafa, MD



About Dr. Kevin Yingling

Dr. Yingling has been a registered pharmacist since 1981, a licensed physician since 1990 and a consultant pharmacist since 1995.

Dr. Yingling received his B.S. degree in pharmacy from West Virginia University and his M.D. degree from Marshall University. He completed his residency and fellowship at the University of Cincinnati Medical Center. He has served as an honorary visiting academic fellow in clinical pharmacology at the University of Southampton in Southampton, England. He served as chairman

of the Department of Internal Medicine at the Joan C. Edwards School of Medicine for more than 10 years before stepping into the role of founding dean of the Marshall University School of Pharmacy, a position he held until his retirement in 2016.

Dr. Yingling continues to serve as an associate professor of medicine and pharmacology at Marshall University and maintains an active base of patients. He volunteers his time as chairman of the board of directors for Cabell Huntington Hospital, and as a member of the board of directors for the Cabell-Huntington Health Department. He has also participated in faith-based and humanitarian medical missions to Russia, Bolivia, Honduras, Nicaragua and Haiti.

In 2010, Yingling was honored with the Laureate Award from the West Virginia Chapter of the American College of Physicians, recognizing excellence in medical care, education or research. He is a member of the Rho Chi Society and the Alpha Omega Society, pharmacy and medical honoraries, respectively. Dr. Yingling received the 2015 Distinguished Alumnus Award from the Joan C. Edwards School of Medicine and the 2017 Bowl of Hygeia award from West Virginia Pharmacy Association, the association's most prestigious award.

RICHARDSON HOUSE

This house is named in memory of the late Laura L. Richardson, PhD, for her commitment and dedication to medical students' successes during their preclinical education. She was highly respected by each student and always supported them throughout their schooling.

2018-2019 Faculty & Student Leaders:	Faculty Advisors
Dylan Weaver, Class of 2021 weaver117@marshall.edu Ally Kiekover, Class of 2022 kiekover@marshall.edu	Nitin Puri, MD, PhD Nancy Norton, MD Andy Gilliland, MD



About Dr. Laura Richardson

Dr. Richardson served as Assistant Dean of Academic Affairs and Director of Pre-Clinical Education at Marshall University until her sudden passing in 2018. Dr. Richardson received a B.A. degree in biology from Newton College of the Sacred Heart, followed by a Master of Science in Biology from the University of Virginia. She then worked at Georgetown University as a research instructor prior to entering their PhD program and receiving her doctoral degree in cell biology. She received postdoctoral training at The Burnham Institute and the University of Tennessee before joining the Department of Anatomy at the Marshall University Joan C. Edwards School of Medicine.

Dr. Richardson was very enthusiastic about teaching both graduate and medical students, educating the students in the areas of cell biology and microscopic anatomy. She was instrumental in the education programs of first-year medical students at Marshall. She conducted research in the area of testicular cancer and received funding from the National Institutes of Health for her work. She was also a member of the American Society for Cell Biology, Society for the Study of Reproduction, and the American Society of Andrology.

Dr. Richardson was particularly proud of her leadership in the establishment of the Anatomy Outreach Program that brought Huntington-area high school students to the anatomy labs at Marshall, where they learned about career paths by spending time with medical students and faculty. The program has grown every year since it was created and supports efforts by the Marshall University Admissions Office to attract minority students and students from rural West Virginia to the medical school. She was equally as proud of her role as the director of the Human Gift Registry, a program that encouraged donation of human bodies for medical student education. Under Dr. Richardson's leadership, donations for the Human Gift Registry more than doubled in recent years. To honor donors and their families, she organized an annual memorial service that has become an emotional touchstone for all who are involved.

This house honors the accomplishments of Shelvy L. Campbell-Monroe, PhD, in heightening the level of diversity and inclusion programming, community outreach, and partnerships with the Marshall University schools of medicine and pharmacy. She continues to ensure a quality and inclusive environment for all students, faculty and staff.

2018-2019 Faculty & Student Leaders:	Faculty Advisors
Allison Thompson, Class of 2021 thompson706@marshall.edu Madisen Burns, Class of 2022 burns165@marshall.edu	Vincent Sollars, PhD Marc Hettlinger, MD SuSu Kaporales, MD



About Dr. Shelvy Campbell

Dr. Campbell is the Assistant Dean for Diversity & Inclusion. A veteran of higher education administration, she has served in human resources, equity compliance, admissions, student financial assistance and student service positions at Marshall University for the past 25 years. She also served for many years as the Civil Rights and Equity Compliance Administrator at West Virginia State University Gus R. Douglass Land Grant Institute.

Dr. Campbell directs two summer residential pipeline programs designed to attract minority and underrepresented students to the medical and other health care fields. She serves as an advisor for the school of medicine's Health Spectrum Alliance (LGBT student organization) and chairs the school's Multicultural Advisor Committee. Dr. Campbell also serves on the university's Women of Color Committee and as a Title IV Investigator. Dr. Campbell is a member of several community, state, and national organizational boards and councils including: Kanawha Valley Bureau of Senior Services, Charleston Family Resource Center, the National Office of Minority Health Regional Health Equity Council (RHEC), and the West Virginia Department of Health & Human Resources Newborn Hearing and Screening Advisory Board. She currently serves as the national program chair for the National Association of Medical Minority Educators (NAMME).

Dr. Campbell holds a bachelor's degree in business administration from West Virginia State University, a master's degree in industrial and employee relations and an education specialist degree from Marshall University, as well as a doctorate in education from Capella University. Dr. Campbell is married to Lloyd Monroe, has one adult son, Jordan, and one granddaughter, Jocelyn.

MILLER HOUSE

This house recognizes Bobby L. Miller, MD, for his dedication in caring for our tiniest patients as well as for his leadership in medical education, heightening the curriculum and scholarship expectations of our medical students. He makes it his mission for every student to succeed.

2018-2019 Faculty & Student Leaders:	Faculty Advisors
Drake Seccurro, Class of 2021 seccurro@marshall.edu Austin Nichols, Class of 2022 nichols185@marshall.edu	Hongwei Yu, PhD Tammy Bannister, MD Stephen Roy, MD

**About Dr. Bobby Miller**

Dr. Miller has served as Vice Dean for Medical Education at the Marshall University Joan C. Edwards School of Medicine since 2016. He was born and raised in Ashland, Kentucky. He graduated magna cum laude with a Bachelor of Science in Biology from Marshall University. Dr. Miller also earned his medical degree from Marshall University, where he completed a combined internal medicine/pediatrics residency, during which he served as chief resident.

After completing fellowship training in neonatal-perinatal medicine at Baylor College of Medicine/Texas Children's Hospital in Houston, Texas, Dr. Miller returned to join the Department of Pediatrics at Marshall. Prior to his role as vice dean, he served as Pediatric Residency Program Director for seven years. In addition to his role as vice dean of the medical school, Dr. Miller is a professor of pediatrics and medical director of the Neonatal Intensive Care Unit at Cabell Huntington Hospital/Hoops Family Children's Hospital. He also maintains an active clinical practice.

Dr. Miller is married to Eric Hardin-Miller. They live on a farm with 50 chickens, two miniature donkeys, seven dogs, five cats, canaries and one giant South African leopard tortoise.

ZILL HOUSE

This house is named for Sasha Zill, Ph.D., a gross anatomy, neuroscience and surgical anatomy professor and researcher who has dedicated himself completely to his students and has set the highest standard for scholarly research at Marshall.

2018-2019 Faculty & Student Leaders:	Faculty Advisors
Sydney Graham, Class of 2021 smithgraham@marshall.edu Catherine Cavender, Class of 2022 cavender43@marshall.edu	Richard Egleton, PhD Paul Ferguson, MD Jenna Dolan, MD



About Dr. Sasha Zill

Dr. Zill received a bachelor's degree in zoology from Columbia University and a doctoral degree in anatomy from the University of Colorado. He has served on the faculty of Marshall University since 1987, earning the rank of full professor in 1994.

Dr. Zill has been recognized by the Joan C. Edwards School of Medicine for his teaching, receiving countless awards for Instructor of the Year, the Golden Apple Teaching Award, and the Innovation in Teaching Award. He was inducted into the Alpha Omega Alpha Medical Honor Society in 2009 and named an Honorary Alumnus by the Marshall School of Medicine Alumni Association in 2016. Medical students have selected Dr. Zill numerous times to hood them at graduation. However, teaching is just one of his loves.

His research is what he calls his labor of love. He has dedicated his life's work to understanding how the nervous system generates motor behaviors. Dr. Zill was on the cutting-edge of biorobotics. He collaborates with scientists across the globe and continues to produce fascinating research in neurobiology, which has been funded continuously since 1976, including grants from the National Institutes of Health, National Science Foundation and Office of Naval Research. With hundreds of publications, he embodies the type of scientist he encourages his students to be.

Office of Academic Support

Medical school is one of the most difficult educational endeavors that a student will ever encounter, and very often students have to learn new academic skills and techniques in order to both survive and thrive academically. It is difficult, but far from impossible. Every year students move forward toward fulfilling lifelong goals of becoming practicing physicians, and many of these students had a helping hand along the way. Just as you expect your patients to one day come to you with difficulties that you can help them with, we at the Office of Academic Support ask that you come to us when you are experiencing academic difficulties.

Below is a description of just some of the various ways that the [Office of Academic Support](#) can be of assistance to you:

Study Strategies

- Analyze and troubleshoot your current academic study skills and strategies
- Learn how to engage and achieve dynamic and multisensory study
- Get more out of lecture by previewing and active listening
- Diversify your contact with study material through self-testing and reviewing
- Learn how to use effective mnemonics and memory strategies

Test Taking

- Effectively read and work with vignette-style multiple choice questions
- Identify your common test taking mistakes and possible solutions
- Analyze your performance on classroom exams and board practice questions
- Establish strategies for Step and shelf exam preparation
- Address issues with pacing, answer changing, and test anxiety

Time Management

- Effectively manage and prioritize your use of time
- Achieve improved focus and concentrated study
- Minimize internal and external distractions
- Determine your ideal study space

Peer Tutoring

- Meet one-on-one with a peer to help clarify and better understand concepts covered in class
- Get a better understanding of how others have managed their medical school experience
- Attend test preparation sessions conducted by peer tutors

One-on-one consultation and instruction available

Skill-specific presentations offered throughout the year and upon request

Medical Student Career Development

The MCD program is a four year longitudinal course based on the AAMC Careers in Medicine (CiM) program. Beginning with the class of 2019, participation in the Medical Career Development Program will be a graduation requirement. Students use the CiM websites as their primary source of information.

The third and fourth year students will meet with the Associate Dean of Student Affairs annually to discuss the CiM objectives outlined below.

The Assistant Director of Academic and Career Support Services will serve as the liaison for the first and second year students. By utilizing The CiM four-phase model, the Assistant Director will help the medical students understand themselves and begin to explore their understanding career development.

Independent learning exercises are also completed by students throughout the year. The outcome measures of these are listed below.

MCD YEAR	OBJECTIVES	OUTCOME MEASURES
YEAR 1	Demonstrate familiarity with CiM as a resource for career development by attending a school sponsored introduction to Careers in Medicine workshop and complete the CiM's Medical Specialty Preference Inventory (MSPI). Demonstrate evidence of identifying your career interests and personal values by CiM's Physician Values in Practice Scale (PVIPS).	Completion of the MSPI to create a targeted starting point for further exploring specialty options Completion of the self-assessments and submitting a short narrative describing the results. Attendance of one "Career Conversation" session
YEAR 2	Attend two or more specialty interest group meeting. Complete the CiM self-assessments to consider how they fit with the specialties that interest you.	Submit a personal reflection paper on your career development and attend two "Career Conversation" sessions
YEAR 3	Attend school sponsored – student driven Career Development Workshops. Draft an updated Curriculum Vitae to Associate Dean of Student Affairs for feedback	Focus on Career choices as third year progresses. Submission of updated Curriculum Vitae and personal statement
YEAR 4	Attend "Interviewing Seminar" and participate in one mock interview with your Medical School Advisor.	Attendance at "Interviewing Seminar" Completion of mock interview

MS 1 and MS 2 Student Mentoring Program

The Marshall Mentoring Program is a combined program that provides every undergraduate medical student with the opportunity for early clinical experiences and academic-career advising with a practicing clinical physician. The primary objective is to create collaborative relationships with students that will foster an atmosphere of connection, support and guidance. The advisory program portion of the program is based on the Association of American Medical Colleges Careers in Medicine (CiM) program and can be referenced at <https://www.aamc.org/cim/advisorsandliaisons/advisors/advisingstudents/>.

The Office of Student Affairs will provide oversight for the Marshall Mentor Program so please forward any questions or comments to Laura Christopher at 304-691-1730 or by email at christopherl@marshall.edu.

Student requirements (All students are responsible to making first contact with their mentor via email or telephone):

1. MS-1 STUDENTS ONLY: Completion of 12 hours of clinical shadowing beginning in the Spring Semester only.
2. MS-2 STUDENTS ONLY: Completion of 12 hours of clinical shadowing in the Fall Semester and 6 hours in the Spring Semester.
3. MS-3 and MS-4 STUDENTS ONLY: Completion of 1 hour of career advising session per semester and mock interview (MS-4 ONLY).
4. Provide all mentors with a copy of the Marshall Mentoring Program guide.
5. Provide documentation forms to their mentor and submit to the Office of Student Affairs as noted in the Marshall Mentoring Program Guide.

Mentor Responsibilities:

1. Respond to emails or phone messages from mentees when attempting to schedule first sessions.
2. Become familiar with resources available to students (see Marshall Mentoring Program)
3. Assure student confidentiality
4. Document both clinical shadowing and academic advising sessions. Students will provide mentors with documentation forms and a copy of the Marshall Mentoring Program Guide.

Link to the [Marshall Mentoring Program Guide](#)

Study Space

The school of medicines provides dedicated space for focus and study in each of the facilities utilized throughout all four of years of medical education. To maintain security, the following rules apply at all times in all facilities:

- Students must wear their ID badge.
- Students cannot leave doors propped open under any circumstance.
- Students cannot open the door for anyone seeking access. All individuals approved for access have the swipe cards that allow them to do so.
- Students are not to loan their swipe card to anyone.
- Students are not permitted to access clinical areas before or after business hours.

Robert W. Coon Education Building
1542 Spring Valley Drive

**Access:**

Medical Students have swipe card access to the MEB 24 hours a day, seven days a week.

Study Space:

On the third floor of this building, there are three small group rooms that seat up to 4 students each (with computers and white boards) and four small round tables. In the computer lab across the hall are ten computer stations, 29 study carrels, and five couches. In the adjacent library of the VAMC are an additional four study carrels and two large tables. The medical students also have access to the second floor lecture room when class is not in session. Study rooms on the main floor of the Coon Educational Building (Rooms 105 and 106) are available to reserve for in 2 hour increments. To reserve a room, a student may email Ms. Rebecca Huff at huffr@marshall.edu.

Parking:

During business hours, students must park in the student lot adjacent to and below the employee parking lot. After 4pm on weekdays, vehicles can be moved closer to the CEB (under the water tower), but on weekdays, students cannot park on the main level in front of the CEB or in the parking garage. On weekends and holidays, parking is available at all locations. The exception is the 24-hour handicap parking spots.

Security:

The Veterans Affairs Police Department can be reached at (304) 429-6755 ext. 2855. They are available to assist you while on the grounds of the Veterans Affairs Medical Center which includes the MEB.

Byrd Biotechnology Sciences Center (BBSC)

Third Avenue across from the Marshall University Science Building

**Access:**

Medical students have swipe card access to the BBSC 24 hours a day, seven days a week.

Study Space:

There are three small group rooms (Rooms 204, 205, 206) and a computer lab with 10 computer stations (Room 203) on the second floor near the bridge that connects to main campus. There is a lounge space and six study cubicles in the lobby area in front of the elevators on the second floor as well. This is available all day, does not get a lot of traffic, has lots of natural light with large windows, and comfortable seating with floor outlets for laptops. It has a capacity of about 15 students. On the third floor, students have access via their swipe ID to the small conference room in the administrative suite after 4 pm (301A). On the fourth floor, there is large conference room (Room 433) at the east end of the building available via swipe ID after hours.

Parking:

As assigned by Marshall University.

Security:

A security officer is present in the building or on the grounds at all times and is available by cell phone at (304) 696-3718 to address non-emergent or less serious security concerns.

Byrd Clinical Center (BCC)
1249 15th Street



Access:

Medical students have 24/7 swipe card access to the BCC (ground floor only). Swipe access before or after regular business hours is through the single door to the right of the main BCC entrance.

Study Space:

There are four small group rooms that can accommodate about 4 students each (group study) and in the computer lab, there are 19 computer/study carrels. The large auditorium/classroom is available for study space as is the Clinical Skills Laboratory (swipe card access) which can accommodate about 15 students. The students may also use the Clinical Skills exam rooms after hours. The lobby of the BCC has 4 individual study carrels and 3 tables for the students to use as viable study locations.

Parking:

Parking on the street level parking deck is restricted to patients only between the hours of 7:00 a.m. - 5:00 p.m. Monday through Friday. Faculty, staff, and students are not permitted to park on the patient deck during these hours and will be subject to towing without advance warning. The lower level and intermediate level parking decks are available for all occupants of the building. Everyone choosing to park on the intermediate deck should exercise extra caution as this area is somewhat obstructed from general lines of sight and may pose increased security risks although cameras, lighting, and emergency call boxes are installed. Students who intend to access the building after 8 p.m. on weekdays must move their vehicles to the street level parking deck. The gates to the intermediate and lower level are locked on the weekends so students may park on the patient (street) level deck but their vehicles must be moved prior to 7am Monday morning.

Shuttle Bus:

A shuttle bus is available to transport students to and from the BCC to the MUMC. This service is offered 24 hours a day, 7 days a week. To schedule transportation, contact the shuttle bus driver at (304) 544-7433.

Security:

A security officer is present in the building or on the grounds at all times and is available by cell phone (304-634-5166) to address non-emergent or less serious security concerns.

Linda Holmes Wellness Center
1320 Hal Greer Boulevard



Access:

All medical students have swipe card access to the Linda Holmes Well 24 hours a day, seven days a week.

Study Space:

This 4,200-square-foot center features five study rooms, group meeting space and a large gathering room. The center also houses the school's student affairs and financial aid offices. The center is designed to provide a safe, convenient relaxation space for medical students when they need to take a break from studying to relax and decompress. The large gathering room is a great hang out space where students can shoot pool, play board games or watch a movie.

Parking:

Students and staff are permitted to park in the lot behind the building. Alternatively students may park in general parking available at the Byrd Clinical Center and/or Cabell Huntington Hospital and be shuttled over. Parking lots to the north and south of the building belong to private businesses and are not permissible options.

Security:

This facility remains locked at all times and is accessible only via ID swipe card.

Marshall University Medical Center
1600 Medical Center Drive



Health Sciences Library (HSL) in the MUMC

Access:

All medical students have swipe card access to the Health Sciences library 24 hours a day, seven days a week.

Study Space:

The HSL is located on the second floor of the MUMC. In the HSL outer atrium area there are 3 round tables that can seat 5 people apiece and 1 single table. There are also 2 small study room available in the outer area. There is a small enclosed computer room that 4 students can use at one time and computer stations along the way of the HSL and 2 computer stations to the right of the entrance of the HSL. Towards the back of the HSL office area, there are 3 study room available to students. ****Note- these study areas may not be always be available during the SOM interview season, which usually is from October to February*****

Parking:

Due to the construction of the Cabell Huntington Hospital parking garage, it is recommended that students park on the lower level of the Byrd Clinical Center and use the shuttle bus to be transported to CHH and to the MUMC. This service is offered 24 hours a day, 7 days a week. To schedule transportation, contact the shuttle bus driver at (304) 544-7433.

Security:

Cabell Huntington Hospital Security is present in the building or on the grounds. They can be contacted by calling (304) 526-2223.

Lewis Technology Center in the MUMC

A computer lab is available for study space on the second floor of the MUMC (to the left of the stairwell) that includes 10 computer stations and a 6 ft. table and chairs. This is a shared space and students will have access during the day according to a calendar that will be posted. Students will have swipe access after business hours.

Medical Student Health and Wellness

Maintaining a healthy sense of emotional well-being is a vital component of success as a medical student and as a practicing physician. Because of the challenges that medical students inevitably face, part of maturing as a physician involves self-reflection, adaptability, and resiliency and that means learning to ask for help when it is needed.

- [Medical Student Wellness Committee](#)

Resources

- [General Healthcare Providers](#)
- [Personal Counseling Services](#)
- [Relaxation](#) - This tool was recorded by Dr. William A. McDowell, professor emeritus and former chairman of the counseling department at Marshall University. The recording is designed to reduce anxiety and create a relaxed mind which will aid in areas for study, concentration, sleep and will reduce other symptoms of stress and anxiety. It has been utilized by students and health professionals with great success.

HEALTH CARE AND PERSONAL COUNSELING

The Marshall University Joan C. Edwards School of Medicine provides its students with access to diagnostic, preventive, and therapeutic health services. Listed below is a list of physician practices, broken down by specialties, where students and/or their families may receive medical care. Students are encouraged to be proactive in meeting their health care needs. LCME states that health professionals at a medical education program who provide psychiatric/psychological counseling or other sensitive health services to a medical student must have no involvement in the academic assessment or promotion of the medical student receiving those services (MS-27-A). Because of this policy, Marshall Health Psychiatry is excluded from the provider list, however, exceptions to this policy may be discussed with Amy Smith, Associate Dean of Students.

Students may receive a ten free sessions Cabell Huntington Hospital Counseling Center. Psychiatric services are also provided at Prestera Center for Mental Health and Valley Health East Huntington.

Marshall University Joan C. Edwards School of Medicine in collaboration with Cabell Huntington Hospital Counseling Center provides opportunities for medical students to gain access to counseling services. The Office of Student Affairs provides each medical student with 10 counseling sessions per academic year. Students can make appointments by calling 304-526-2049 or ask the Associate Dean of Student Affairs for assistance. No referral is necessary.

The Counseling Center is located on the second floor of the Chafin Building at 517 Ninth Street in downtown Huntington. For your convenience, designated patient parking spaces are available on the 6th Avenue side of the building. Appointments are available from 11 a.m. to 7 p.m. on Monday, and from 8 a.m. to 5 p.m. on Tuesday, Wednesday and Thursday. In addition to counseling couples, families, children and adolescents, counselor specialties also include helping people facing ADHD/ADD, sexual addiction, drug & alcohol addiction and traumatic events. Faith-based counseling is also available. Appointments can be made by calling 304-526-2049. Inform the receptionist that you are medical student.



STUDENT HEALTH INSURANCE

It is the policy of the Marshall University Joan C. Edwards School of Medicine that all enrolled medical students have health insurance. All students are automatically enrolled in the school sponsored student health insurance plan and per policy must “waive” out by demonstrating adequate health care coverage. All students who chose to waive out must do so annually by the date posted on the annual renewal notices.

In the event an enrolled student should suffer a disabling injury or illness that lasts longer than 90 days, the Marshall University Joan C. Edwards School of Medicine sponsors a disability benefit sponsored by the American Medical Association and underwritten by The Standard Insurance Co.

Contact Amy Smith at smith305@marshall.edu for questions regarding student health or disability insurance.

<https://www.studentinsurance.com/>

[Student Disability Insurance](#)

HEALTH CARE PROVIDERS AVAILABLE TO MEDICAL STUDENTS

COUNSELING

Cabell Hunt. Hosp. Counseling Ctr.	1616 13 th Ave.	Huntington, WV 25701	304-526-2049
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FAMILY MEDICINE

CHH Family Medicine Center	750 Oak St.	Kenova, WV 25530	304-453-1756
Huntington Internal Medicine Group	5170 US Rt. 60 East	Huntington, WV 25705	304-528-4600
Marshall Health Family Medicine	1600 Medical Center Dr., Ste. 1500	Huntington, WV 25701	304-691-1100
St. Mary's Women & Family Care Ctr.	143 Peyton St.	Barboursville, WV 25504	304-697-2035
Valley Health – East Huntington	3377 US Rt. 60 East	Huntington, WV 25705	304-399-3335
Valley Health – Huntington	1301 Hal Greer Blvd.	Huntington, WV 25705	304-525-0572
Valley Health – Hurricane	3729 Teays Valley Rd, Ste. 100	Hurricane, WV 25526	304-760-6040
Valley Health – Westmoreland	2908 Auburn Rd.	Huntington, WV 25704	304-781-5800

INTERNAL MEDICINE

Huntington Internal Medicine Group	5170 US Rt. 60 East	Huntington, WV 25705	304-528-4600
Marshall Health Internal Medicine	Byrd Clinical Center 1249 15 th St, Ste. 2000	Huntington, WV 25701	304-691-1000
Valley Health – East Huntington	3377 US Rt. 60 East	Huntington, WV 25705	304-399-3335
Valley Health – Huntington	1301 Hal Greer Blvd.	Huntington, WV 25705	304-525-0572
Valley Health – Hurricane	3729 Teays Valley Rd., Ste. 100	Hurricane, WV 25526	304-760-6040

OBSTETRICS / GYNECOLOGY

Advantage Health Care for Women	5187 US Rt. 60 East, Ste. 2	Huntington, WV 25705	304-525-5405
Huntington Women's Health	1660 12 th Ave.	Huntington, WV 25701	304-522-3420
Marshall Health OB/GYN	1600 Medical Center Dr., Ste. 4500	Huntington, WV 25701	304-691-1400
St. Mary's Women & Family Care Ctr.	143 Peyton St.	Barboursville, WV 25504	304-697-2035
Valley Health – A Woman's Place	1630 13 th Ave.	Huntington, WV 25705	304-697-2014
Valley Health – East Huntington	3377 US Rt. 60 East	Huntington, WV 25705	304-399-3335
Valley Health – Hurricane	3729 Teays Valley Rd, Ste. 100	Hurricane, WV 25526	304-760-6040
Valley Health – Southside	723 9 th Ave.	Huntington, WV 25701	304-529-0645
Valley Health – Westmoreland	2908 Auburn Rd.	Huntington, WV 25704	304-781-5800

PEDIATRICS

Cabell Huntington Hosp. Pediatrics	1115 20 th St., Suite 105	Huntington, WV 25701	304-399-4141
Marshall Health Pediatrics	1600 Medical Center Dr., Ste. 3500	Huntington, WV 25701	304-691-1300
St. Mary's Pediatrics	2828 First Ave., Suite 305	Huntington, WV 25701	304-399-7565
Valley Health – Huntington	1301 Hal Greer Blvd.	Huntington, WV 25705	304-525-0572
Valley Health – Hurricane	3729 Teays Valley Rd, Ste. 100	Hurricane, WV 25526	304-760-6040
Valley Health – Southside	723 9 th Ave.	Huntington, WV 25701	304-529-0645
Wee Care Pediatrics Group	5187 US Rt. 60 East	Huntington, WV 25705	304-399-5437

PSYCHIATRY

Prestera Center for Mental Health	3375 US Rt. 60 East	Huntington, WV 25705	304-551-8310
Valley Health – East Huntington	3377 US Rt. 60 East	Huntington, WV 25705	304-399-3335

AFTER HOURS

Cabell Huntington Urgent Care	2 Stonecrest Dr.	Huntington, WV 25701	304-525-2206
Med Express	3120 US Rt. 60 East	Huntington, WV 25705	304-522-3627
Med Express	10 Adams Ave.	Huntington, WV 25704	304-523-8838
NOW Care – HIMG	5170 US Rt. 60 East	Huntington, WV 25705	304-399-2273
St. Mary's Urgent Care Center	2825 Fifth Ave.	Huntington, WV 25702	304-399-7182
Valley Health – Huntington	1301 Hal Greer Blvd.	Huntington, WV 25701	304-525-0572

Links to General Student Resources

ACADEMICS

[Academic Calendar & Important Dates](#)

[Student Scheduler and MSPE](#)

["Guide to the MSPE" presentation by Amy Smith](#)

[LCME Report](#)

[National Residency Match Program \(NRMP\) "Match Day" Results](#)

[Graduation Requirements](#)

[Strategic Goals & Objectives](#)

EVALUATIONS

[Link to New Innovations](#)

[Evaluation of Professionalism](#)

- [General Standards of Professionalism](#)
- [Guidelines for Students](#)
- [Evaluation of 3rd Year Students](#)

INSTRUCTIONAL RESOURCES

[BLS Online Healthcare Provider Course Part I](#)

[IRB Certification](#)

[OSHA Blood-borne Pathogens Training | Adobe Flash Player Required \(Download\)](#)

FORMS, STANDARDS, AND POLICIES

[Student & Faculty Policies](#)

[Transcript Requests](#)

[Reasonable Accommodations Policies and Application Form](#)

[Request to Travel Form ***NEW***](#)

[Name and Address Change Request Form](#)

[Criminal Background Checks](#)

[Graduation Application](#)

COMMUNITY SERVICE

[Community Service Activities](#)

STUDENT SERVICES

[Office of Student Affairs](#)
[Marshall Mentor Program](#)
[Peer Accountability Committee](#)
[Study Space and Building Access](#)
[Medical Student Career Development Program](#)
[Office of Student Financial Assistance](#)
[Marshall Medical HELP Program Resources](#)

HEALTH AND WELLNESS

[Medical Student Wellness](#)
[Student Health Insurance](#)

HEALTHCARE RESOURCES

- [Healthcare Providers](#)
- [CHH Counseling Center](#)

RESEARCH

[Student Research: Opportunities and Information](#)
[Student Travel for Research Presentations](#)
[Marshall Research Day](#)
[Office of Research Integrity](#)
[Clinical & Research Opportunities \(AAMC\)](#)

STUDENT LIFE

[Class Officers](#)
[Event Photos \(White Coat Ceremony, Match Day, Investiture, Etc.\)](#)
[Learning Communities](#)
[Student Organizations](#)
[Student Organizations Event Calendar](#)

VI. POLICIES

- Ⓜ Admissions
- Ⓜ Academic, Professionalism, and Technical Standards
- Ⓜ Attendance
- Ⓜ Conflicts of Interest
- Ⓜ Educational
- Ⓜ Examinations
- Ⓜ Health, Disability and Impairment
- Ⓜ Faculty & Staff

Policy Links

Admissions

- [Admissions Policy](#)
- [AMCAS Policy Regarding Criminal Background Checks](#)
- [Admissions Committee Conflict of Interest Policy](#)
- [Immunization Policy](#)
- [Marshall University Joan C. Edwards School of Medicine Admissions Procedural Document](#)
- [Medical Student Illicit Drug and Alcohol Screening Policy](#)
- [Transfer Student Policy](#)

Academic, Professionalism, and Technical Standards

- [Honor Code and Academic and Professionalism Standards, Leaves and Appeals](#)
- [AMCAS Policy Regarding Criminal Background Checks](#)
- [Criminal Background Check Policies & Procedures for Rising Third Year Students \[Policy | Background Check Website \]](#)
- [Dress and Personal Appearance UPDATED](#)
- [Institutional Standards of Behavior Policy \(Student Mistreatment Policy\)](#)
- [Student Illicit Drug and Alcohol Screening Policy](#)
- [Student Impairment Policy NEW](#)
- [Technical Standards](#)

Attendance

- [MUSOM Inclement Weather Policy](#)
- [Third Year Student Attendance](#)
- [Fourth Year Student Attendance](#)

Conflicts of Interest

- [Nepotism Policy](#)
- [Conflict of Interest Policy](#)

Educational

- [Compliance with Course Evaluations UPDATED](#)
- [Course Audit Policy](#)
- [Education Records: Privacy Rights / Student Records \(FERPA\)](#)
- [Electives Policy](#)
- [Identification of Students Experiencing Academic Difficulty](#)
- [Patient and Procedure Logger Policy](#)
- [Student Access to Records Policy](#)
- [Student Grading Policy](#)

Student Grading and Narrative Policy
Student Supervision Policy
Student Travel Policy ***NEW***
Student Work Hours
Syllabus Policies
Visiting Students
Pre-Medical Student Shadowing

Examinations

First Year Students
 Examination Policy

Second Year Students
 Examination Policy
 USMLE Step 1 Policy
 MS 2 CBSSA Examination Policy

Third Year Students
 NBME and Exam Policy
 CCE Policy

Fourth Year Students
 Required Comprehensive Radiology Examination
 USMLE Step 2 Policy

Health, Disability and Impairment

Needle Stick / Blood and Body Fluid Exposure Protocol Summary
Health Insurance Requirement
Immunization Policy
Post-Exposure Policy for Management of Blood and Body Fluid Exposure
Reasonable Accommodations Policies and Application Form
Student Immunization and Physical Examination Form -- Instructions

Faculty and Staff

[Medical School Faculty & Staff Policies](#)