EVMS
Eastern Virginia Medical School

Academic Catalog

2024-2025 Catalog

2024-2025 Catalog

Academic Catalog

2024-2025

Welcome to Eastern Virginia Medical School's catalog! This publication presents detailed information about Certificates, Degrees, Fellowships and Courses. We encourage students and prospective students to reference it when planning their path to graduation. Browse catalog content using the navigation menu in the left of the page.

Hyperlinks are available on catalog pages to provide quick easy access to information you may need. Hyperlinks may be clicked on to redirect your page to that content. To return to the previous page, simply click the return button in your browser window or press the backspace key on your keyboard.

Message from the President | Institutional Information | Academic Calendar

Catalog Icon Guide

Powered by Acalog™, our catalog management system contains several helpful features to assist you:

Social Media
Share your favorite courses and programs on Facebook and Twitter.

Easy Printing
Print only the pages that matter to you.

Help!
Navigate and locate information you want easily.

My Portfolio
Save and track your favorite programs and courses.

Degree Plans
The degree planner is an advising tool. This tool is intended to help you plan your schedule and list the courses that are available for your program.

Message from the President and Vice President

Welcome to EVMS!

Fifty years ago, leaders in Hampton Roads were concerned about the level of health care available in the region. Their solution was to open a medical school. Over the last half century, EVMS has thrived and grown into a medical and health sciences institution that has succeeded beyond the founder's wildest dreams.

Today, the EVMS School of Medicine and the EVMS School of Health Professions offer 25+ graduate and doctoral degrees and certificates. In addition to this broad range of training options, EVMS students enjoy the benefits of a smaller school with a community focus. You will find EVMS faculty available and easy to access. You'll also find a collegial atmosphere that pervades the small, closely knit campus. The same is true for the school's strong legacy of service. Our students have taken to heart the school's community-focused mission. Whether it's creating the first student-led free clinic in Virginia or making masks and face shields during COVID, EVMS students embody the EVMS vision daily.

The EVMS impact is profound. In addition to the school's focus on education, EVMS physicians and health care professionals provide critical care for the region - much as the school's founders intended. EVMS' world-renowned faculty also conduct cutting-edge research focused on Hampton Roads' most pressing health needs.

More than 1,000 EVMS alumni practice in the region alone. Last year, the school trained nearly 400 medical residents and fellows while some 15,000 health professionals took advantage of our continuing medical education programs. All told, EVMS has an estimated $1.2 billion annual impact on the regional economy.

Thank you for your interest in EVMS!

President and Provost, Dean of the School of Medicine

Alfred Abuhamad, MD

Vice President and Dean, School of Health Professions

C. Donald Combs, PhD, FSSH

Institutional Information

- Mission Statement
- Vision
- Values
- Goals
- Diversity Statement
- History
- Campus Facilities
- EVMS Campus Safety & Alerts
- Police and Public Safety

Mission Statement

Eastern Virginia Medical School is an academic health center dedicated to achieving excellence in medical and health professions education, research and patient care. We value creating and fostering a diverse and cohesive faculty, professional staff and student body as the surest way to achieve our mission. Adhering to the highest ethical standards, we will strive to improve the health of our community and to be recognized as a national center of intellectual and clinical strength in medicine and Health Professions. Our commitment to ensuring institutional effectiveness is demonstrated by the continuous assessment processes we use to improve program performance and student learning outcomes.

Vision

Eastern Virginia Medical School will be recognized as the most community-oriented school of medicine and health professions in the United States.

Values

Three core values drive our daily efforts:

- **Excellence:** We determine with our stakeholders what is valuable and hold ourselves to high performance standards that fulfill our promises.
- **Collegiality:** We serve our community and one another, building strong and mutually supportive relationships. We work as a cooperative, united team to further our purposes of education, research and patient care.
- **Integrity:** We strive to maintain the highest ethical standards and accept accountability for all we do and say.

Goals

To fulfill our mission and vision, we must be strategically focused on the areas that provide the greatest leverage for effecting change in our academic health center and our greater community. To that end, EVMS has identified seven long-term goals:

- **Cultural Alignment:** Strengthen our entire organization's collective pursuit of our mission, vision, and values.
- **Education:** Maintain the highest professional standards for our residential and distance learning programs to prepare graduates to excel in their chosen profession and to respond to societal healthcare needs.
- **Research:** Enhance and strengthen our research enterprise in order to improve community and national health.
- **Patient Care:** Enhance our clinical enterprise to provide the highest quality patient care distinguished by our research and academic clinicians.
- **Affiliates:** Strengthen relationships with our affiliates by determining and delivering value.
- **Finances and Funding:** Ensure ongoing financial stability.
- **Marketing:** Strengthen our brand awareness and reputation to increase preference and support from students, patients, physicians and the community.

Diversity Statement

The education, research and patient care mission of Eastern Virginia Medical School (EVMS) is shaped by many considerations: the demographics of the surrounding communities, the significant presence of military personnel, retirees and their families, the rural and underserved communities of the Commonwealth of Virginia, and the broader national and global need to address gaps in the health workforce and the accessibility of health care.

Eastern Virginia Medical School has a unique history as one of the few institutions in the United States established by the local community to serve the local community. Indeed, its vision is to be the most community-oriented school of medicine and health professions in the nation. In fulfilling that vision, EVMS strives to attract talented students, trainees, faculty, staff and leaders who bring diverse attributes and experience to drive our collective commitment to excellence.

Eastern Virginia Medical School embraces diversity broadly defined, but places a special emphasis on recruitment of women, traditionally underrepresented minorities in medicine and the health professions (African Americans, Latinos, American Indians and Native Alaskans, and Native Hawaiians and Pacific Islanders), veterans and individuals who come from socioeconomically disadvantaged backgrounds. Acknowledging that diversity is a fluid and evolving concept, we will continually strive to be inclusive of individuals and groups in the broadest possible manner.

History

For more than four decades, EVMS has been the place for aspiring physicians and health professionals, passionate educators and medical pioneers.

In the 1960s, civic leaders in Hampton Roads sought to improve care in the region and created a bold dream to build a medical school. Thanks to determination and community commitment, EVMS opened its doors in 1973, forever transforming the landscape of health care in Hampton Roads.

Today, EVMS holds an honored position in American history as one of the only schools of medicine and health professions in the nation to be founded by a grassroots effort. The institution's steady growth from just 23 medical students to an organization with a more than $1.2 billion annual economic impact is an inspiring testament to what vision, community commitment and innovation can accomplish.

Campus Facilities

EVMS Facilities provides a safe, clean, functional, comfortable and sustainable environment for our students, faculty, staff and visitors. We design, construct, operate, maintain, service, and enhance our infrastructure, grounds and environment with a strong commitment to excellence, collegiality, and integrity.

EVMS Facilities is responsible for Building Operations and Maintenance, Campus Housing, Groundskeeping, Housekeeping, Pest Control, Telecommunications, Vehicle Maintenance, renovations to existing buildings and new construction on the Eastern Virginia Medical Center campus.

EVMS Campus Safety & Alerts

EVMS Police and Public Safety offers enhanced services to EVMS emergency notification system users. We have partnered with Rave Mobile Safety to provide the EVMS Rave Alert notification system, which delivers messages to your mobile phone and email address in the event of an emergency.

EVMS Rave Alert subscribers are able to manage emergency services in one online location and choose features that include the EVMS "Rave Guardian" service, which transforms a mobile phone into a personal alarm beacon that allows EVMS Police to respond more quickly when help is needed. EVMS employees, staff, students and residents are automatically enrolled in the system to receive EVMS email alerts. When they provide a mobile phone number they are also automatically enrolled in the mobile text alerts system as well.

We encourage each member of the EVMS community to log in to the EVMS Rave Alert website to confirm contact information.

Police and Public Safety

Eastern Virginia Medical School Police & Public Safety is a certifed law-enforcement agency through the Virginia Department of Criminal Justice Services and dedicated to enhancing safety, security and emergency management for the EVMS community. The department's services are available 24/7 with offices in Lewis Hall and the Staff Garage. Our communications center can be reached at 757.446.5199.

The mission is to create and maintain a safe and secure environment for our students, faculty, staff, patients and visitors. We do this through active patrols, security and fire/life safety assessments, staffing posts in campus facilities, training and professional development, oversight of building access control, alarm systems and building cooperative relationships with other law-enforcement and security agencies.

In addiction to regular police, security and safety services, the department also provides other services for students, faculty, staff, patients and visitors. These services include:

- Vehicle assistance with jump starts, lock-outs, flat tires, and other minor vehicle problems
- After-hour escorts
- Lost and Found property management
- Conducting self-awareness level training and seminars for students, faculty and staff
- Oversight of the Emergency Operations Plan and the Continuity of Operations Plan
- Maintaining the "Rave Guardian" Electronic Escort System
- Fire & Life Safety Training

EVMS complies with the Department of Education's Jeanne Clery Act and collects, maintains and publishes crime and safety information that is available to the public. The department publishes the Annual Security/Fire Safety Report each Oct 1. This report contains crime statistics for the campus community for a three-year running period and information about EVMS Police & Public Safety; EVMS emergency and security policies; crime reporting and prevention; sexual assault; fire safety at EVMS' campus housing, Hague Club Apartments; and other security/safety topics of concern to the EVMS community. A CSA (Campus Security Authority) needs to file a report with EVMS Police when he or she becomes aware of information that a crime incident is occurring or may have occurred on campus or in a non-campus location. If the incident is happening and constitutes an emergency, dial 911 or 757.446.5911 immediately. If it is information about a crime that is not currently in progress, contact EVMS Police at 757.446.5911, provide as much information as possible (approximate date and time of occurrence, location and individuals involved). To obtain a paper copy of the Annual Security/Fire Safety Report, email Police & Public Safety. Please take time to view the 2019 Annual Security/Fire Safety Report for a comprehensive overview of related services, policies and data. Students residing in the Hague Club Apartments can designate a confidential emergency contact in the event they are reported missing. To do so, please fill out the Confidential Contact Form.

Accreditation

Print this Page

- Policy on Accreditation and Program Integrity
- Substantive Change

Eastern Virginia Medical School is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the Doctor of Medicine degree, Masters' degrees, Doctoral degrees, and Certificates. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404.679.4500 for questions about the accreditation of Eastern Virginia Medical School.

EVMS is also accredited by the Liaison Committee on Medical Education (LCME). The school received full, eight-year accreditation during its most recent review, which was completed in early 2013.

In addition, many of the programs in our School of Health Professions have received specialized accreditations from appropriate accrediting bodies.

- The Graduate Art Therapy and Counseling Program is accredited by the Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Accreditation Council for Art Therapy Education (ACATE). As of September 2019, the next accreditation review is in 2024.
- The Pathologists' Assistant Masters Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). PATH-A received the maximum five (5) year initial accreditation on April 30, 2019. The program is not due for a site visit until 2024 but will send annual progress reports to NAACLS and a Self-study report in 2023.
- The Physician Assistant Masters Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc (ARC-PA). This accreditation has been in effect since 2009 and will come up for review again in 2026.
- The Master of Public Health Program is seeking continued national accreditation through the Council on Education for Public Health (CEPH). The site visit will be held in March 2020, and the accreditation decision is expected in July 2020. The Program has been continuously accredited by CEPH since 2000.
- The Surgical Assistant Masters Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The recent peer review conducted by the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA) and CAAHEP's Board of Directors recognizes the program's substantial compliance with the nationally established accreditation Standards. The next comprehensive evaluation of the program, including an on-site review, is scheduled to occur no later than 2029.
- The Virginia Consortium Program in Clinical Psychology Doctoral Program is accredited by the American Psychological Association (APA). This accreditation has been in effect since 2013 and will come up for review again in 2020.

Policy on Accreditation and Program Integrity

Eastern Virginia Medical School (EVMS) considers accreditation of its programs to be essential to educational and institutional excellence. It is the policy of EVMS that all EVMS educational programs seek the appropriate regional, national, and/or specialized program accreditation as soon as such is available to the program. Further, each program that has achieved accreditation status shall ensure that it conducts all of its activities in such a manner as to maintain its accredited status on a permanent basis including notifying the appropriate accrediting body of any substantive change as defined herein. Programs for which accreditation is not available because no entity currently serves as a related program accrediting body shall develop policies, procedures, and best practices that ensure the highest educational quality and program integrity and shall be subject to a formal self-study process at least every five years.

Substantive Change

A. Definition. "Substantive Change" means a significant modification or expansion of the nature and scope of the educational mission or program(s) at EVMS and includes:
   1. Any change in the established mission or objectives of the institution;
   2. Any change in legal status, form of control, or ownership of the institution;
   3. The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated;
   4. The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation;
   5. A change from clock hours to credit hours;
   6. A substantial increase in the number of clock or credit hours awarded for successful completion of a program;
   7. The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program;
   8. The establishment of a branch campus;
   9. Closing a program, off-campus site, branch campus or institution;
   10. Entering into a collaborative academic arrangement such as a dual degree program or a joint degree program with another institution
   11. Acquiring another institution or a program or location of another institution;
   12. Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution; and
   13. Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution's programs.

B. Board of Visitors Approval. All proposed Substantive Changes shall be approved by the EVMS Board of Visitors in accordance with the EVMS Bylaws and applicable law. All educational programs for which academic credit is awarded must be approved by the EVMS Board of Visitors.

C. Southern Association of Colleges and Schools (SACS).
   1. Notification and/or Approval. In addition to reaffirmation of accreditation by SACS every 10 years, EVMS must notify and, in some cases receive approval, from SACS prior to initiating a Substantive Change. All notifications must be timely made in accordance with SACS policy and must be coordinated through the EVMS SACS Liaison. As SACS may need to be notified as much as 12 months in advance, it is imperative that the SACS Liaison be consulted at the outset of any discussions regarding a proposed change. No change may actually be implemented until such time as the SACS Liaison advises that the proposed change may proceed.
   2. SACS Liaison. Substantive Change notifications and requests for approval may only be made through the designated SACS Liaison or his/her designee. Information on the current SACS Liaison can be found on the EVMS website.

D. Other Accrediting Bodies. EVMS programs that are also accredited by other regional, national or other specialized accrediting bodies shall follow the prescribed processes of each relevant accrediting body for notifying and obtaining prior approval for all Substantive Changes planned.

Print this Page

Academic Resources

Print this Page

- Edward E. Brickell Medical Sciences Library
- Computer Lab
- Software
- Storage of Data
- Computer Viruses
- Library Classroom PCs
- Library Public PCs
- Use of Online Public Access Computer (OPAC)Stations
- Inappropriate Use
- Information Technology
- Academic Development
- Student Disability Services
- Academic and Technical Standards
- Reasonable Accommodation
- Duties of Students
- Sentara Center for Simulation and Immersive Learning (SCSIL)
- Title IX Coordinators

Edward E. Brickell Medical Sciences Library

The EVMS Brickell Medical Sciences Library provides information resources and services to EVMS students, faculty, clinicians and staff and to members of the Hampton Roads community. The Brickell Library is open to the public during staffed hours, and all of our information resources can be used by members of the community from within the library. Please come by for assistance.

The Edward E. Brickell Medical Sciences Library has Wi-Fi throughout the facility, which can be accessed by EVMS faculty, students, and staff with EVMS Novell passwords. Before devices can connect to EVMS Wi-Fi, they must be configured by the Network Information Center (NIC). Please visit the NIC in Lewis Hall, Suite 1003. If you need assistance after hours or on the weekend, the NIC has self-serve information on configuring Bring Your Own Device (BYOD) and student wireless (see Student Software section) at their myPortal site (access with your EVMS Novell password).

For network security reasons, the EVMS Library cannot provide Wi-Fi to members of the general public.

Print jobs can be sent wirelessly to the EVMS Library's network-enabled printers.

Computer Lab

A popular resource that is open 24/7, the EVMS Library's Computer Lab offers PCs as well as two scanners for use by those with EVMS Novell passwords. Lab PCs connect to several printer options, which EVMS students may use with their annual allotment of free printing.

For security reasons, no guest log-ins are allowed. Guests may use the public access PCs that are available when the library is staffed. For more information, see below.

Software

The Computer Lab offers and supports word processing, spreadsheet, graphic, and computer-assisted instruction software. During library hours, staff will do their best to assist patrons in using the software packages installed in the Lab and Classroom. EVMS staff may not be able to answer all questions about specialized software.

Because of software licensing limitations, not all computers are set up identically. If you are looking for a specific software package, please consult with the Lab Manager.

The following are not allowed: Installing programs; copying licensed software; using software that will circumvent licensing or harm the computer, the network, or people. For a more complete list of EVMS policies, procedures, and possible disciplinary actions, please sign in to EVMS myPortal/Information Technology/Policies & Procedures.

Storage of Data

Files stored on Lab computers are deleted at logout. Save files to a flash drive, email files to yourself using EVMS Sendit, or use your EVMS Home Drive. Each EVMS Novell account is given a "Home Drive." This storage is only available while on the EVMS wired network (Lab and Classroom). Using Home Drive storage ONLY is not recommended. You are strongly encouraged to back up your work.

If you are uncertain about the location of your stored data, Lab staff can assist you. Lab staff can also verify that your data is on your storage device.

The Computer Lab assumes no responsibility for lost, damaged, or deleted data.

Computer Viruses

All computers in the Lab are equipped with software designed to protect computers from viruses. Viruses can corrupt or delete data and make it unrecoverable. Please report messages indicating the presence of a virus to Lab staff immediately.

Faculty, staff, and residents may download free home-use copies of McAfee Antivirus that the EVMS Network Information Center has licensed for your protection. Sign into EVMS myPortal/Information Technology/SoftwareDownload, to download this software for your computer.

Library Classroom PCs

The EVMS Library's Classroom is a well-used resource. It is used for testing, classes, training, and much more. There is a daily schedule of activities posted outside the Classroom door every morning. Those with EVMS Novell passwords are welcome to use the Classroom PCs when there are no activities scheduled.

The Classroom may be reserved using the Computer Classroom Reservation Form by faculty members for:

- EVMS credit courses (receive priority)
- EVMS-sponsored non-credit formal instruction

The Classroom is equipped with:

- 30 networked PCs and an instructor PC
- Multimedia projector & screen
- Digital white board
- 3D document camera
- Wireless Microphone

For information about additional equipment that is available through EVMS Media Services, please see the library staff or log in to EVMS myPortal/Information Technology/Media & Audio Visual Technical Services (MAVTS)

Library Public PCs

These computers have been set up for medical information searching only and have no additional software installed.

Use of Online Public Access Computer (OPAC)Stations

The Edward E. Brickell Medical Sciences Library has three (3) workstations available for use by the general public. These computers, with access to Brickell Library and other specified web resources, are provided to further the educational, research, and health information needs of public clients. Signing the log-in sheet constitutes an agreement to abide by the policies stated below.

Patrons must abide by the following use policies as set forth by EVMS and Brickell Library:

- **Identification:** All public clients are required to present Circulation staff with a valid government, school, or employer issued picture ID. No exceptions will be made.
- **Priority:** Any public client may sign up to use an OPAC workstation (EVMS faculty, staff, and students with Novell Network accounts may not use these stations, and are directed to the stations in the computer lab and classroom); priority of use is given to EVMS community faculty without a Novell Network account, area health care providers, patients and family members of patients at local area hospitals, and students/faculty/staff at local colleges and universities.
- **Time Limit:** OPAC workstations are only available during the hours that the library Circulation desk is staffed. OPAC stations automatically shut down 30 minutes before the end of the library's staffed hours.
- **Appropriate Use:** OPAC workstations are to be used only for biomedical or health care related research. All other uses are strictly prohibited. Accessible biomedical and health care related Internet sites are determined in conjunction with the Network Information Center.

Inappropriate Use

Inappropriate use includes, but is not limited to:

- Endeavoring to circumvent security or otherwise gain unauthorized access to computers, software, or networks.
- Intentionally or unintentionally damaging equipment.
- Breaking local, state, or federal regulations including, but not limited to copyright violations, identity fraud, cyber harassment, etc.
- Installing/downloading/uploading software, documents, or graphic images onto any of the workstations.
- Using proxy websites to send anonymous emails or to otherwise attempt to mask the identity of a machine or account.
- Perpetrating identity fraud in any way including trying to use a computer account the person is not authorized to use.
- Inappropriate use will ultimately be determined by a library staff member. Clients found to be inappropriately using the OPAC workstations will be asked to leave the library and further action may be taken depending on the severity of the offense.
- **Printing:** A reasonable amount of free printing from the OPAC workstations is allowed to clients. Library staff determines what is excessive printing and will instruct the client to terminate printing.
- **Minors:** Clients fourteen (14) years of age and younger must be accompanied by a parent or guardian at the OPAC workstation; these clients cannot be left unsupervised. Please note that it is not the responsibility of the Library to serve in loco parentis (in place of a parent) and cannot be responsible for the well being of unsupervised minors.
- **Notification:** Clients must notify staff members when they are ready to leave; staff will log off the user and terminate the session.

Information Technology

Information Technology provides excellence in technology equipment and services, supporting faculty, staff, students and community clients on the Eastern Virginia Medical Center campus.

- The Business Service Center provides information technology support to the administrative and academic management functions of EVMS.
- The Database Center maintains academic and research data, as well as gives access to information technology resources by audience.
- Media Services serves the EVMS community with the latest in audio-visual technology not only in the classroom, but in the simulation, distance education and video production settings.
- The Network Information Center supports a wide range of services, including enterprise applications, desktop computing, server configuration and maintenance, network accounts and network communication devices.

Academic Development

Academic Development helps learners in the EVMS Community develop and enhance their range of academic skills, strategies and behaviors needed to perform in competitive academic, and dynamic professional environments.

- **Services and Resources:** Academic Development provides resources and services for students to promote academic success and to balance the demands of academics, research, clinical activities, personal life commitments, and service to their community through:
  - **Academic Counseling:** Academic Counseling helps learners in the EVMS Community acquire more effective and efficient academic skills.
  - **Peer Tutoring:** Content-specific peer tutoring is coordinated through Academic Development with authorization by the Course Director.

Student Disability Services

Eastern Virginia Medical School (EVMS) recognizes its ethical and legal responsibility to provide equal opportunities for qualified students with disabilities and is committed to providing resources for such. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act require institutions to provide certain reasonable accommodations to qualified students, when necessary, to provide an equal learning opportunity. A "qualified student" is a person with or without a disability who meets the academic and technical standards requisite to admission or participation in the recipient's education program or activity.

Academic and Technical Standards

All students must meet both academic and technical standards, with or without reasonable accommodations, in order to progress through EVMS and graduate. Academic standards refer to acceptable demonstrations of mastery in various disciplines, before matriculation and after, as judged by faculty members, examinations, and other measurements of performance. Technical standards refer to the essential aptitudes and abilities that allow students to perform in the vast array of requisite ways that are extremely important in the medical field.

All graduates of EVMS must have the knowledge, skills and other competencies to function in a variety of clinical situations and to render a wide spectrum of patient care. Without the essential capacities, students cannot fulfill the requirements of all the courses at EVMS. All students with or without a disability must acknowledge and certify that he or she has read, understands and is able to meet the technical standards of the program in which he or she wishes to enroll. Meeting the EVMS technical standards for ones particular course is, therefore, required for 1) matriculation, 2) subsequent promotion from term to term, and 3) graduation from EVMS.

Accommodations are put in place to help a student with a disability to fulfill the technical standards set forth by their degree program. Before requesting accommodation, the student should refer to their program's website for technical standards as these cannot be waived.

Reasonable Accommodation

Reasonable accommodations are individually determined after a student requests accommodation and submits original documentation to support the accommodation request. The accommodations are intended to provide a student with an equal opportunity to participate in all aspects of each course/activity. Such accommodations, however, are not intended to waive the essential requirements of a program or its technical standards and do not guarantee success. Matriculation into an EVMS program assumes a certain level of cognitive and technical skill. Students with disabilities will be held to the same fundamental standards as their non-disabled peers.

Although not all students should be expected to gain the same level of all technical skills, mastery of some skills is so essential that it must be achieved. Thus, reasonable accommodations will be provided to assist in learning, performing and satisfying the fundamental standards where it does not compromise EVMS programs or interfere with the rights of other students and/or patients. Qualified students with documented disabilities will be provided with reasonable accommodations at EVMS and those accommodations may sometimes involve an intermediary or an auxiliary aid. However, no disability can be reasonably accommodated at EVMS with an auxiliary aid or intermediary that provides cognitive support or medical knowledge, substitutes for essential clinical skills, or supplements clinical and ethical judgment. In other words, accommodations cannot eliminate essential program elements. To ensure the recommended accommodations are provided, it is necessary that the student understand his/her role and carry out his/her responsibilities in arranging reasonable accommodations during their course of study.

Duties of Students

Students are responsible for disclosing the presence of a disability, providing adequate disability documentation, requesting accommodations in a timely manner and abiding by the accommodation procedures.

Sentara Center for Simulation and Immersive Learning (SCSIL)

The Sentara Center for Simulation and Immersive Learning (SCSIL) is a full service simulation center offering a full complement of simulation tools and techniques to meet your educational needs. These tools and techniques are used to teach and assess a variety of clinical, communication, and team-based skills. SCSIL provides its services to all disciplines within the healthcare industry as well as non-healthcare related industries. SCSIL offers off-the-shelf curriculum and has the capability to adapt activities to your specific needs.

The simulation methods SCSIL uses include: Standardized Patients (SPs), Physical Teaching Associates (PTAs), Genitourinary Teaching Associates (GTAs), manikin-based simulators, partial task trainers, virtual and immersive environments, computer based simulators, and other educational technologies to meet the outcomes and objectives established by a broad range of clients.

Title IX Coordinators

In accordance with the EVMS Policy on Non-Discrimination and Anti-Harassment, any student or applicant for admission, employee or applicant for employment, or any other member of the EVMS community, whether guest or otherwise, who believes that they have been discriminated against on the basis of sex or the subject of sexual harassment (including sexual assault) may, in addition to seeking redress through any other available avenues, file a report or complaint to the institution by contacting any Senior Deputy Coordinator or Institutional Title IX Coordinator as follows:

Senior Deputy Title IX Coordinator for Students:

Melissa Scott, M.Ed
Assistant Dean for Student Affairs
Lewis Hall
700 W. Olney Rd., Room 1172
Norfolk, VA 23507
757.446.8927
scottmj@evms.edu

Senior Deputy Title IX Coordinator for Employees:

Matthew Schenk, PHR
Executive Director of Human Resources
Smith Rogers Hall
358 Mowbray Arch, Ste. 201
Norfolk, VA 23507
757.446.6043
schenkmr@evms.edu

Institutional Title IX Coordinator:

Josephine Wiley
Institutional Title IX Coordinator
Andrew's Hall
721 Fairfax Avenue, Suite 509
Norfolk, VA 23507
757.446.6008
wileyjp@evms.edu

Print this Page

The EVMS Compact

Print this Page

- Compact Between Teachers and Learners of Health Professions and Medicine
- Guiding Principles
- Commitments of Faculty
- Commitments of Students and Residents/Fellows
- Reporting of Student Mistreatment
- Retaliation and False Claims

The EVMS School of Medicine and School of Health Professions are committed to maintaining a positive environment for study and training, in which individuals are judged solely on relevant factors such as ability and performance, and can pursue their educational and professional activities in an atmosphere that is humane, respectful and safe. As such, student and resident/fellow mistreatment is destructive of these fundamental principles and will not be tolerated within the EVMS community and its affiliated learning sites.

EVMS defines mistreatment as behavior that shows disrespect for learners and interferes with their respective learning process. Such behavior may be verbal, emotional, or physical. When assessing behavior that is perceived as mistreatment, students are expected to consider the conditions, circumstances, and environment surrounding such behavior. Provision of healthcare is inherently stressful. Medical and health professions student training is a rigorous process where the welfare of the patient is the primary focus and that, in turn, may impact behavior in the training setting.

Reflective of this philosophy, all EVMS faculty, including community faculty, will abide by the Association of American Medical Colleges Compact between Teacher and Learners of Medicine, modified to be inclusive of the School of Health Professions faculty and students, and referred to as The Compact.

Compact Between Teachers and Learners of Health Professions and Medicine

Preparation for a career in medicine or health professions demands the acquisition of a large fund of knowledge and a host of special skills. It also demands the strengthening of those virtues that undergird the relationship between professionals and patients that sustain the health care profession as a moral enterprise. Likewise, professional training entails both formal education in a specific discipline and an apprenticeship in which the graduate student trains under the supervision of investigators who are qualified to fulfill the responsibilities of a mentor. This Compact serves both as a pledge and as a reminder to teachers and learners that their conduct in fulfilling their mutual obligations is the medium through which the medical and health professions inculcate their ethical values.

Guiding Principles

- **Duty:** Medical and health professions educators have a duty not only to convey the knowledge and skills required for delivering their profession's contemporary standard of care or research, but also to inculcate the values and attitudes required for preserving their profession's social contract across generations.
- **Integrity:** The learning environments conducive to conveying professional values must be suffused with integrity. Students learn enduring lessons of professionalism by observing and emulating role models who epitomize authentic professional values and attitudes.
- **Respect:** Fundamental to the ethic of medicine and health professions is respect for every individual. Mutual respect between learners, as novice members of a profession, and their teachers, as experienced and esteemed professionals, is essential for nurturing that ethic. Given the inherently hierarchical nature of the teacher-learner relationship, teachers have a special obligation to ensure that students and residents/fellows are always treated respectfully.

Commitments of Faculty

- We pledge our utmost effort to ensure that all components of the educational program for students and residents/fellows are of high quality.
- As mentors for our student and resident/fellow colleagues, we maintain high professional standards in all of our interactions with patients, colleagues, and staff.
- We respect all students and residents/fellows as individuals, without regard to gender, race, national origin, religion, or sexual orientation; we will not tolerate anyone who manifests disrespect or who expresses biased attitudes towards any student or resident/fellow.
- We pledge to uphold the duty hour requirements for students and residents/fellows as stipulated in the applicable accreditation standards.
- In nurturing both the intellectual and the personal development of students and residents/fellows, we celebrate expressions of professional attitudes and behaviors, as well as achievement of academic excellence.
- We do not tolerate any abuse or exploitation of students or residents/fellows.
- We encourage any student or resident/fellow who experiences mistreatment or who witnesses unprofessional behavior to report the facts immediately to appropriate faculty or staff; we treat all such reports as confidential and do not tolerate reprisals or retaliations of any kind.

Commitments of Students and Residents/Fellows

- We pledge our utmost effort to acquire the knowledge, skills, attitudes, competencies, and behaviors required to fulfill all educational objectives established by the faculty.
- We cherish the professional virtues of honesty, compassion, integrity, fidelity, and dependability.
- We pledge to respect all faculty members, and all students and residents/fellows as individuals, without regard to gender, race, national origin, religion, or sexual orientation.
- As physicians or health professionals in training, we embrace the highest standards of our profession and pledge to conduct ourselves accordingly in all of our interactions with patients and/or colleagues and staff.
- In fulfilling our own obligations as professionals, we pledge to assist our fellow students and residents/fellows in meeting their professional obligations as well.

Reporting of Student Mistreatment

Students are encouraged to report incidents of mistreatment via four avenues:

- Notify clerkship or program director, or departmental chair
- Notify a Dean: the Dean of the School of Health Professions, Vice Dean for Academic Affairs, Associate Dean for Student Affairs, Associate Dean for Health Professions
- Report the incident on a course/clerkship evaluation
- Report anonymously using the EVMS Ethics and Compliance Hotline found on the EVMS website. This mechanism can be used to report mistreatment by staff members of EVMS or affiliate institutions as well.

If deemed appropriate, reports will be investigated by Human Resources (for faculty, residents/fellows, or staff accused), by the Associate Dean for Student Affairs (for students accused), or by a departmental chair (for community faculty accused).

Reporting of Resident/Fellow Mistreatment

Residents/Fellows are provided three institutional mechanisms for reporting incidents of mistreatment by faculty members, staff, patients, or peers

- Notify chief resident, program director and/or chair
- Notify the Vice Dean for Graduate Medical Education (446-6190)
- Report anonymously using the EVMS Ethics and Compliance Hotline found on the EVMS website.

Retaliation and False Claims

Retaliation against a person who reports, complains of, or provides information in a mistreatment investigation or proceeding is prohibited. Alleged retaliation will be subject to investigation and may result in disciplinary action up to and including termination or expulsion.

A person who knowingly makes false allegations of mistreatment, or who knowingly provides false information in a mistreatment investigation or proceeding, will be subject to disciplinary action and, in the case of students, will be considered a violation of the Honor Code.

Print this Page

Policies and Disclosures

- Family Education Rights and Privacy Act
- Policy on Non-Discrimination and Anti-Harassment
- Policy on Resolution of Sexual Harassment

Family Education Rights and Privacy Act

Eastern Virginia Medical School's (EVMS) policy regarding the confidentiality of student records is in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA was enacted to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data. It is EVMS' policy to maintain as confidential all personally identifiable information in education records except that which is considered to be "directory information."

Directory information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Designated directory information at EVMS includes: student name, telephone number, EVMS e-mail address, degrees or certificates sought and/or conferred, program/class year, dates of attendance, awards and honors received, enrollment status, photograph, the name of the most recent previous educational institution attended, and residency or other internship or post-completion placement.

EVMS, without consent of the student, may disclose directory information unless the student has restricted the release of this information. Students have the right to request that directory information not be disclosed to third parties by submitting the "FERPA Directory Hold Form" (available in the Office of the Registrar, Lewis Hall, Room 1147) to the Registrar within (10) days of the start of any new or renewing term. If this form is not completed and received in person (with photo ID) in the Office of the Registrar within the timeframe stated above, it will be assumed that directory information may be disclosed. Students may elect to withhold directory information at any point during their enrollment.

EVMS cannot assume responsibility to contact you for subsequent permission to release directory information. Please consider very carefully the consequences of any decision by you to withhold directory information. Should you decide to do so, any future requests for such information from non-institutional persons to third parties cannot be processed even after you graduate.

FERPA affords students in attendance certain rights with respect to their education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day EVMS receives a request for access.

   All students should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The form to request access to inspect and review student academic records is available via the Office of the Registrar. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   All students who wish to ask EVMS to amend a record should contact the Office of the Registrar, in writing, clearly identify the part of the record the student wants changed, and specify why it should be changed. The form to request an amendment to a student record is available via the Office of the Registrar. If EVMS decides not to amend the record as requested, EVMS will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   (Please note: EVMS will not release information from a student's educational record without the student's written consent except as indicated below.)

FERPA permits disclosure, without a student's prior written consent, to:

A. School officials with legitimate educational interests. A "school official" is a person employed by EVMS in an administrative, supervisory, academic or research, or support staff position (including EVMS law enforcement personnel and health staff); faculty sponsoring an honor society; contractors, consultants, volunteers or other outside parties providing services instead of using EVMS employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Visitors; or a student serving on an official EVMS committee, such as a disciplinary, student progress or grievance committee, or assisting another school official in performing his or her tasks. Inter-institutional disclosure may be made between EVMS and entities that administer or participate in joint or affiliated programs or activities and that further a legitimate educational interest because such disclosures are considered made to "school officials". A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibilities for EVMS.
B. Officials of another school in which a student seeks or intends to enroll so long as the disclosure is related to the enrollment or transfer.
C. EVMS may disclose education records to appropriate parties, including a student's parent(s), if it determines that there is a significant threat to the health or safety of a student or other individuals, but only to those persons whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.
D. The right to file a complaint with the U.S. Department of Education concerning alleged failures by EVMS to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202-5901

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records - including your Social Security Number, grades, or other private information - may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Policy on Non-Discrimination and Anti-Harassment

Policy on Non-Discrimination and Anti-Harassment

Policy on Resolution of Sexual Harassment

Policy on Resolution of Sexual Harassment

Administrative Offices

Print this Page

- Admissions
- Alumni Relations
- Budget Office
- Business Management
- Development
- Diversity & Inclusion
- Emergency Management
- Facilities
- Faculty Affairs & Professional Development
- Financial Aid
- Financial Services
- Fire & Life Safety
- Human Resources
- Information Technology
- Institutional Compliance Office
- Internal Audit
- Marketing & Communications
- Materials Management
- Occupational Health
- Police & Public Safety
- Registrar's Office
- Risk Management
- Special Events
- Strategic Planning & Institutional Effectiveness
- Student Affairs

Admissions

Find your next step in applying here at EVMS. Some requirements will include overall academic records, cumulative GPA and additional factors.

Alumni Relations

Alumni Relations' mission is to keep EVMS alumni, classmates and faculty connected to the school and each other.

Budget Office

The Budget Office develops and monitors the annual EVMS budget in coordination with Business Management and Health Services.

Business Management

Business Management provides service and support in the daily planning, direction and coordination of the business functions for EVMS.

Development

Development seeks to maximize support to EVMS from individuals, corporations and foundations by creating and maintaining mutually beneficial relationships between these entities and EVMS.

Diversity & Inclusion

EVMS Diversity and Inclusion is committed to improving access to healthcare, providing more culturally competent care and reducing healthcare disparities, particularly among minority and underserved populations.

Emergency Management

Emergency Management provides a safe and secure environment for students, faculty, staff, patients and visitors to enable continuity of learning, teaching, working, and patient care in the event of an emergency situation.

Facilities

Facilities is responsible for facilities maintenance, vehicle maintenance, new construction, renovation of existing facilities, student housing, groundskeeping and housekeeping.

Faculty Affairs & Professional Development

Faculty Affairs & Professional Development oversees the faculty appointment and reappointment process including credentialing, compensation contracts, promotion, tenure and reporting to regulatory bodies.

Financial Aid

Financial Aid can help to provide advice, resources and tools to assist students develop a plan to budget and understand their financial goals in managing cost of attendance at EVMS.

Financial Services

Financial Services handles financial reporting, payroll, accounts payable, student billing, loans and collections, general accounts receivable and collections and financial systems support.

Fire & Life Safety

Fire & Life Safety inspects buildings and equipment to identify safety hazards and conducts training regarding fire and life safety practices.

Human Resources

Human Resources provides qualified job applicants a comprehensive employee benefit program, training programs, a safe work environment and a competitive wage program.

Information Technology

Information Technology includes the Business Service Center, Database Center, Media Services, the Network Information Center and Telecommunications.

Institutional Compliance Office

The Institutional Compliance Office ensures that all members of the EVMS community maintain the highest standards of ethical conduct in its education and research activities. Institutional Compliance works closely with EVMS Internal Audit to ensure that all functional areas of the institution are in compliance with laws, rules, regulations and EVMS Policies.

The Institutional Compliance Office ensures that all members of the EVMS community maintain the highest standards of ethical conduct in its education and research activities. Institutional Compliance works closely with EVMS Internal Audit to ensure that all functional areas of the institution are in compliance with laws, rules, regulations and EVMS Policies.

Internal Audit

Internal Audit provides independent, objective assurance and consulting services designed to add value and improve the institution's operations.

Marketing & Communications

Marketing & Communications works to raise the public profile of EVMS, manage media contacts, direct crisis communications and protect the institution's brand identity.

Materials Management

Materials Management procures and administers goods and services for EVMS' internal customers in a timely manner while providing quality customer service.

Occupational Health

Occupational Health provides services to employees and students at EVMS, including immunizations, medical surveillance and treatment of work-related exposures.

Police & Public Safety

Police & Public Safety is a certified law enforcement agency dedicated to enhancing safety, security and emergency management for the EVMS community.

Registar's Office

The Registrar's Office is responsible for the maintenance, security and accuracy of all student academic records of the institution. The Registrar's Office coordinates and manages student registration, enrollment, graduation and degree verifications, transcript requests and enrollment certifications for students using VA Education Benefits.

Risk Management

Risk Management provides support and resources to promote an environment of safety for patients, staff and the community.

Special Events

Special Events plans and implements institutional events and ceremonies to support EVMS' mission and academic priorities.

Strategic Planning & Institutional Effectiveness

Strategic Planning and Institutional Effectiveness supports the achievement of excellence in medical and health professions education, research and patient care.

Student Affairs

Student Affairs offers connection to the incredibly diverse community of resources, services, and opportunities at EVMS. The department is committed to the success of every student.

Print this Page

Leadership

Print this Page

- Board of Visitors
- President, Provost & Dean of the School of Medicine
- Vice President & Dean of the School of Health Professions
- Vice President & Chief Operating Officer
- Vice President for Administration & Finance
- Vice President & General Counsel
- Vice Provost for Faculty Affairs & Institutional Effectiveness
- Vice Dean for Academic Affairs
- Vice President for Diversity & Inclusion
- Vice Dean for Research
- Vice Dean for Graduate Medical Education
- Vice Dean for Clinical Affairs
- EVMS Medical Group Chief Executive Officer
- Senior Associate Vice President for Development and Alumni Relations
- Senior Associate Vice President for Finance
- Assistant Vice President of Marketing & Communications
- Senior Associate Dean for Research
- Director, EVMS-Sentara Healthcare Analytics & Delivery Science Institute
- Director of the M. Foscue Brock Institute for Community & Global Health

Board of Visitors

The Board of Visitors is the governing body of EVMS. The board consists of 17 members who are appointed by the Governor, the General Assembly, local cities and the EVMS Foundation.

President, Provost and Dean of the School of Medicine

The President and Provost of EVMS and Dean of the School of Medicine provides day-to-day leadership for the institution and leads EVMS' academic and research enterprises.

Vice President and Dean of the School of Health Professions

The Vice President & Dean of the School of Health Professions directs academic planning, medical modeling and simulation, program development, accreditation, educational outreach and Health Professions programs.

Vice President and Chief Operating Officer

The Vice President and Chief Operating Officer has direct responsibility for External Affairs and a role in future strategic initiatives, governmental affairs and day-to-day operations.

Vice President for Administration and Finance

The Vice President for Administration & Finance directs EVMS' administrative functions, including Human Resources, Materials Management, Financial Services, Information Technology, Facilities and Police & Public Safety.

Vice President and General Counsel

The Vice President & General Counsel oversees legal and compliance support for the institution.

Vice Provost for Faculty Affairs and Institutional Effectiveness

The Vice Provost for Faculty Affairs and Institutional Effectiveness provides leadership, support and oversight for matters related to faculty, strategic planning, and institutional effectiveness.

Vice Dean for Academic Affairs

The Vice Dean for Academic Affairs oversees student-focused administrative components, such as Admissions and Enrollment, Student Affairs and Global and Service Learning, as well as curriculum reform.

Vice President for Diversity and Inclusion

The Vice President for Diversity & Inclusion leads efforts to build institutional capacity and human capital to address gaps in health equity and workforce diversity.

Vice Dean for Research

The Vice Dean for Research provides leadership and strategic oversight for EVMS' research enterprise while strengthening infrastructure and enhancing collaboration and translational research capacity.

Vice Dean for Graduate Medical Education

The Vice Dean for Graduate Medical Education oversees operations for internships, residencies and fellowships, coordinating affiliations with clinical training sites and managing accreditation.

Vice Dean for Clinical Affairs

The Vice Dean for Clinical Affairs provides leadership and strategic direction for all EVMS-sponsored patient-care programs and activities in concert with EVMS Medical Group.

EVMS Medical Group Chief Executive Officer

EVMS Medical Group's Chief Executive Officer leads EVMS' not-for-profit physician group, managing approximately 50 offices in Hampton Roads in which more than 150 physicians practice.

Senior Associate Vice President for Development and Alumni Relations

The Senior Associate Vice President for Development and Alumni Relations guides relationships with individuals, alumni, foundations and corporations capable of gifts to EVMS.

Senior Associate Vice President for Finance

The Senior Associate Vice President for Finance has direct responsibility for financial reporting, debt management, cash management, capital projects, investments and post-award grant administration.

Assistant Vice President of Marketing and Communications

The Assistant Vice President of Marketing & Communications oversees public and media relations, content marketing, executive communications, creative services, digital media, branding and advertising.

Senior Associate Dean for Research

The Senior Associate Dean for Research provides leadership for various administrative functions that support research, including research development, collaboration and regulatory compliance.

Director, EVMS-Sentara Healthcare Analytics and Delivery Science Institute

The Director of the EVMS-Sentara Healthcare Analytics and Delivery Science Institute oversees data-analysis services and supports research to advance patient outcomes through improved analytics.

Director of the M. Foscue Brock Institute for Community and Global Health

The Director of the M. Foscue Brock Institute for Community and Global Health leads efforts to expand and deepen EVMS' impact on issues of local and global health.

Print this Page

Academic Calendar 2024-2025

- Anatomical Sciences, MS Academic Calendar
- Applied Data Science Graduate Certificate Academic Calendar
- Art Therapy and Counseling, MS Academic Calendar
- Biomedical Sciences, MS - Research Academic Calendar
- Biomedical Sciences, PhD Academic Calendar
- Business of Simulation Graduate Certificate Academic Calendar
- Clinical Andrology Graduate Certificate Academic Calendar
- Clinical Embryology Graduate Certificate Academic Calendar
- Clinical Leadership and Administration Graduate Certificate Academic Calendar
- Core Public Health Graduate Certificate Academic Calendar
- Medicine, MD Academic Calendar
- Doctor of Occupational Therapy Academic Calendar
- Educational Leadership and Administration Graduate Certificate Academic Calendar
- Epidemiology Graduate Certificate Academic Calendar
- Health Sciences, DHSc Academic Calendar
- Healthcare Management Graduate Certificate Academic Calendar
- Laboratory Animal Anesthesia and Handling Techniques Graduate Certificate Academic Calendar
- Laboratory Animal Science, MS Academic Calendar
- Master of Healthcare Administration Academic Calendar
- Medical & Health Professions Education, MHPE Academic Calendar
- Medical and Health Professions Education, PhD Academic Calendar
- Medical Master's, MS Academic Calendar
- Medical Sciences, DMSC Academic Calendar
- Molecular Diagnostics and Precision Medicine, MS Academic Calendar
- Pathologists' Assistant, MHS Academic Calendar
- Physician Assistant, MPA Academic Calendar
- Public Health, MPH Academic Calendar
- Reproductive Clinical Science, MS Academic Calendar
- Reproductive Clinical Science, PhD Academic Calendar
- Scholarship Graduate Certificate Academic Calendar
- Surgical Assisting, MSA Academic Calendar
- Teaching Graduate Certificate Academic Calendar

Anatomical Sciences, MS Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Term I - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Term II - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Term III - Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

*Last Day to add/drop classes without penalty

Print this Page

Applied Data Science Graduate Certificate Academic Calendar

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

*Last day to add/drop classes without penalty

Art Therapy and Counseling Academic Calendar

Academic Calendar 2024-2025

Class of 2025

Term I - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams (Oral Comp): 12/9/2024 - 12/13/2024

Term II - Spring 2025

Student Registration Period: 10/15/2025 - 11/15/2025

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Comprehensive Exams: N/A

Commencment Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Election Day: 11/5/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Spring Break: 3/10/2025 - 3/14/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

Class of 2026

Term I - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams (Oral Comp): 12/13/2024 - PT Only

Term II - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 1/13/2025

End Date: 5/2/2025

Comprehensive Exams: 3/24/2025

Term III - Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/15/2025

Comprehensive Exams: N/A

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Spring Break: 3/10/2025 - 3/14/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

Biomedical Sciences Research, MS Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/26/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/15/2025

Final Exams: 8/11/2025 - 8/15/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

Class of 2026

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/26/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/15/2025

Final Exams: 8/11/2025 - 8/15/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

*Last day to add/drop classes without penalty

Print this Page

Biomedical Sciences, PhD Academic Calendar

Print this Page

Academic Calendar 2024-2025

2nd Year & Beyond

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/26/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/15/2025

Final Exams: 8/11/2025 - 8/15/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

1st Year

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/26/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/15/2025

Final Exams: 8/11/2025 - 8/15/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

*Last day to add/drop classes without penalty

Print this Page

Business of Simulation Graduate Certificate Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2024

Fall 2024

Student Registratio Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

*Last day to add/drop classes without penalty

Print this Page

Clinical Andrology Graduate Certificate Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Term I - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Term II - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Term III - Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

*Last day to add/drop classes without penalty

Print this Page

Clinical Embryology Graduate Certificate Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Term I - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Term II - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Term III - Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

*Last Day to add/drop classes without penalty

Print this Page

Clinical Leadership and Administration Graduate Certificate Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2025 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

Print this Page

Core Public Health Graduate Certificate Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

*Last Day to add/drop classes without penalty

Print this Page

Medicine, MD Academic Calendar

Academic Calendar 2024-2025

Class of 2025 - M4 (Elective Phase)

Fall 2024

Student Registration Period: 4/15/2024 - 5/19/2024

Add/Drop Date*: 6/2/2024

Census Date: 6/4/2024

Start Date: 5/20/2024

End Date: 11/15/2024

Spring 2025

Student Registration Period: 9/1/2024 - 10/01/2024

Add/Drop Date*: 12/1/2024

Census Date: 12/3/2024

Start Date: 11/18/2024

End Date: 5/16/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/25/2024 - 12/1/2024

Winter Break: 12/23/2024 - 12/30/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2026 - M3 (Clerkship Phase)

Fall 2024

Student Registration Period: 4/15/2024 - 5/19/2024

Add/Drop Date*: 6/2/2024

Census Date: 6/4/2024

Orientation: 5/13/2024 - 5/17/2024

Start Date: 5/20/2024

End Date: 11/1/2024

Spring 2025

Student Registration Period: 9/1/2024 - 10/01/2024

Add/Drop Date*: 11/17/2024

Census Date: 11/19/2024

Start Date: 11/4/2024

End Date: 3/28/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/25/2024 - 12/1/2024

Winter Break: 12/21/2024 - 1/5/2025

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2027 - M2 (Clerkship Phase)

Term 4 - MD2027

Student Registration Period: 2/1/2025 - 3/1/2025

Add/Drop Date*: 4/20/2025

Census Date: 4/22/2025

Orientation: 3/31/2025 - 4/4/2025

Start Date: 4/7/2025

End Date: 9/19/2025

Commencement Class of 2027

Commencement Rehearsal: 5/21/2027

Commencement Ceremony: 5/22/2027

Degree Conferral: 5/22/2027

Holidays and Breaks

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

Labor Day: 9/1/2025

Class of 2027 - M2 (Pre-Clerkship Phase)

Term 3 - MD2027

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 8/19/2024

Census Date: 8/21/2024

Orientation: 8/5/2024

Start Date: 8/6/2024

End Date: 12/13/2024

Commencement Class of 2027

Commencement Rehearsal: 5/21/2027

Commencement Ceremony: 5/22/2027

Degree Conferral: 5/22/2027

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Winter Break: 12/16/2024 - 1/5/2025

Class of 2028 - M1 (Pre-Clerkship Phase)

Term 1 - MD2028

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 8/25/2024

Census Date: 8/27/2024

Orientation: 8/7/2024 - 8/9/2024

Start Date: 8/12/2024

End Date: 12/13/2024

Term 2 - MD2028

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/19/2025

Census Date: 1/21/2025

Start Date: 1/6/2025

End Date: 5/28/2025

Commencement Class of 2028

Commencement Rehearsal: 5/19/2028

Commencement Ceremony: 5/20/2028

Degree Conferral: 5/20/2028

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Winter Break: 12/16/2024 - 1/5/2025

Martin Luther King, Jr. Day: 1/20/2025

Spring Break: 3/17/2025 - 3/21/2025

*Last day to add/drop classes without penalty

Doctor of Occupational Therapy Academic Calendar

Class of 2027

Term 1 - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Term 2 - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Term 3 - Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 6/15/2025

Census Date: 6/17/2025

Start Date: 6/2/2025

End Date: 7/25/2025

Final Exams: 7/21/2025 - 7/25/2025

Commencement Class of 2027

Commencement Rehearsal: 5/14/2027

Commencement Ceremony: 5/15/2027

Degree Conferral: 5/15/2027

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

Class of 2028

Term 3 - Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 6/15/2025

Census Date: 6/17/2025

Start Date: 6/2/2025

End Date: 7/25/2025

Final Exams: 7/21/2025 - 7/25/2025

Commencement Class of 2028

Commencement Rehearsal: 5/19/2028

Commencement Ceremony: 5/20/2028

Degree Conferral: 5/20/2028

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Educational Leadership and Administration Graduate Certificate Academic Calendar

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2025 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

Epidemiology Graduate Certificate Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2025 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

Print this Page

Health Sciences, DHSc Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Semester 7

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Semester 8

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/28/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2026

Semester 4

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Semester 5

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Semester 6

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2027

Semester 1

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Semester 2

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Semester 3

Student Registration: 3/1/2025 - 4/15/2025

Add/Drop Date: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2027

Commencement Rehearsal: 5/14/2027

Commencement Ceremony: 5/15/2027

Degree Conferral: 5/15/2027

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Healthcare Management Graduate Certificate Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/298/2025 - 8/1/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Print this Page

Laboratory Animal Anesthesia and Handling Techniques Graduate Certificate Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Print this Page

Laboratory Animal Science, MS Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Term I - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Term II - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2026

Term I - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Term II - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Term III - Summer 2025

Student Registraion Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Print this Page

Master of Healthcare Administration Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

Class of 2026

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

*Last day to add/drop classes without penalty

Print this Page

Medical & Health Professions Education, MHPE Academic Calendar

Academic Calendar 2024-2025

Class of 2025

Fall 2024 - Semester 4

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025 - Semester 5

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2026

Orientation: Complete online in July prior to the start of classes

Fall 2024 - Semester 1

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025 - Semester 2

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exam: 4/28/2025 - 5/2/2025

Summer 2025 - Semester 3

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

*Last day to add/drop classes without penalty

Medical and Health Professions Education, PhD Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2026

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2027

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2027

Commencement Rehearsal: 5/14/2027

Commencement Ceremony: 5/15/2027

Degree Conferral: 5/15/2027

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

*Last day to add/drop classes without penalty

Print this Page

Medical Master's Academic Calendar

Print this Page

Academic Calendar 2024-2025

One-Year

Class of 2025

Term I - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 8/25/2024

Census Date: 8/27/2024

Start Date: 8/12/2024

End Date: 12/13/2024

Term II - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/19/2025

Census Date: 1/21/2025

Start Date: 1/6/2025

End Date: 5/28/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Winter Break: 12/16/2024 - 1/5/2025

Martin Luther King, Jr. Day: 1/20/2025

Spring Break: 3/17/2025 - 3/21/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

Two-Year

Class of 2025

Term I - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 8/25/2024

Census Date: 8/27/2024

Start Date: 8/12/2024

End Date: 12/13/2024

Term II - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/19/2025

Census Date: 1/21/2025

Start Date: 1/6/2025

End Date: 5/28/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Winter Break: 12/16/2024 - 1/5/2025

Martin Luther King, Jr. Day: 1/20/2025

Spring Break: 3/17/2025 - 3/21/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

Class of 2026

Term I - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 8/25/2024

Census Date: 8/27/2024

Start Date: 8/12/2024

End Date: 12/13/2024

Term II - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/19/2025

Census Date: 1/21/2025

Start Date: 1/6/2025

End Date: 5/28/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Winter Break: 12/16/2024 - 1/5/2025

Martin Luther King, Jr. Day: 1/20/2025

Spring Break: 3/17/2025 - 3/21/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

*Last day to add/drop classes without penalty

Print this Page

Medical Sciences, DMSC Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2026

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Class of 2027

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2027

Commencement Rehearsal: 5/14/2027

Commencement Ceremony: 5/15/2027

Degree Conferral: 5/15/2027

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Print this Page

Molecular Diagnostics and Precision Medicine, MS Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2026

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

*Last day to add/drop classes without penalty

Pathologists' Assistant, MHS Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024 - Semester 4

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025 - Semester 5

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025 - Semester 6

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Break

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2026

Fall 2024 - Semester 1

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025 - Semester 2

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025 - Semester 3

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

*Last day to add/drop classes without penalty

Print this Page

Physician Assistant Academic Calendar

Print this Page

Academic Calendar 2024-2025

Semesters Six and Seven

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/15/2024

Census Date: 9/17/2024

Start Date: 9/2/2024

End Date: 12/20/2024

Final Exams: 12/16/2024 - 12/20/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/19/2025

Census Date: 1/21/2025

Start Date: 1/6/2025

End Date: 5/9/2025

Final Exams: 5/5/2025 - 5/9/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Semesters Three, Four, and Five

Class of 2026

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 01/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Semesters One and Two

Class of 2027

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2027

Commencement Rehearsal: 5/14/2027

Commencement Ceremony: 5/15/2027

Degree Conferral: 5/15/2027

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

*Last day to add/drop classes without penalty

Public Health, MPH Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2026

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

*Last Day to add/drop classes without penalty

Print this Page

Reproductive Clinical Science, MS Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Semester Four - Summer 2024

Student Registration Period: 3/1/2024 - 4/15/2024

Add/Drop Date*: 5/26/2024

Census Date: 5/28/2024

Start Date: 5/13/2024

End Date: 8/2/2024

Final Exams: 7/29/2024 - 8/2/2024

Semester Five - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Semester Six - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2024

Census Date: 1/28/2024

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

Class of 2026

Semester One - Summer 2024

Student Registration Period: 3/1/2024 - 4/15/2024

Add/Drop Date*: 5/26/2024

Census Date: 5/28/2024

Start Date: 5/13/2024

End Date: 8/2/2024

Final Exams: 7/29/2024 - 8/2/2024

Semester Two - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Semester Three - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2024 - 5/2/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Memorial Day: 5/26/2025

Junteenth: 6/19/2025

Fourth of July: 7/4/2025

Print this Page

Reproductive Clinical Science, PhD Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Semester Seven - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Semester Eight - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2026

Semester Four - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Semester Five - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Semester Six - Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2027

Semester One - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Semester Two - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Semester Three - Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2027

Commencement Rehearsal: 5/14/2027

Commencement Ceremony: 5/15/2027

Degree Conferral: 5/15/2027

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Scholarship Graduate Certificate Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

*Last day to add/drop classes without penalty

Print this Page

Surgical Assisting, MSA Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 8/25/2024

Census Date: 8/27/2024

Start Date: 8/12/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date: 1/19/2025

Census Date: 1/21/2025

Start Date: 1/6/2025

End Date: 5/9/2025

Final Exams: 5/5/2025 - 5/9/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2026

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 6/1/2025

Census Date: 6/3/2025

Start Date: 5/19/2025

End Date: 8/8/2025

Final Exams: 8/4/2025 - 8/8/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

*Last day to add/drop classes without penalty

Print this Page

Teaching Graduate Certificate Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/298/2025 - 8/1/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

*Last day to add/drop classes without penalty

Print this Page

School of Health Professions

Print this Page

EVMS' School of Health Professions provides progressive, nationally recognized graduate training at facilities throughout Hampton Roads.

Art Therapy & Counseling

Programs

Master's Degrees

- Art Therapy and Counseling, MS

Biomedical Sciences-Doctoral

Programs

Doctoral Degrees

- Biomedical Sciences, PhD

Biomedical Sciences - Medical Masters

Programs

Master's Degrees

- Medical Master's, MS

Biomedical Sciences-Research

Programs

Master's Degrees

- Biomedical Sciences Research, MS

Anatomical Sciences

Programs

Master's Degrees

- Anatomical Sciences, MS

Healthcare Administration

Programs

Master's Degrees

- Master of Healthcare Administration

Health Sciences

Programs

Doctoral Degrees

- Health Sciences, DHSc

Laboratory Animal Science

Programs

Certificates

- Laboratory Animal Anesthesia and Handling Techniques Graduate Certificate

Master's Degrees

- Laboratory Animal Science, MS

Medical & Health Professions Education

Programs

Certificates

- Business of Simulation Graduate Certificate
- Scholarship Graduate Certificate
- Teaching Graduate Certificate

Master's Degrees

- Medical & Health Professions Education, MHPE

Doctoral Degrees

- Medical and Health Professions Education, PhD

Medical Sciences

Programs

Certificates

- Clinical Leadership and Administration Graduate Certificate
- Educational Leadership and Administration Graduate Certificate

Doctoral Degrees

- Medical Sciences, DMSC

Molecular Diagnostics and Precision Medicine

Programs

Master's Degrees

- Molecular Diagnostics and Precision Medicine, MS

Occupational Therapy

Programs

Doctoral Degrees

- Doctor of Occupational Therapy

Pathologists' Assistant

Programs

Master's Degrees

- Pathologists' Assistant, MHS

Physician Assistant

Programs

Master's Degrees

- Physician Assistant, MPA

Public Health

Programs

Certificates

- Applied Data Science Graduate Certificate
- Core Public Health Graduate Certificate
- Epidemiology Graduate Certificate
- Healthcare Management Graduate Certificate

Master's Degrees

- Public Health, MPH

Reproductive Clinical Science

Programs

Certificates

- Clinical Andrology Graduate Certificate
- Clinical Embryology Graduate Certificate

Master's Degrees

- Reproductive Clinical Science, MS

Doctoral Degrees

- Reproductive Clinical Science, PhD

Surgical Assisting

Programs

Master's Degrees

- Surgical Assisting, MSA

School of Medicine

Print this Page

Eastern Virginia Medical School is dedicated to medical and health education, biomedical research, and the enhancement of health care in the Hampton Roads region.

Doctor of Medicine

Programs

Doctor of Medicine

- Medicine, MD

Print this Page

Certificates and Degrees

Print this Page

Certificates

- Applied Data Science Graduate Certificate
- Business of Simulation Graduate Certificate
- Clinical Andrology Graduate Certificate
- Clinical Embryology Graduate Certificate
- Clinical Leadership and Administration Graduate Certificate
- Core Public Health Graduate Certificate
- Educational Leadership and Administration Graduate Certificate
- Epidemiology Graduate Certificate
- Healthcare Management Graduate Certificate
- Laboratory Animal Anesthesia and Handling Techniques Graduate Certificate
- Scholarship Graduate Certificate
- Teaching Graduate Certificate

Master's Degrees

- Anatomical Sciences, MS
- Art Therapy and Counseling, MS
- Biomedical Sciences Research, MS
- Laboratory Animal Science, MS
- Master of Healthcare Administration
- Medical & Health Professions Education, MHPE
- Medical Master's, MS
- Molecular Diagnostics and Precision Medicine, MS
- Pathologists' Assistant, MHS
- Physician Assistant, MPA
- Public Health, MPH
- Reproductive Clinical Science, MS
- Surgical Assisting, MSA

Doctoral Degrees

- Biomedical Sciences, PhD
- Doctor of Occupational Therapy
- Health Sciences, DHSc
- Medical and Health Professions Education, PhD
- Medical Sciences, DMSC
- Reproductive Clinical Science, PhD

Medical Degrees

- Medicine, MD

Print this Page

Applied Data Science Graduate Certificate

Print this Page

Advances in technology, the availability of large amounts of data and the rapid growth of electronic health data and analysis tools have led to an ever-increasing need for specific skills in data analytics. The Graduate Applied Data Science Certificate is a 15-credit hour program designed for working professionals looking to advance in the healthcare infomatics industry.

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

Course Sequence

Term 1 | Fall 2024 | 6 Credit Hours

- MPH 701 - Introduction to Healthcare Analytics
- MPH 703 - Programming Tools and Techniques in Data Management

Term 2 | Spring 2025 | 3 Credit Hours

- MPH 627 - Data Visualization

Term 3 | Summer 2025 | 6 Credit Hours

- MPH 612 - Statistical Reasoning for Public Health
- MPH 704 - Predictive Data Analysis

Total Requirement: 15 Credit Hours

Faculty and Staff

Program Director

Brian C. Martin, PhD, MBA, Program Director

Nicole Holt, DrPH, MPH, Program Assistant Director

Program Staff

Rose Ann Arnaud, Program Office

Sterling Smith, Program Office

Shirlwin Watkins, Program Office

Faculty

Brian C. Martin, PhD, MBA, Program Director

Nicole Holt, DrPH, MPH, Program Assistant Director

Academic Advisors

Nicole M. Holt, DrPH, Track Coordinator, Epidemiology

Robert Campbell Jr, PhD, Epidemiology

Brian C. Martin, PhD, MBA, Track Coordinator, Health Management and Policy

Glenn Yap, PhD, MBA, Health Management and Policy

Applied Data Science Graduate Certificate Information

Print this Page

Admission

Graduate Certificate Seeking Students

For U.S. Students

Requirements for admission include:

- Completion of all undergraduate degree requirements from an accredited college or university, with a minimum Grade Point Average (GPA) of 2.5 on a 4.0 scale, prior to matriculating in the MPH program.
- A personal statement detailing reasons for interest in the MPH Graduate Certificate program.
- Official transcripts from all colleges/universities attended. Ensure the degree conferral date is listed on the awarding institution's transcript.

For International Students

Requirements for admission include:

- Completion of all undergraduate degree requirements from an accredited college or university, with a minimum Grade Point Average (GPA) of 2.5 on a 4.0 scale, prior to matriculating in the MPH program.
- In cases where a non-U.S. grading system has been utilized on a transcript, students should have grades converted to the U.S. grading system by one of the following services:
  - World Education Services
  - Educational Credential Evaluators
- Test of English as a Foreign Language (TOEFL) **-** Minimum scores: Paper 550, Computer 213, iBT 80 **OR** International English Language Testing System (IELTS) **-** Minimum scores: Total 6.5, Subscores: 6
  - **TOEFL School Code is B886**
- A personal statement detailing reasons for interest in the MPH Graduate Certificate program.
- Official transcripts from all colleges/universities attended. Ensure the degree conferral date is listed on the awarding institution's transcript.
- Sending International Transcripts to GradCAS
- GradCAS will **ONLY** accept the evaluation report from the credentialing agency. **Do not send** your foreign transcript to GradCAS.
- All other foreign transcript evaluations from the credentialing agency must be sent directly to GradCAS to the following address:

```
GradCAS Transcript Processing Center
PO Box 9217
Watertown, MA 0247
```

International students must abide by all U.S. Immigration laws throughout their enrollment at EVMS. This includes, but is not limited to, qualifying and obtaining a proper visa prior to attendance. For further information regarding the visa process, please contact EVMS Human Resources at 757.446.6043.

Print this Page

Applied Data Science Graduate Certificate Academic Calendar

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

*Last day to add/drop classes without penalty

Applied Data Science Graduate Certificate Tuition and Fees

Tuition and Fees

Tuition and fees for the Master of Public Health program are set annually in June by the Board of Visitors and are subject to change without notice. Questions about tuition and fee charges on student accounts should be directed to Financial Services.

Tuition

- In-state: $800 per credit hour
- Out-of-state: $1,394 per credit hour

Mandatory Fees

- Year 1: $782

Projected Cost of Attendance

Budget length: 12 mos.

Tuition*

- **In State ($800/credit):** $12,000
- **Out of State ($1,394/credit):** $20,910

- **Mandatory:** $782
- **Health Insurance:** $0

Subtotal tuition and fees (direct costs)

- **In State (IS):** $12,782
- **Out of State (OS):** $21,692

Other allowances

- **Books & Equipment:** $300
- **Living (Room, Board & Misc.):** $23,016
- **Personal Expenses:** $1,056
- **Transportation:** $1,303

Cost of attendance without loan fees

- **In State:** $38,457
- **Out of State:** $47,367

Loan fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $759
- **Grad PLUS - 4.228% OS:** $1,136

Total cost of attendance including loan fees

- **In State:** $39,432
- **Out of State:** $48,719

*Tuition and fees are subject to change throughout the year.

**Calculated based on attending at least half time and taking sufficient credits within 2 or 3 terms to complete the certificate (see each certificate's course sequence for details). Some courses may not be available in some terms; courses do not have prerequisites, so they may be taken in any order. You must notify Financial Aid via your initial application as to planned level of enrollment and provide updates via the revised educational plan. If you are not at least half time, some private loans through outside lenders for non-degree (certificate) programs may be available. See our historical lending list for more information on that option, or contact our office at 757.446.5804 or via email at finaid@evms.edu.

**Loan fees are subject to change for loans first disbursed on or after October 1.

Funds are disbursed in equal disbursements at the beginning of each term.

Business of Simulation Graduate Certificate

Print this Page

The MHPE Business of Simulation Certificate is jointly administered by the School of Health Professions and the Sentara Center for Simulation and Immersive Learning (SCSIL). We designed this certificate for healthcare professionals who are interested understanding in learning the core business principles needed to manage a simulation center.

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

Course Sequence

Term 1 | Fall 2024 | 3 Credit Hours

- MHPE 725 - Business of Simulation

Total Requirement: 3 Credit Hours

Faculty and Staff

Program Director
Peggy E. Gesing, PhD, Assistant Professor

Program Staff

R. Jason Lynch, PhD, Teacher

Kathleen Gabana, MEd, Program Administrator

Angela Schlender, Distance Learning Specialist, Program Coordinator

Tyrah Vann, MPH, Distance Learning Specialist

Faculty

Robert Armstrong, Assistant Professor

Amanda Burbage, PhD, Assistant Professor

Mekbib Gemeda, Vice President, Diversity

Richard Gonzalez, PhD, Associate Professor

Gyorgy Lonart, PhD, Professor

Alberto Musto, MD, PhD, FAES, Associate Professor

Heather Newton, EdD, Director, GME Educational Programs

Michelle Rogers-Johnson, PhD, Assistant Dean, Assessment and Learning Outcomes

Jennifer Styron, PhD, Assistant Professor

Felicia Toreno, PhD, RDMS, RDCS, RVT, Director of Ultrasound Education

Print this Page

Business of Simulation Graduate Certificate Information

Print this Page

Admission

Requirements for Admission:

- Completion of all undergraduate degree requirements from an accredited college or university, with a minimum GPA of 2.5 on a 4.0 scale, prior to matriculating in the MHPE program (foreign degrees considered on a case-by-case basis).
- A personal statement detailing reasons for interest in the MHPE Graduate Certificate program.
- Official transcripts from each college/university attended, including an official transcript from any degree-granting institution that specifies the date upon which the degree was issued. Transcripts must be sent electronically or by mail directly to GradCAS. Any **official transcript** received by the program or the School of Health Professions Admissions and Enrollment department will not be accepted. If you do not list or send official transcripts for all institutions attended, processing of your application will be delayed.
- Sending Transcripts Electronically (Click here for additional information)
  - GradCAS only accepts electronic transcripts from:
    - Credentials Solutions
    - Parchment
    - National Student Clearinghouse

      GradCAS Transcript Processing Center
      P.O. Box 9217
      Watertown, MA 02471
- To send transcripts to GradCAS by mail:
  - Provide the registrar with the following items:
    - GradCAS Transcript Request Form. Ask the registrar to attach it to your official transcripts. This form is not required but strongly recommended as it helps ensure your official transcripts are properly matched to your application.
    - If you cannot use this form, make sure the registrar prints “GradCAS” and your full GradCAS ID# on the transcript before mailing it.
    - Any school-specific forms required by the registrar.
    - Any transcript fees required by the registrar.
    - All information needed by the registrar to properly identify you in the school’s database including any name changes.
    - Your GradCAS ID#.
- Institutions must send transcripts directly to GradCAS to the following address:

Applicant Help Center

- Having trouble accessing the GradCAS application? The preferred browsers are Google Chrome or Firefox
- The Applicant Help Center can be accessed here: Applicant Help Center
- If you have questions about your application status, please contact your GradCAS Customer Service Representative contact information at (857) 304-2086 or GradCASinfo@liaisonedu.com

Admission will occur on a rolling basis until the cohort is filled.

Print this Page

Business of Simulation Graduate Certificate Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2024

Fall 2024

Student Registratio Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

*Last day to add/drop classes without penalty

Print this Page

Business of Simulation Graduate Certificate Tuition and Fees

Print this Page

Tuition and Fees

Tuition

- In-state: $800 per credit hour
- Out-of-state: $1,394 per credit hour

Mandatory Fees

- $158

Print this Page

Clinical Andrology Graduate Certificate

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

Course Sequence

Term 1 | Fall 2024 | 4 Credit Hours

- RCS 704 - Current Topics In IVF
- RCS 712 - Male Reproductive Function and Dysfunction

Term 2 | Spring 2025 | 2 Credit hours

- RCS 714 - Cryopreservation

Term 3 | Summer 2025 | 3 Credit Hours

- RCS 701 - Introduction IVF, Laboratory Tech and Skills Development

Total Requirement: 9 Credit Hours

Faculty and Staff

Program Director
Liang Yu, PhD, Assistant Professor

Program Staff

Elizabeth Chute

Faculty
Alfred Z. Abuhamad, MD, Chairman

Marlane Angle, PhD, HCLD (ABB), Teacher

Minglie Bian, PhD, Assistant Professor

Silvina Bocca, MD, PhD, HCLD (ABB), Professor

Frank J. Castora, PhD, Professor

Eva Forgacs-Lonart, PhD, Associate Professor

Earl Godfry, PhD, Teacher

Thomas Kimble, MD, Associate Dean, Assistant Professor

Gyorgy Lonart, PhD, Professor

Jacob Mayer, PhD, HCLD (ABB), Professor April Pace, MLS, Instructor

Mahmood Morshedi, PhD, HCLD (ABB), CTBS, Professor

Kellie Robinson, EDD, Teacher

Helena Russell, MS, Assistant Professor

Laurel A. Stadtmauer, MD, PhD, Professor

Erin White, MS, Teacher

Jennifer Winters, PhD, Community Faculty

Hang Yin, PhD, HCLD (ABB), Teacher

Liang Yu, PhD, Assistant Professor

Clinical Andrology Graduate Certificate Information

Print this Page

Admissions

Candidates must have completed all undergraduate degree requirements and have been issued a bachelor's degree prior to matriculating as an EVMS student. If the bachelor's degree was issued by a U.S. college or university, as a general rule, it should be from a regionally accredited institution. However, the program may grant exceptions on a case-by-case basis. Official transcripts from the awarding institution must specify the date upon which the degree was issued. Graduate-level course transfer credits will be considered on a case-by-case basis.

Applicants must:

- Have a grade point average of 2.75 (B-) or better.
- Have successfully completed two semesters of college-level biology and chemistry with lab.
- Submit two letters of recommendation (submitted by the reference electronically) from individuals who are acquainted with you academically and/or professionally. References from close friends and family members will not be acceptable.
- Submit a personal essay. Complete essay instructions are available inside the online application portal.
- Curriculum vitae and/or resume

If you are applying as an experienced embryologist or andrologist, you must:

- Currently, work or have worked in clinical IVF or basic reproductive research as an embryologist, andrologist, nurse, physician or research scientist.
- Complete a Reproductive Clinical Science MS Degree Program Skills Report Form and submit it within your online application portal.

If you are applying with no experience, you must:

- Shadow at an IVF facility and obtain a letter that lists what was observed.
- Complete a Reproductive Clinical Science Master's Program Shadowing/Observation Report Form and submit it within your online application portal.

Contact the program for more details and assistance if needed.

International students, or applicants whose native language is not English, must take the TOEFL and receive a score equal to or greater than 550 for the paper-based test, 213 for the computer-based test or 80 for the iBT exam.

Application Procedures

- Log into GradCAS, create a username/password, and complete and submit the online form, including your personal essay, job history and CV/resume, along with the $125 application fee. If you cannot complete the form in one sitting, your information will be saved, and you may return to finish the process.
- Using the form provided within the online system, submit two letters of Recommendation from two individuals who can realistically evaluate your abilities and probability of success in the program. Preferably, one of the letters should be from your current employer.
- List all related work or volunteer experience.
- Official transcripts from each college/university attended, including an official transcript from any degree-granting institution that specifies the date upon which the degree was issued. Transcripts must be sent electronically or by mail directly to GradCAS. Any **official transcript** received by the program or the School of Health Professions Admissions and Enrollment department will not be accepted. If you do not list or send official transcripts for all institutions attended, processing of your application will be delayed.

-
  - Sending Transcripts Electronically (Click here for additional information)
  - GradCAS only accepts electronic transcripts from:
    - Credentials Solutions
    - Parchment
    - National Student Clearinghouse
  - To send transcripts to GradCAS by mail:
    - Provide the registrar with the following items:
      - GradCAS Transcript Request Form. Ask the registrar to attach it to your official transcripts. This form is not required but strongly recommended as it helps ensure your official transcripts are properly matched to your application.
      - If you cannot use this form, make sure the registrar prints "GradCAS" and your full GradCAS ID# on the transcript before mailing it.
      - Any school-specific forms required by the registrar.
      - Any transcript fees required by the registrar.
      - All information needed by the registrar to properly identify you in the school's database including any name changes.
      - Your GradCAS ID#.
  - Institutions must send transcripts directly to GradCAS to the following address:

    GradCAS Transcript Processing Center
    P.O. Box 9217
    Watertown, MA 02471

Completed GradCAS Application

- A completed application requires a paid application fee, all transcripts and at least 2 letters of recommendation
- All coursework must be entered in GradCAS in the Transcript Entry section
- Unverified CASPA applications **WILL NOT be reviewed**.

International Applicant Procedures

In addition to meeting the admissions requirements above, international applicants are required to meet the following:

Foreign Transcripts

- Request a course by course evaluation of all foreign transcripts showing GPA calculation on a four point scale.
- Eastern Virginia Medical School does not endorse any particular evaluating and/or credentialing service. You can use the following agencies:
  - World Education Services
  - Educational Credential Evaluators

Translation: If the academic institution that you attended does not issue documents in English, the credentialing agency will require that you submit a word-for-word translation of your transcripts. You can contact University Language Services to submit your transcript for translation and instruct them to send the translated transcript to the credentialing agency you choose.

Transcript Evaluation: International students whose native language is not English may contact one of the following credentialing agencies to submit transcripts for official evaluation: WES or ECE. Instruct the credentialing agency to send the official evaluation (and translation) directly to GradCAS. You must provide both a course-by-course evaluation report along with an overall GPA calculation. Evaluations are mandatory even for transcripts from institutions that report grades in English. This provides EVMS with a U.S. credit equivalency and allows the transcripts to be reviewed accurately. WES and ECE are preferred credentialing services. If you wish to select a company other than these, please contact the program first.

TOEFL: International applicants whose native language is not English must take the TOEFL exam and receive a score as follows: Paper-based test: 550; Computer-based test: 213; iBT exam: 80. Please go to the ETS website to take the TOEFL exam, and request your TOEFL scores be sent directly to GradCAS. ETS reports scores for two years after the test date. If you have previously taken the TOEFL but the two-year period has expired, the program will accept a personal copy if available.

GradCAS: GradCAS will **ONLY** accept the evaluation report from the credentialing agency. **Do not send** your foreign transcript to GradCAS.

All other foreign transcript evaluations from the credentialing agency must be sent directly to GradCAS to the following address:

GradCAS Transcript Processing Center
P.O. Box 9217
Watertown, MA 02471

GRE School Code: 5729 TOEFL School Code is B886

Print this Page

Clinical Andrology Graduate Certificate Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Term I - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Term II - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Term III - Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

*Last day to add/drop classes without penalty

Print this Page

Clinical Andrology Graduate Certificate Tuition and Fees

Tuition and Fees

Tuition

- In-state: $1,246/credit
- Out-of-state: $1,610/credit

Mandatory Fees

- $583

Clinical Embryology Graduate Certificate

Print this Page

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

Course Sequence

Term 1 | Fall 2024 | 3 Credit Hours

- RCS 703 - Female Reproductive Endocrinology & Infertility

Term 2 | Spring 2025 | 4 Credit Hours

- RCS 706 - Gametes and Embryos
- RCS 715 - Ethics, Society and ART

Term 3 | Summer 2025 | 3 Credit Hours

- RCS 701 - Introduction IVF, Laboratory Tech and Skills Development

Total Requirement: 10 Credit Hours

Faculty and Staff

Program Director
Liang Yu, PhD, Assistant Professor

Program Staff

Elizabeth Chute

Faculty
Alfred Z. Abuhamad, MD, Chairman

Marlane Angle, PhD, HCLD (ABB), Teacher

Minglie Bian, PhD, Assistant Professor

Silvina Bocca, MD, PhD, HCLD (ABB), Professor

Frank J. Castora, PhD, Professor

Eva Forgacs-Lonart, PhD, Associate Professor

Earl Godfry, PhD, Teacher

Thomas Kimble, MD, Associate Dean, Assistant Professor

Gyorgy Lonart, PhD, Professor

Jacob Mayer, PhD, HCLD (ABB), Professor April Pace, MLS, Instructor

Mahmood Morshedi, PhD, HCLD (ABB), CTBS, Professor

Kellie Robinson, EDD, Teacher

Helena Russell, MS, Assistant Professor

Laurel A. Stadtmauer, MD, PhD, Professor

Erin White, MS, Teacher

Jennifer Winters, PhD, Community Faculty

Hang Yin, PhD, HCLD (ABB), Teacher

Print this Page

Clinical Embryology Graduate Certificate Information

Print this Page

Admissions

Candidates must have completed all undergraduate degree requirements and have been issued a bachelor's degree prior to matriculating as an EVMS student. If the bachelor's degree was issued by a U.S. college or university, as a general rule, it should be from a regionally accredited institution. However, the program may grant exceptions on a case-by-case basis. Official transcripts from the awarding institution must specify the date upon which the degree was issued. Graduate-level course transfer credits will be considered on a case-by-case basis.

Applicants must:

- Have a grade point average of 2.75 (B-) or better.
- Have successfully completed two semesters of college-level biology and chemistry with lab.
- Submit two letters of recommendation (submitted by the reference electronically) from individuals who are acquainted with you academically and/or professionally. References from close friends and family members will not be acceptable.
- Submit a personal essay. Complete essay instructions are available inside the online application portal.
- Curriculum vitae and/or resume

If you are applying as an experienced embryologist or andrologist, you must:

- Currently, work or have worked in clinical IVF or basic reproductive research as an embryologist, andrologist, nurse, physician or research scientist.
- Complete a Reproductive Clinical Science MS Degree Program Skills Report Form and submit it within your online application portal.

If you are applying with no experience, you must:

- Shadow at an IVF facility and obtain a letter that lists what was observed.
- Complete a Reproductive Clinical Science Master's Program Shadowing/Observation Report Form and submit it within your online application portal.

Contact the program for more details and assistance if needed.

International students, or applicants whose native language is not English, must take the TOEFL and receive a score equal to or greater than 550 for the paper-based test, 213 for the computer-based test or 80 for the iBT exam.

Application Procedures

- Log into GradCAS, create a username/password, and complete and submit the online form, including your personal essay, job history and CV/resume, along with the $125 application fee. If you cannot complete the form in one sitting, your information will be saved, and you may return to finish the process.
- Using the form provided within the online system, submit two letters of Recommendation from two individuals who can realistically evaluate your abilities and probability of success in the program. Preferably, one of the letters should be from your current employer.
- List all related work or volunteer experience.
- Official transcripts from each college/university attended, including an official transcript from any degree-granting institution that specifies the date upon which the degree was issued. Transcripts must be sent electronically or by mail directly to GradCAS. Any **official transcript** received by the program or the School of Health Professions Admissions and Enrollment department will not be accepted. If you do not list or send official transcripts for all institutions attended, processing of your application will be delayed.

-
  - Sending Transcripts Electronically (Click here for additional information)
  - GradCAS only accepts electronic transcripts from:
    - Credentials Solutions
    - Parchment
    - National Student Clearinghouse
  - To send transcripts to GradCAS by mail:
    - Provide the registrar with the following items:
      - GradCAS Transcript Request Form. Ask the registrar to attach it to your official transcripts. This form is not required but strongly recommended as it helps ensure your official transcripts are properly matched to your application.
      - If you cannot use this form, make sure the registrar prints "GradCAS" and your full GradCAS ID# on the transcript before mailing it.
      - Any school-specific forms required by the registrar.
      - Any transcript fees required by the registrar.
      - All information needed by the registrar to properly identify you in the school's database including any name changes.
      - Your GradCAS ID#.
  - Institutions must send transcripts directly to GradCAS to the following address:

    GradCAS Transcript Processing Center
    P.O. Box 9217
    Watertown, MA 02471

Completed GradCAS Application

- A completed application requires a paid application fee, all transcripts and at least 2 letters of recommendation
- All coursework must be entered in GradCAS in the Transcript Entry section
- Unverified CASPA applications **WILL NOT be reviewed**.

International Applicant Procedures

In addition to meeting the admissions requirements above, international applicants are required to meet the following:

Foreign Transcripts

- Request a course by course evaluation of all foreign transcripts showing GPA calculation on a four point scale.
- Eastern Virginia Medical School does not endorse any particular evaluating and/or credentialing service. You can use the following agencies:
  - World Education Services
  - Educational Credential Evaluators

Translation: If the academic institution that you attended does not issue documents in English, the credentialing agency will require that you submit a word-for-word translation of your transcripts. You can contact University Language Services to submit your transcript for translation and instruct them to send the translated transcript to the credentialing agency you choose.

Transcript Evaluation: International students whose native language is not English may contact one of the following credentialing agencies to submit transcripts for official evaluation: WES or ECE. Instruct the credentialing agency to send the official evaluation (and translation) directly to GradCAS. You must provide both a course-by-course evaluation report along with an overall GPA calculation. Evaluations are mandatory even for transcripts from institutions that report grades in English. This provides EVMS with a U.S. credit equivalency and allows the transcripts to be reviewed accurately. WES and ECE are preferred credentialing services. If you wish to select a company other than these, please contact the program first.

TOEFL: International applicants whose native language is not English must take the TOEFL exam and receive a score as follows: Paper-based test: 550; Computer-based test: 213; iBT exam: 80. Please go to the ETS website to take the TOEFL exam, and request your TOEFL scores be sent directly to GradCAS. ETS reports scores for two years after the test date. If you have previously taken the TOEFL but the two-year period has expired, the program will accept a personal copy if available.

GradCAS: GradCAS will **ONLY** accept the evaluation report from the credentialing agency. **Do not send** your foreign transcript to GradCAS.

All other foreign transcript evaluations from the credentialing agency must be sent directly to GradCAS to the following address:

GradCAS Transcript Processing Center
P.O. Box 9217
Watertown, MA 02471

GRE School Code: 5729 TOEFL School Code is B886

Print this Page

Clinical Embryology Graduate Certificate Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Term I - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Term II - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Term III - Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

*Last Day to add/drop classes without penalty

Print this Page

Clinical Embryology Graduate Certificate Tuition and Fees

Tuition

- In-state: $1,246/credit
- Out-of-state: $1,610/credit

Mandatory Fees

- $583

Clinical Leadership and Administration Graduate Certificate

Print this Page

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admissions requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

Course Sequence | Academic Year 2024 - 2025

Term 1 | Fall 2024 | 3 Credit Hours

- DMSC 704 - Quality Improvement in Healthcare

Term 2 | Spring 2025 | 3 Credit Hours

- DMSC 705 - Advanced Clinical Practicum I

Term 3 | Summer 2025 | 3 Credit Hours

- DMSC 801 - Advanced Clinical Practicum II

Total Requirement: 9 Credit Hours

Faculty and Staff

Program Directors

Kimberly K. Dempsey, EdD, MPA, PA-C, Program Director

Richard Conran, PhD, MD, JD, Medical Director

Jayne R. Penne, MSPAS, PA-C, Admissions Director

Shannon M. Morris, MPA, PA-C, Admissions Director

Angela J. Cerezo, MPA, PA-C, Academic Director and Clinical Director

Program Staff

Elise E. DeWitt

Tiffany L. Smith

Erin L. Suit

Core Faculty

Courtney C. Anderson, MPA, PA-C, Associate Professor

Bradford N. Boyette, MBA, MPA, PA-C, Assistant Professor

Amy P. Fantaskey, MD, Assistant Professor

W. Travis Kirby, MPAS, PA-C, Associate Professor

Arun M. Ram, MBBS, MD, Associate Professor

Lori S. Shelton, MMS, PA-C, Assistant Professor

Jennifer M. Wohl, DHSc, PA-C, Associate Professor

Additional Faculty

Paul F. Aravich, PhD, Professor

Craig W. Goodmurphy, PhD, Professor

Tom G. Parish, DHSc, PA-C Emeritus, DFAAPA, Professor Emeritus

Print this Page

Clinical Leadership and Administration Graduate Certificate Information

Print this Page

Admission

- A master's degree awarded by a regionally accredited institution in healthcare, education, management, or related disciplines.
- Graduation from an ARC-PA certified PA Program.
- Certification from the NCCPA. Submit this form through the GradCAS
- State Licensure as a Physician as a Physician Assistant
- Applicant must report all institutions attended and send all official transcripts to GradCAS. If you do not list or send official transcripts for all institutions attended, processing of your application may be delayed.
- 2 letters of Reference submitted directly to GradCAS. Submit this form through the GradCAS Evaluator Portal.
- A personal statement, submitted with GradCAS application.
- Following the online instructions, applicants must contact every college or university attended and request transcripts be sent directly to GradCAS.
  - GradCAS accepts electronic transcripts from:
    - Credential Solutions
    - Parchment
    - National Student Clearinghouse
- Sending transcripts to GradCAS by mail
  - Download a transcript request form after you enter each institution in GradCAS
  - Send the transcript request form to the institution registrar to send transcript by mail to the address below:

    GradCAS Transcript Processing Center
    P.O. Box 9217
    Watertown, MA 02471

Applicant Help Center

- Having trouble accessing the application? The preferred browsers are Google Chrome or Firefox
- Applicant Help Center
- If you have questions about your application status, please contact your GradCAS Customer Service Representative at 857.304.2086 or GradCASinfo@liaisonedu.com.

Technical Standards

The essential abilities and skills that candidates and students must possess in order to complete the education and training associated with the Doctor of Medical Sciences program are referred to as technical standards.

Observational Skills

Demonstrate sufficient attention and accuracy in observation skills (visual, auditory, and tactile) in the lecture hall, in clinical and education settings and online. Indicators include but are not limited to: accurate visualization and discrimination of text, numbers, patterns, graphic illustrations and other imaging texts.

Communication Skills

Demonstrate effective communication skills with professionals and with people of varying cultures, ethnicities and personalities.

Indicators include, but are not limited to, these examples:

- Clear, efficient and intelligible articulation of spoken English language.
- Legible, efficient and intelligible written English language.
- Accurate and efficient English language reading skills.
- Accurate and efficient, expressive and receptive communication skills.
- Ability to accurately follow directions (oral and written).

Critical Reasoning Skills

Demonstrate critical reasoning skills including, but not limited to intellectual, conceptual, integrative and quantitative abilities.

Indicators include, but are not limited to these examples:

- Demonstrate ability to measure, calculate, reason, analyze, integrate and synthesize information.
- Demonstrate ability to acquire, retain and apply new and learned information.

Motor and Sensory Function

Demonstrate sufficient motor and sensory function.

Indicators include, but are not limited to, these examples:

- Execute motor movements that demonstrate safety and efficiency in the various learning settings (i.e., classroom, online).
- Physical stamina sufficient to complete online didactic study, which will include prolonged periods of sitting.

Behavioral and Social Attributes Technical Standard

Demonstrate the behavioral and social attributes vital to participation in a graduate-level academic program.

Indicators include, but are not limited to, these examples:

- Possess the emotional health required for full utilization of mental faculties (judgment, orientation, affect and cognition).
- Ability to develop mature and effective professional relationships with faculty and other members of the educational and healthcare team.

- Possess personal qualities that facilitate effective therapeutic interactions (compassion, empathy, integrity, honesty, benevolence, confidentiality).
- Demonstrate impartial motives, attitudes, and values in roles, functions and relationships.
- Ability to monitor and react appropriately to one's own emotional needs and responses.
- Display appropriate flexibility and adaptability in the face of stress or uncertainty in teaching and learning environments.
- Compliance with standards, policies and practices set forth in the program handbook.

Print this Page

Clinical Leadership and Administration Graduate Certificate Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2025 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

Print this Page

Clinical Leadership and Administration Graduate Certificate Tuition and Fees

Print this Page

Tuition and Fees

Tuition

- In-state: $926 per credit hour
- Out-of-state: $926 per credit hour

Fees

- $207

Print this Page

Core Public Health Graduate Certificate

Print this Page

The Graduate Core Public Health Certificate is an 18-credit hour program designed to give students a strong foundation of knowledge in the five core areas of public health:

- Biostatistics
- Epidemiology
- Environmental health
- Health services administration
- Social and behavioral sciences

The fundamental knowledge and skills learned in these core courses will equip students to analyze and respond to emerging public health issues at the institutional, community, and societal levels.

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

Course Sequence

Term 1 | Fall 2024 | 9 Credit Hours

- MPH 611 - Social and Behavioral Sciences for Public Health
- MPH 612 - Statistical Reasoning for Public Health
- MPH 620 - Public Health Administration and Management

Term 2 | Spring 2025 | 9 Credit Hours

- MPH 613 - Principles of Environmental Health
- MPH 614 - Principles Of Epidemiology
- MPH 779 - Introduction to Research Methods

Total Requirement: 18 Credit Hours

Faculty and Staff

Program Directors

Brian C. Martin, Ph.D., MBA, Program Director

Nicole Holt, DrPH, MPH, Program Assistant Director

Program Staff

Rose Ann Arnaud, Program Office

Sterling Smith, Program Office

Shirlwin Watkins, Program Office

Academic Advisors

Nicole M. Holt, DrPH, Track Coordinator, Epidemiology

Robert Campbell Jr, PhD, Epidemiology

Brian C. Martin, PhD, MBA, Track Coordinator, Health Management and Policy

Glenn Yap, PhD, MBA, Health Management and Policy

Core Public Health Graduate Certificate Information

Print this Page

Admission

Requirements for admission include:

- Completion of all undergraduate degree requirements from an accredited college or university, with a minimum Grade Point Average (GPA) of 2.5 on a 4.0 scale, prior to matriculating in the MPH program.
- A personal statement detailing reasons for interest in the MPH Graduate Certificate program.
- Official transcripts from each college/university attended, including an official transcript from the degree awarding institution that specifies the date upon which the degree was conferred.

Additional Requirements for International Applicants

Requirements for admission include:

- Completion of all undergraduate degree requirements from an accredited college or university, with a minimum Grade Point Average (GPA) of 2.5 on a 4.0 scale, prior to matriculating in the MPH program.
- In cases where a non-U.S. grading system has been utilized on a transcript, students should have grades converted to the U.S. grading system by one of the following services:
  - World Education Services
  - Educational Credential Evaluators
- Test of English as a Foreign Language (TOEFL) **-** Minimum scores: Paper 550, Computer 213, iBT 80 **OR** International English Language Testing System (IELTS) **-** Minimum scores: Total 6.5, Subscores: 6
  - **TOEFL School Code is B886**
- A personal statement detailing reasons for interest in the MPH Graduate Certificate program.
- Official transcripts from each college/university attended, including an official transcript from the degree awarding institution that specifies the date upon which the degree was conferred.
- Sending International Transcripts to GradCAS:
  - GradCAS will **ONLY** accept the evaluation report from the credentialing agency. **Do not send** your foreign transcript to GradCAS.
  - All other foreign transcript evaluations from the credentialing agency must be sent directly to GradCAS to the following address:

    GradCAS Transcript Processing Center
    PO Box 9217
    Watertown, MA 0247

International students must abide by all U.S. Immigration laws throughout their enrollment at EVMS. This includes, but is not limited to, qualifying and obtaining a proper visa prior to attendance. For further information regarding the visa process, please contact EVMS Human Resources at 757.446.6043.

Print this Page

Core Public Health Graduate Certificate Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

*Last Day to add/drop classes without penalty

Print this Page

Core Public Health Graduate Certificate Tuition and Fees

Print this Page

Tuition and Fees

Tuition and fees for the Master of Public Health program are set annually in June by the Board of Visitors and are subject to change without notice. Questions about tuition and fee charges on student accounts should be directed to Financial Services.

Tuition

- In-state: $800 per credit hour
- Out-of-state: $1,394 per credit hour

Mandatory Fees

- $782

Print this Page

Educational Leadership and Administration Graduate Certificate

Print this Page

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admissions requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

Course Sequence

Term 1 | Fall 2024 | 3 Credit Hours

- MHPE 715 - Educational Scholarship Methods

Term 2 | Spring 2025 | 3 Credit Hours

- DMSC 809 - Teaching and Learning in PA Education

Term 3 | Summer 2025 | 3 Credit Hours

- DMSC 807 - Learning Assessment and Evaluation

Total Requirement: 9 Credit Hours

Faculty and Staff

Program Directors

Kimberly K. Dempsey, EdD, MPA, PA-C, Program Director

Richard Conran, PhD, MD, JD, Medical Director

Jayne R. Penne, MSPAS, PA-C, Admissions Director

Shannon M. Morris, MPA, PA-C, Admissions Director

Angela J. Cerezo, MPA, PA-C, Academic Director and Clinical Director

Program Staff

Elise E. DeWitt

Tiffany L. Smith

Erin L. Suit

Core Faculty

Courtney C. Anderson, MPA, PA-C, Associate Professor

Bradford N. Boyette, MBA, MPA, PA-C, Assistant Professor

Amy P. Fantaskey, MD, Assistant Professor

W. Travis Kirby, MPAS, PA-C, Associate Professor

Arun M. Ram, MBBS, MD, Associate Professor

Lori S. Shelton, MMS, PA-C, Assistant Professor

Jennifer M. Wohl, DHSc, PA-C, Associate Professor

Additional Faculty

Paul F. Aravich, PhD, Professor

Craig W. Goodmurphy, PhD, Professor

Tom G. Parish, DHSc, PA-C Emeritus, DFAAPA, Professor Emeritus

Print this Page

Educational Leadership and Administration Graduate Certificate Information

Print this Page

Admission

- A master's degree awarded by a regionally accredited institution in healthcare, education, management, or related disciplines.
- Graduation from an ARC-PA certified PA Program.
- Certification from the NCCPA. Submit this form through the GradCAS
- State Licensure as a Physician as a Physician Assistant
- Applicant must report all institutions attended and send all official transcripts to GradCAS. If you do not list or send official transcripts for all institutions attended, processing of your application may be delayed.
- 2 letters of Reference submitted directly to GradCAS. Submit this form through the GradCAS Evaluator Portal.
- A personal statement, submitted with GradCAS application.
- Following the online instructions, applicants must contact every college or university attended and request transcripts be sent directly to GradCAS.
  - GradCAS accepts electronic transcripts from:
    - Credential Solutions
    - Parchment
    - National Student Clearinghouse
- Sending transcripts to GradCAS by mail
  - Download a transcript request form after you enter each institution in GradCAS
  - Send the transcript request form to the institution registrar to send transcript by mail to the address below:

GradCAS Transcript Processing Center
P.O. Box 9217
Watertown, MA 02471

Applicant Help Center

- Having trouble accessing the application? The preferred browsers are Google Chrome or Firefox
- Applicant Help Center
- If you have questions about your application status, please contact your GradCAS Customer Service Representative at 857.304.2086 or GradCASinfo@liaisonedu.com.

Technical Standards

The essential abilities and skills that candidates and students must possess in order to complete the education and training associated with the Doctor of Medical Sciences program are referred to as technical standards.

Observational Skills

Demonstrate sufficient attention and accuracy in observation skills (visual, auditory, and tactile) in the lecture hall, in clinical and education settings and online. Indicators include but are not limited to: accurate visualization and discrimination of text, numbers, patterns, graphic illustrations and other imaging texts.

Communication Skills

Demonstrate effective communication skills with professionals and with people of varying cultures, ethnicities and personalities.

Indicators include, but are not limited to, these examples:

- Clear, efficient and intelligible articulation of spoken English language.
- Legible, efficient and intelligible written English language.
- Accurate and efficient English language reading skills.
- Accurate and efficient, expressive and receptive communication skills.
- Ability to accurately follow directions (oral and written).

Critical Reasoning Skills

Demonstrate critical reasoning skills including, but not limited to intellectual, conceptual, integrative and quantitative abilities.

Indicators include, but are not limited to these examples:

- Demonstrate ability to measure, calculate, reason, analyze, integrate and synthesize information.
- Demonstrate ability to acquire, retain and apply new and learned information.

Motor and Sensory Function

Demonstrate sufficient motor and sensory function.

Indicators include, but are not limited to, these examples:

- Execute motor movements that demonstrate safety and efficiency in the various learning settings (i.e., classroom, online).
- Physical stamina sufficient to complete online didactic study, which will include prolonged periods of sitting.

Behavioral and Social Attributes Technical Standard

Demonstrate the behavioral and social attributes vital to participation in a graduate-level academic program.

Indicators include, but are not limited to, these examples:

- Possess the emotional health required for full utilization of mental faculties (judgment, orientation, affect and cognition).
- Ability to develop mature and effective professional relationships with faculty and other members of the educational and healthcare team.

- Possess personal qualities that facilitate effective therapeutic interactions (compassion, empathy, integrity, honesty, benevolence, confidentiality).
- Demonstrate impartial motives, attitudes, and values in roles, functions and relationships.
- Ability to monitor and react appropriately to one's own emotional needs and responses.
- Display appropriate flexibility and adaptability in the face of stress or uncertainty in teaching and learning environments.
- Compliance with standards, policies and practices set forth in the program handbook.

Print this Page

Educational Leadership and Administration Graduate Certificate Tuition and Fees

Print this Page

Tuition and Fees

Tuition

- In-state: $926 per credit hour
- Out-of-state: $926 per credit hour

Fees

- $207

Print this Page

Epidemiology Graduate Certificate

Print this Page

Epidemiology is the study of the distribution and determinants of disease, illness and injury. The Graduate Epidemiology Certificate is a 15-credit hour program designed to provide the learner with an understanding of the concepts of epidemiology used in public health practice. The certificate is intended to provide the concepts, methods and tools needed for the assessment of health situations and trends of population groups.

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

Course Sequence

Term 1 | Fall 2024 | 6 Credit Hours

- MPH 612 - Statistical Reasoning for Public Health
- Elective*

Term 2 | Spring 2025 | 6 Credit Hours

- MPH 614 - Principles Of Epidemiology
- MPH 779 - Introduction to Research Methods

Term 3 | Summer 2025 | 3 Credit Hours

- Elective*

Electives

- MPH 627 - Data Visualization
- MPHE 630 - Statistical Software for Public Health
- MPH 772 - International Health Exchange Program (Summer)
- MPHE 715 - Current Issues in Epidemiology
- MPHE 737 - Infectious and Chronic Disease Epidemiology

Total Requirement: 15 Credit Hours

Faculty and Staff

Program Directors

Brian C. Martin, Ph.D., MBA, Program Director

Nicole Holt, DrPH, MPH, Program Assistant Director

Program Staff

Rose Ann Arnaud, Program Office

Sterling Smith, Program Office

Shirlwin Watkins, Program Office

Academic Advisors

Nicole M. Holt, DrPH, Track Coordinator, Epidemiology

Robert Campbell Jr, PhD, Epidemiology

Brian C. Martin, PhD, MBA, Track Coordinator, Health Management and Policy

Glenn Yap, PhD, MBA, Health Management and Policy

Epidemiology Graduate Certificate Information

Print this Page

Admission

Requirements for admission include:

- Completion of all undergraduate degree requirements from an accredited college or university, with a minimum Grade Point Average (GPA) of 2.5 on a 4.0 scale, prior to matriculating in the MPH program.
- A personal statement detailing reasons for interest in the MPH Graduate Certificate program.
- Official transcripts from each college/university attended, including an official transcript from the degree awarding institution that specifies the date upon which the degree was conferred.

Additional Requirements for International Applicants

Requirements for admission include:

- Completion of all undergraduate degree requirements from an accredited college or university, with a minimum Grade Point Average (GPA) of 2.5 on a 4.0 scale, prior to matriculating in the MPH program.
- In cases where a non-U.S. grading system has been utilized on a transcript, students should have grades converted to the U.S. grading system by one of the following services:
  - World Education Services
  - Educational Credential Evaluators
- Test of English as a Foreign Language (TOEFL) **-** Minimum scores: Paper 550, Computer 213, iBT 80 **OR** International English Language Testing System (IELTS) **-** Minimum scores: Total 6.5, Subscores: 6
  - **TOEFL School Code is B886**
- A personal statement detailing reasons for interest in the MPH Graduate Certificate program.
- Official transcripts from each college/university attended, including an official transcript from the degree awarding institution that specifies the date upon which the degree was conferred.
- Sending International Transcripts to GradCAS:
  - GradCAS will **ONLY** accept the evaluation report from the credentialing agency. **Do not send** your foreign transcript to GradCAS.
  - All other foreign transcript evaluations from the credentialing agency must be sent directly to GradCAS to the following address:

    GradCAS Transcript Processing Center
    PO Box 9217
    Watertown, MA 0247

International students must abide by all U.S. Immigration laws throughout their enrollment at EVMS. This includes, but is not limited to, qualifying and obtaining a proper visa prior to attendance. For further information regarding the visa process, please contact EVMS Human Resources at 757.446.6043.

Print this Page

Epidemiology Graduate Certificate Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2025 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

Print this Page

Epidemiology Graduate Certificate Tuition and Fees

Print this Page

Tuition and Fees

Tuition and fees for the Master of Public Health program are set annually in June by the Board of Visitors and are subject to change without notice. Questions about tuition and fee charges on student accounts should be directed to Financial Services.

Tuition

- In-state: $800 per credit hour
- Out-of-state: $1,394 per credit hour

Mandatory Fees

- $782

Print this Page

Healthcare Management Graduate Certificate

Print this Page

Healthcare management is a multidisciplinary field of inquiry and practice that is concerned with the organization, financing, delivery and quality of health services for individuals and populations. The Graduate Healthcare Management Certificate is a 15-credit hour program designed to provide the learner with leadership and strategic management tools specifically for the healthcare environment.

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition Schedule

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

Course Sequence

Term 1 | Fall 2024 | 3 Credit Hours

- MPH 620 - Public Health Administration and Management

Term 2 | Spring 2025 | 3 Credit Hours

Select one course from the following electives:

- MPH 626 - Effective Information Technology for Healthcare Organizations

or

- MPH 632 - Health Law and Ethics

or

- MPH 736 - Conflict Analysis and Negotiations

Term 3 | Summer 2025 | 6 Credit Hours

- MPH 721 - Healthcare Strategy
- MPH 733 - Financing Healthcare

Term 4 | Fall 2025 | 3 Credit Hours

Select one course from the following electives:

- MPH 690 - Leadership: Theories, Skills and Applications

or

- MPH 723 - Policy and Politics

or

- MPH 727 - Organizational Management

Elective Courses

*The maximum required elective credit hours is nine and must be taken during the Spring 2025 and Fall 2025 terms.

- MPH 626 - Effective Information Technology for Healthcare Organizations
- MPH 632 - Health Law and Ethics
- MPH 690 - Leadership: Theories, Skills and Applications
- MPHE 721 - Healthcare Strategy
- MPHE 723 - Policy and Politics of Health
- MPHE 727 - Organizational Management
- MPHE 736 - Conflict Analysis and Negotiations

Total Requirement: 15 Credit Hours

Faculty and Staff

Program Directors

Brian C. Martin, Ph.D., MBA, Program Director

Nicole Holt, DrPH, MPH, Program Assistant Director

Program Staff

Rose Ann Arnaud

Sterling Smith

Shirlwin Watkins

Academic Advisors

Nicole M. Holt, DrPH, Track Coordinator, Epidemiology

Robert Campbell Jr, PhD, Epidemiology

Brian C. Martin, PhD, MBA, Track Coordinator, Health Management and Policy

Glenn Yap, PhD, MBA, Health Management and Policy

Print this Page

Healthcare Management Graduate Certificate Information

Print this Page

Admission

Requirements for admission include:

- Completion of all undergraduate degree requirements from an accredited college or university, with a minimum Grade Point Average (GPA) of 2.5 on a 4.0 scale, prior to matriculating in the MPH program.
- A personal statement detailing reasons for interest in the MPH Graduate Certificate program.
- Official transcripts from each college/university attended, including an official transcript from the degree awarding institution that specifies the date upon which the degree was conferred.

Additional Requirements for International Applicants

Requirements for admission include:

- Completion of all undergraduate degree requirements from an accredited college or university, with a minimum Grade Point Average (GPA) of 2.5 on a 4.0 scale, prior to matriculating in the MPH program.
- In cases where a non-U.S. grading system has been utilized on a transcript, students should have grades converted to the U.S. grading system by one of the following services:
  - World Education Services
  - Educational Credential Evaluators
- Test of English as a Foreign Language (TOEFL) **-** Minimum scores: Paper 550, Computer 213, iBT 80 **OR** International English Language Testing System (IELTS) **-** Minimum scores: Total 6.5, Subscores: 6
  - **TOEFL School Code is B886**
- A personal statement detailing reasons for interest in the MPH Graduate Certificate program.
- Official transcripts from each college/university attended, including an official transcript from the degree awarding institution that specifies the date upon which the degree was conferred.
- Sending International Transcripts to GradCAS:
  - GradCAS will **ONLY** accept the evaluation report from the credentialing agency. **Do not send** your foreign transcript to GradCAS.
  - All other foreign transcript evaluations from the credentialing agency must be sent directly to GradCAS to the following address:

```
GradCAS Transcript Processing Center
PO Box 9217
Watertown, MA 0247
```

International students must abide by all U.S. Immigration laws throughout their enrollment at EVMS. This includes, but is not limited to, qualifying and obtaining a proper visa prior to attendance. For further information regarding the visa process, please contact EVMS Human Resources at 757.446.6043.

Print this Page

Healthcare Management Graduate Certificate Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/298/2025 - 8/1/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Print this Page

Healthcare Management Graduate Certificate Tuition and Fees

Print this Page

Tuition and Fees

Tuition and fees for the Master of Public Health program are set annually in June by the Board of Visitors and are subject to change without notice. Questions about tuition and fee charges on student accounts should be directed to Financial Services.

Tuition

- In-state: $800 per credit hour
- Out-of-state: $1,394 per credit hour

Mandatory Fees

- $782

Print this Page

Laboratory Animal Anesthesia and Handling Techniques Graduate Certificate

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

Term 1 | Summer 2025 | 4 Credit Hours

- MLAS 506 - Anesthesia and Surgery
- MLAS 508 - Internship

Total Requirement: 4 Credit Hours

Faculty and Staff

Program Director
Alireza Hosseini, Associate Professor

Program Staff

Kathy Gabana

Faculty
Marta Agata Ambrozewicz , MD, PhD, Assistant Professor

Richard A. Britten, PhD, Professor

Kristine D. Coleman, PhD, Instructor

Dianne C. Daniel, PhD, Associate Professor

Stephen I. Deutsch, MD, PhD, CAPT (ret.), Medical Corps, United States Navy, Chairman

Diane M. Duffy, PhD Vice Chair (Research), Professor

Eva Forgacs-Lonart, PhD, Associate Professor

Neel K. Krishna, PhD, Professor

Frank A. Lattanzio, PhD, Professor

Gyorgy Lonart, PhD, Professor

Jacob Mayer, PhD, Professor

Julius O. Nyalwidhe, PhD, Associate Professor

Karen Owen, CSA, Instructor

Edgardo R. Rivera-Colon, Instructor

Mario C. Rodriguez, DVM

Helena Russell, MS, Assistant Professor

Larry D. Sanford, PhD, Professor

Julia A. Sharp, PhD, Assistant Professor

Mark T. Sharpless, MBA, JM, Instructor

Pamela A. Straeter,MSM, Instructor

William J. Wasilenko, PhD, Vice Dean, Research

Nazita Yousefieh, PhD, Research Assistant Professor

Laboratory Animal Anesthesia and Handling Techniques Graduate Certificate Information

Print this Page

Admissions

The following elements are requirements to be considered for admission into the program:

- A bachelor degree with GPA of minimum 2.5 is required.
- Successful completion of two semesters each of college-level Biology and Chemistry, and one semester of Mathematics.
  - No more than one (1) prerequisite course will be accepted without a traditional letter grade (e.g. Pass, Advanced Placement, International Baccalaureate, etc.).
  - The courses without a traditional letter grade can only be accepted for intro level prerequisite courses of Biology I, Chemistry I, or Mathematics I.
  - Replacement courses may be accepted for missing prerequisite courses, only with Program Directors' approval. Replacement course syllabus should be submitted by applicant for consideration.
- One Letter of Recommendation, which must verify the minimum hands-on animal experience requirement.
- Personal statement - Your personal statement must detail your experience and explain your goals for taking this certificate.
- In addition to meeting the admissions requirements above, international applicants are required to meet the following: Foreign Transcript(s) Request a course by course evaluation of all foreign transcripts showing GPA calculation on a four point scale. Eastern Virginia Medical School does not endorse any particular evaluating and/or credentialing service. You can use the following agencies: World Education Services Educational Credential Evaluators Translation: If the academic institution that you attended does not issue documents in English, the credentialing agency will require that you submit a word-for-word translation of your transcripts. You can contact University Language Services to submit your transcript for translation and instruct them to send the translated transcript to the credentialing agency you choose. Transcript Evaluation: International students whose native language is not English may contact one of the following credentialing agencies to submit transcripts for official evaluation: WES or ECE. Instruct the credentialing agency to send the official evaluation (and translation) directly to GradCAS. You must provide both a course-by-course evaluation report along with an overall GPA calculation. Evaluations are mandatory even for transcripts from institutions that report grades in English. This provides EVMS with a U.S. credit equivalency and allows the transcripts to be reviewed accurately. WES and ECE are preferred credentialing services. If you wish to select a company other than these, please contact the program first.
- Test of English Foreign Language: International applicants whose native language is not English must take the TOEFL exam and receive a score as follows: Paper-based test: 550; Computer-based test: 213; iBT exam: 80.
  - Please go to the ETS website to take the TOEFL exam, and request your TOEFL scores be sent directly to GradCAS. ETS reports scores for two years after the test date. If you have previously taken the TOEFL but the two-year period has expired, the program will accept a personal copy if available. Note: If the candidate has received a BS or graduate degree from a college or university in a country where English is the primary language (like the U.S., Canada and UK), applicants could request for the TOEFL requirement to be waived by the Program Director or the Admission Committee.

Prerequisite experience

Applicants are encouraged to include all animal-related experience they have. Experience and skills related to the maintenance of the health and well-being of animals in research or laboratory animal facility settings will be considered as hour-for-hour against experience requirement. Such experience includes procurement, care, use, handling, treatment, surgical or necropsy activities, cage wash operations, clinical pathology, quality assurance and IACUC functions that relate to laboratory animal science or the direct supervision or training of personnel engaged in these activities, and experience gained as part of an externship, internship, preceptorship or fellowship in a laboratory animal facility.

Experience and skills in a laboratory animal facility that do not affect the health and well-being of laboratory animals - such as office/administration, selling laboratory animals equipment - or in a non-laboratory animal facility - such as veterinary clinics, zoos, pet stores or other similar businesses - will be considered based on a 3-to-1 ratio. Therefore, nine (9) months of such experience will be considered as equal to three (3) months of hands-on experience.

Transfer credits

Transfer of credit may be allowed for coursework taken at a regionally accredited institution of higher learning, such as an accredited member of the Southern Association of Colleges and Schools, for courses in which a grade of B (3.0) or higher was received and for a maximum of 9 transfer credits. Course grades obtained from another institution will not be counted in the GPA. All applicants seeking to transfer credit(s) should contact the program for special application or credential requirements. Decisions regarding applicability of transfer courses/credits will be made by the program director in consultation with faculty as deemed appropriate.

Print this Page

Laboratory Animal Anesthesia and Handling Techniques Graduate Certificate Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Print this Page

Laboratory Animal Anesthesia and Handling Techniques Graduate Certificate Tuition and Fees

Print this Page

Tuition and Fees

Tuition and fees for the Laboratory Animal Anesthesia and Handling Techniques Certificate program are set annually in June by the Board of Visitors and are subject to change without notice. Questions about tuition and fee charges on student accounts should be directed to Financial Services.

Tuition

- In-state: $1,199 per credit hour
- Out-of-state: $1,546 per credit hour

Fees

- $158

Print this Page

Scholarship Graduate Certificate

MHPE Scholarship Certificate

The MHPE Scholarship Certificate prepares medical and health professionals with new skills to build competence in educational scholarship. It enables learners with skills in designing educational scholarship projects including research and program evaluation, critiquing published literature for workplace application and decision-making, and presenting data in a meaningful way for stakeholders.

This certificate is for anyone interested in enhancing their educational scholarship skills. Whether you currently:

- Are conducting or plan to conduct qualitative, quantitative or mixed methods educational studies
- Are seeking ways to broaden your approach to educational scholarship
- Wish to better support those who are conducting educational scholarship

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

Course Sequence

Term 1 | Fall 2024 | 6 Credit Hours

- MHPE 702 - Program Evaluation
  (elective)
- MHPE 715 - Educational Scholarship Methods

Term 2 | Spring 2025 | 3 Credit Hours

- MHPE 606 - Mixed Methods Research Designs

Term 3 | Summer 2025 | 3 Credit Hours

- MHPE 705 - Applied Statistics

Term 4 | Fall 2025 | 3 Credits Hours

- MHPE 702 - Program Evaluation
  (elective)

Total Requirement: 9 - 15 Credit Hours

Faculty and Staff

Program Director
Peggy E. Gesing, PhD, Assistant Professor

Program Staff

R. Jason Lynch, PhD, Teacher

Kathleen Gabana, MEd, Program Administrator

Angela Schlender, Distance Learning Specialist, Program Coordinator

Tyrah Vann, MPH, Distance Learning Specialist

Faculty

Robert Armstrong, Assistant Professor

Amanda Burbage, PhD, Assistant Professor

Mekbib Gemeda, Vice President, Diversity

Richard Gonzalez, PhD, Associate Professor

Gyorgy Lonart, PhD, Professor

Alberto Musto, MD, PhD, FAES, Associate Professor

Heather Newton, EdD, Director, GME Educational Programs

Michelle Rogers-Johnson, PhD, Assistant Dean, Assessment and Learning Outcomes

Jennifer Styron, PhD, Assistant Professor

Felicia Toreno, PhD, RDMS, RDCS, RVT, Director of Ultrasound Education

Scholarship Graduate Certificate Information

Admission

Requirements for Admission:

- Completion of all undergraduate degree requirements from an accredited college or university, with a minimum GPA of 2.5 on a 4.0 scale, prior to matriculating in the MHPE program (foreign degrees considered on a case-by-case basis).
- A personal statement detailing reasons for interest in the MHPE Graduate Certificate program.
- Official transcripts from each college/university attended, including an official transcript from any degree-granting institution that specifies the date upon which the degree was issued. Transcripts must be sent electronically or by mail directly to GradCAS. Any **official transcript** received by the program or the School of Health Professions Admissions and Enrollment department will not be accepted. If you do not list or send official transcripts for all institutions attended, processing of your application will be delayed.
- Sending Transcripts Electronically (Click here for additional information)
  - GradCAS only accepts electronic transcripts from:
    - Credentials Solutions
    - Parchment
    - National Student Clearinghouse

      GradCAS Transcript Processing Center
      P.O. Box 9217
      Watertown, MA 02471
- To send transcripts to GradCAS by mail:
  - Provide the registrar with the following items:
    - GradCAS Transcript Request Form. Ask the registrar to attach it to your official transcripts. This form is not required but strongly recommended as it helps ensure your official transcripts are properly matched to your application.
    - If you cannot use this form, make sure the registrar prints “GradCAS” and your full GradCAS ID# on the transcript before mailing it.
    - Any school-specific forms required by the registrar.
    - Any transcript fees required by the registrar.
    - All information needed by the registrar to properly identify you in the school’s database including any name changes.
    - Your GradCAS ID#.
- Institutions must send transcripts directly to GradCAS to the following address:

Applicant Help Center

- Having trouble accessing the GradCAS application? The preferred browsers are Google Chrome or Firefox
- The Applicant Help Center can be accessed here: Applicant Help Center
- If you have questions about your application status, please contact your GradCAS Customer Service Representative contact information at (857) 304-2086 or GradCASinfo@liaisonedu.com

Admission will occur on a rolling basis until the cohort is filled.

Scholarship Graduate Certificate Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

*Last day to add/drop classes without penalty

Print this Page

Scholarship Graduate Certificate Tuition and Fees

Print this Page

Tuition and Fees

Tuition

- In-state: $800 per credit hour
- Out-of-state: $1,394 per credit hour

Mandatory Fees

- $158

Print this Page

Teaching Graduate Certificate

Print this Page

Medical Health Professions Education Teaching Certificate

The Medical Health Professions Education Teaching Certificate provides advanced skills in developing appropriate instruction, curriculum and assessment strategies for academic and clinical settings with an emphasis on real-world, practical applications.

This certificate program is designed for those who:

- Wish to become more of an educational leader at their institution
- Teach or plan to teach students, residents or other medical and health professionals
- Play a role in curriculum development, revision or evaluation

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

MHPE Teaching Certificate

Course Sequence

Term 1 | Fall 2024 | 3 Credit Hours

- MHPE 608 - Sociocultural Contexts of Teaching and Learning

Term 2 | Spring 2025 | 3 Credit Hours

- MHPE 609 - Designing Educational Experiences

Term 3 | Summer 2025 | 3 Credit Hours

- MHPE 610 - Practicum

Total Requirement: 9 Credit Hours

Faculty and Staff

Program Director
Peggy E. Gesing, PhD, Assistant Professor

Program Staff

R. Jason Lynch, PhD, Teacher

Kathleen Gabana, MEd, Program Administrator

Angela Schlender, Distance Learning Specialist, Program Coordinator

Tyrah Vann, MPH, Distance Learning Specialist

Faculty

Robert Armstrong, Assistant Professor

Amanda Burbage, PhD, Assistant Professor

Mekbib Gemeda, Vice President, Diversity

Richard Gonzalez, PhD, Associate Professor

Gyorgy Lonart, PhD, Professor

Alberto Musto, MD, PhD, FAES, Associate Professor

Heather Newton, EdD, Director, GME Educational Programs

Michelle Rogers-Johnson, PhD, Assistant Dean, Assessment and Learning Outcomes

Jennifer Styron, PhD, Assistant Professor

Print this Page

Teaching Graduate Certificate Information

Print this Page

Admission

Requirements for Admission:

- Completion of all undergraduate degree requirements from an accredited college or university, with a minimum GPA of 2.5 on a 4.0 scale, prior to matriculating in the MHPE program (foreign degrees considered on a case-by-case basis).
- A personal statement detailing reasons for interest in the MHPE Graduate Certificate program.
- Official transcripts from each college/university attended, including an official transcript from any degree-granting institution that specifies the date upon which the degree was issued. Transcripts must be sent electronically or by mail directly to GradCAS. Any **official transcript** received by the program or the School of Health Professions Admissions and Enrollment department will not be accepted. If you do not list or send official transcripts for all institutions attended, processing of your application will be delayed.
- Sending Transcripts Electronically (Click here to learn more about additional transcript requirements)
  - GradCAS only accepts electronic transcripts from:
    - Credentials Solutions
    - Parchment
    - National Student Clearinghouse

- To send transcripts to GradCAS by mail:
  - Provide the registrar with the following items:
    - GradCAS Transcript Request Form. Ask the registrar to attach it to your official transcripts. This form is not required but strongly recommended as it helps ensure your official transcripts are properly matched to your application.
    - If you cannot use this form, make sure the registrar prints "GradCAS" and your full GradCAS ID# on the transcript before mailing it.
    - Any school-specific forms required by the registrar.
    - Any transcript fees required by the registrar.
    - All information needed by the registrar to properly identify you in the school's database including any name changes.
    - Your GradCAS ID#.
- Institutions must send transcripts directly to GradCAS to the following address:

GradCAS Transcript Processing Center

P.O. Box 9217

Watertown, MA 02471

Applicant Help Center

- Having trouble accessing the GradCAS application? The preferred browsers are Google Chrome or Firefox
- Access the Applicant Help Center
- If you have questions about your application status, please contact your GradCAS Customer Service Representative contact information at (857) 304-2086 or GradCASinfo@liaisonedu.com

Admission will occur on a rolling basis until the cohort is filled.

Teaching Graduate Certificate Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/298/2025 - 8/1/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

*Last day to add/drop classes without penalty

Print this Page

Teaching Graduate Certificate Tuition and Fees

Print this Page

Tuition and Fees

Tuition

- In-state: $800 per credit hour
- Out-of-state: $1,394 per credit hour

Mandatory Fees

- $158

Print this Page

Anatomical Sciences, MS

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

The EVMS Contemporary Human Anatomy master's program is an accelerated curriculum of 3 semesters designed to be flexible for each individual's unique career goals. Graduates gain a comprehensive understanding of the human body while acquiring teaching and research skills using cutting-edge technologies.

Course Sequence

Term 1 | Fall 2024 | 14 Credit Hours

** Part-time students may substitute MCHA 500 for MPA 5061*

- MCHA 500 - Clinical Gross Anatomy *
- MCHA 510 - Histology
- MCHA 518 - Essential Physiology
- MCHA 520 - Introduction to Research(online)

Term 2 | Spring 2025 | 10 Credit Hours

- MCHA 504 - Teaching Assistant
- MCHA 503 - Embryology
- MCHA 516 - Functional Neuroanatomy
- MCHA 530 - General Mechanisms of Disease
- MCHA 531 - Thesis

Term 3 | Summer 2025 | 10 Credit Hours

- MCHA 502 - Medical Imaging
- MCHA 509 - Plastination Training in Guben, Germany
- MCHA 513 - Teaching Assistant II
- MCHA 532 - Thesis II
- MCHA 533 - Advanced Anatomy

Electives

- MCHA 509 - Plastination Training in Guben, Germany
- MCHA 513 - Teaching Assistant II

Total Requirement: 34 Credit Hours

Faculty and Staff

Program Director

Marta Ambrozewicz, MD, PhD, Associate Professor

Program Staff

Kiera Dorsey

Faculty

Paul Aravich, PhD, Professor

Madison Barber, Instructor

Amanda Burbage, PhD, Assistant Professor

Richard Conran, PhD, MD, JD, Chair

Carrie Elzie, PhD, Associate Professor

Lane Fortney, MS, Instructor

Lauren Roten, Instructor

Michael Solhaug, MD, Vice Chair and Professor

Anatomical Sciences Information

Admission

The Master of Science in Anatomical Sciences program evaluates applicants using a holistic review process, during which all components of an application are reviewed prior to making an admission decision. We are strongly committed to diversity among our students.

The following are required:

- Completion of all undergraduate degree requirements from an accredited college or university, with a minimum grade point average (GPA) of 3.0 on a 4.0 scale, or successful completion of the CHA certificate program (B+ or higher) prior to matriculation.
  - The program may grant exceptions on a case-by-case basis.
  - Please be advised that all students in the EVMS School of Health Professions are expected to attain a term Grade Point Average of at least 3.0 to be considered in good academic standing and a cumulative GPA of at least 3.0 to graduate.
- Official transcripts from each college/university attended, including an official transcript from the degree-awarding institution that specifies the date upon which the degree was issued.
  - Applicants who attended an institution outside of the United States: Contact the WES or ECE credentialing agencies to submit transcripts for official evaluation. Instruct the credentialing agency to send the official evaluation (and translation) directly to GradCAS. The third-party documents must be comprehensive and include a course-by-course evaluation and a GPA calculation.
- Two letters of recommendation, (submitted by the reference electronically) from individuals who are acquainted with you academically and/or professionally. Committee letters of recommendation will also be accepted. References from close friends and family members will not be accepted.
- A 1-2 page personal essay expressing your motivation to obtain a master's in contemporary human anatomy, including your future goals. Complete essay instructions are available inside the online application portal.
- Completed scores on the GRE, MCAT, DAT or TOEFL.
  - To ensure an ability to function at the graduate level in this healthcare program, the following are the minimum acceptable TOEFL scores:
    - Internet-based test (preferred): 85
    - Computer-based test: 220
    - Minimum score of 25 - Speaking
- Personal interview.
- Complete and submit online application (including $125 nonrefundable application fee). Application will not be deemed complete until the application fee has been paid.
- Official transcripts, scores, and supportive application documents should be mailed to GRADCAS.

  GradCAS Transcript Processing Center
  P.O. Box 9217
  Watertown, MA 02471

Additional Requirements for International Applicants

Translation: If the academic institution that you attended does not issue documents in English, the credentialing agency will require that you submit a word-for-word translation of your transcripts. You can contact University Language Services to submit your transcript for translation and instruct them to send the translated transcript to the credentialing agency you choose.

Transcript Evaluation: International students whose native language is not English may contact one of the following credentialing agencies to submit transcripts for official evaluation: World Education Services or Educational Credential Evaluators. You must provide both a course-by-course evaluation report along with an overall GPA calculation. Instruct the credentialing agency to send the official evaluation (and translation) directly to the GradCAS at the following address:

GradCAS Transcript Processing Center
P.O. Box 9217
Watertown, MA 02471

NOTE: GradCAS will **ONLY** accept the evaluation report from the credential agency. Do not send your foreign transcript to GradCAS.

TOEFL: International applicants, whose native language is not English, must take the TOEFL exam and receive a score as follows: Paper-based test: 550; Computer-based test: 213; iBT exam: 80. Please go to the ETS website to take the TOEFL exam, and request your TOEFL scores be sent directly to the GradCAS and use the **Code B886**. ETS reports scores for two years after the test date. If you have previously taken the TOEFL but the two-year period has expired, the program will accept a personal copy if available.

Internal Transfer Credits

Anatomy certificate students taking courses in the EVMS - Anatomy program may transfer up to 5 internal credit hours. A grade of 'B+' or better is required for each transferred course.

Approved internal grades will be included on a MAS student's transcript and will be included in cumulative GPA calculations.

Technical Standards

The abilities and skills students must possess in order to complete the education and training of the program are referred to as "Technical Standards." These abilities and skills are essential for entry into most professional practice settings.

Observation Skills

Demonstrate sufficient attention and accuracy in observation skills (visual, auditory, and tactile) in the lecture hall, laboratory, and/or online settings. Indicators include but are not limited to accurate visualization and discrimination of text, numbers, patterns, graphic illustrations, and other imaging texts.

Communication Skills

Demonstrate effective communication skills with with other students, faculty, health care professionals, and with people of varying cultures, ethnicities and personalities. Indicators include but are not limited to these examples:

- Clear, efficient, and intelligible articulation of spoken English language.
- Legible, efficient, and intelligible written English language.
- Accurate and efficient English language reading skills.
- Accurate and efficient expressive and receptive communication skills.
- Ability to accurately follow directions (oral and written).

Critical Reasoning Skills

Demonstrate critical reasoning skills, including, but not limited to, intellectual, conceptual, integrative, and quantitative abilities. Indicators include but are not limited to these examples:

- Demonstrate ability to measure, calculate reason, analyze, integrate, and synthesize information.
- Demonstrate ability to acquire, retain, and apply new and learned information.

Motor and Sensory Function

Demonstrate sufficient motor and sensory function to perform typical functions of a graduate student. Indicators include but are not limited to the following examples:

- Perform demonstrations and experiments in the basic sciences.
- Execute fine and gross motor movements with sufficient coordination, postural control, equilibrium and hand-eye coordination to safely participate in laboratory sessions, use standard medical/surgical instruments, assess cadavers, provide appropriate summary and findings.
- Execute motor movements that demonstrate safety and efficiency in the various learning settings (i.e., classroom, laboratories,).
- Physical stamina sufficient to complete the rigorous course of didactic and clinical study, which may include prolonged periods of sitting, and/or standing.

Behavioral and Social Attributes

Demonstrate the behavioral and social attributes vital to participation in a professional program Indicators include but are not limited to the following examples:

- Possess personal qualities that facilitate effective peer interactions (e.g., compassion, empathy, integrity, honesty, benevolence, confidentiality).
- Possess the emotional health required for full utilization of mental faculties (including judgment, orientation, affect and cognition).
- Ability to establish rapport and develop mature and effective professional relationships with faculty, professional peers, staff and the public.
- Demonstrate impartial motives, attitudes and values in roles, functions, and relationships. Communicate and interact with, in a non-judgmental way, persons who differ from oneself and one's beliefs in a variety of ways, including but not limited to gender, age, race, ethnicity, socio- economic status, culture, creed, military status, sexual orientation and identity, and religious or spiritual beliefs.
- Ability to monitor and react appropriately to one's own emotional needs and responses.
- Display appropriate flexibility, adaptability, composure, and emotional stability during periods of high stress or uncertainty associated with didactic encounters and environments.
- Ability to accurately follow oral and written directions with prompt completion of all responsibilities in the classroom and laboratory setting.
- Compliance with standards, policies and practices set forth in the program Handbook.

These standards will serve as pre-requisites for entrance, continuation, promotion, and graduation from the Anatomical Sciences program and students must be prepared to indicate their ability to meet these standards as a condition of acceptance and during registration for each semester. Inquiry by the program faculty and staff regarding disability is strictly prohibited.

The Anatomical Sciences program, in accordance with EVMS policy and as delineated by federal and Virginia law, does not discriminate in admissions, educational programs or employment against any individual on the basis of that individual's disability, and will make good faith efforts at providing reasonable accommodation as required. However, the program reserves the right not to admit or register students who cannot meet the technical standards or who would constitute a direct threat to the health and safety or others.

The Anatomical Sciences program applicants or students who may have questions regarding these technical standards or who believe they may need to request reasonable accommodation in order to meet the standards are encouraged to contact the EVMS Disability Officer tel:7574467261 | studentdisability@evms.edu.

Anatomical Sciences, MS Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Term I - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Term II - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Term III - Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

*Last Day to add/drop classes without penalty

Print this Page

Anatomical Sciences Tuition and Fees

Tuition and Fees

EVMS' Anatomical Sciences tuition and fees are set annually in June by the Board of Visitors and are subject to change without notice. Questions about tuition and fee charges on student accounts should be directed to Financial Services.

Tuition

- In-state: $1,145 per credit hour
- Out-of-state: $1,493 per credit hour

Mandatory Fees

- Program Total: $3,301

Projected Cost of Attendance

Budget length: 12 mos.

Tuition*

- **In State ($1,145/credit):** $36,640
- **Out of State ($1,493/credit):** $47,776

Fees*

- **Mandatory:** $3,301
- **Health Insurance:** $3,604

Subtotal tuition and fees (direct costs)

- **In State (IS):** $43,545
- **Out of State (OS):** $54,681

Other allowances

- **Books & Equipment:** $1,713
- **Living (Room, Board & Misc.):** $23,016
- **Personal Expenses:** $1,056
- **Transportation:** $4,836

Cost of attendance without loan fees

- **In State:** $74,166
- **Out of State:** $85,302

Loan fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $2,269
- **Grad PLUS - 4.228% OS:** $2,740

Total cost of attendance including loan fees

- **In State:** $76,651
- **Out of State:** $88,258

*Tuition and fees are subject to change throughout the year.

**Loan fees are based on maximum direct unsubsidized for graduate program and balance of projected cost of attendance in Grad PLUS, if applicable. Loan fees are subject to change for loans first disbursed on or after October 1.

Art Therapy and Counseling, MS

Print this Page

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

Our faculty members are talented educators and dedicated scholars, who have been elected to state and national leadership positions in the Virginia Art Therapy Association and the American Art Therapy Association.

Through our faculty members' teaching methods, students in our 61.5 credit hour, two-year program engage with the elements of art therapy practice and the research that leads to improved care. Our instruction focuses on collaborative and experiential learning, reflecting on learning and applying those lessons to internships and clinical work.

Course Sequence - 1st Year

Term 1 | Fall 2024 | 16 Credit Hours

- ATC 521 - Individual Counseling and Psychotherapy
- ATC 524 - Processes and Materials of Art Psychotherapy I
- ATC 528 - Theories of Human Psychological Development
- ATC 530 - Psychopathology
- ATC 534 - Introduction to the History and Theory of Art Therapy
- ATC 659 - Cultural Humility

Term 2 | Spring 2025 | 15 Credit Hours

- ATC 502 - Basic Counseling and Art Psychotherapy Skills
- ATC 513 - Research Methods and Program Evaluation
- ATC 520 - Group Counseling and Psychotherapy
- ATC 548 - Assessment
- ATC 549 - Processes and Materials of Art Psychotherapy II

Optional Electives and Specialization Courses

- ATC 533 - Clinical Specialties (varied)
- ATC 535 - Art Therapy in the Schools
- ATC 562 - Medical Art Therapy
- ATC 615 - Family Counseling and Psychotherapy
- ATC 632 - Addictions
- ATC 634 - Career Counseling
- ATC 635 - Art Therapy in the Schools
- ATC 638 - Countertransference/Jung
- ATC 639 - Exploration of the Psyche
- ATC 652 - Medical Art Therapy
- ATC 701 - Applied Cultural Sensitivity in Art Psychotherapy and Counseling (Study Abroad)
- ATC 702 - Applied Cultural Sensitivity in Art Psychotherapy and Counseling (Study Abroad)

Term 3 | Summer 2025 | 3 Credit Hours

- ATC 576 - Practicum and Internship I

Note

*Optional coursework for graduation; required for licensure

***Degree requires (1) credit Capstone; may be completed in the Fall or Spring of 2nd year

Course Sequence - 2nd Year

Term 4 | Fall 2025 | 14 Credit Hours

- ATC 529 - Case Presentation Skills
- ATC 607 - Capstone Project *** Note - Students may take this course Fall 2024 or Spring 2025
- ATC 617 - Ethics and Professionalism
- ATC 632 - Addictions
- ATC 677 - Practicum and Internship II
- ATC 687 - Trauma and Neuroscience Informed Counseling & Art Psychotherapy

Term 5 | Spring 2026 | 13 Credit Hours

- ATC 607 - Capstone Project *** Note - Students may take this course Fall 2024 or Spring 2025
- ATC 615 - Family Counseling and Psychotherapy
- ATC 616 - Clinical Case Conference II
- ATC 634 - Career Counseling
- ATC 649 - Creativity, Symbolism and Metaphor
- ATC 678 - Practicum and Internship III

Electives and Specialization Courses

- ATC 533 - Clinical Specialties (varied)
  or
- ATC 633 - Clinical Specialties (varied)

- ATC 535 - Art Therapy in the Schools
  or
- ATC 635 - Art Therapy in the Schools

- ATC 562 - Medical Art Therapy
  or
- ATC 652 - Medical Art Therapy

- ATC 701 - Applied Cultural Sensitivity in Art Psychotherapy and Counseling (Study Abroad)
  or
- ATC 702 - Applied Cultural Sensitivity in Art Psychotherapy and Counseling (Study Abroad)

- ATC 615 - Family Counseling and Psychotherapy *
- ATC 632 - Addictions *
- ATC 634 - Career Counseling *
- ATC 638 - Countertransference/Jung
- ATC 639 - Exploration of the Psyche
- ATC 658 - Independent Study Research Methods
- ATC 567 - Group Supervision Counseling and Psychotherapy with Children
- ATC 670 - Group Supervision Counseling and Psychotherapy with Adolescents
- ATC 667 - Group Supervision Counseling and Psychotherapy with Adults
- ATC 569 - Group Supervision Counseling and Psychotherapy Children
- ATC 672 - Group Supervision Counseling and Psychotherapy Adolescents
- ATC 669 - Group Supervision Counseling and Psychotherapy Adults
- ATC 571 - Group Supervision Counseling and Psychotherapy with Children
- ATC 674 - Group Supervision Counseling and Psychotherapy Adolescents
- ATC 673 - Group Supervision Counseling and Psychotherapy Adults
- ATC 685 - Community Art

Total Requirement: 61 Credit Hours

Faculty and Staff

Program Director
Mary R. Roberts, PhD, LPC-ACS, ATR-BC, ATCS, Associate Professor

Program Staff
Kiera S. Dorsey

Faculty
Matthew G. Bernier, MCAT, ATR-BC, Associate Professor

Eileen K. Douglas, PhD, LPC, ATR-BC, Assistant Professor

Tim A. Sanderson, MD, ATR, Assistant Professor

Part-time Faculty
Erin E. Blair, MA, ATR, Teacher

Alex E. Dryden, PsyD, LPC, ATR-BC, Teacher

Eleanor Lampell, MS, ATR-BC, LPC, Teacher

Laura Silzle Maloney, ATR-BC, LPC, LMFT, Teacher

Edward S. Powers, MS, ATR-BC, Teacher

Joselyn Spence, MS, LPC,ATR-BC

Geoffrey A. Thompson, PhD, ATR-BC, LCAT, Teacher

Art Therapy and Counseling Information

Admission

Both personal characteristics and academic qualifications of applicants are evaluated to ensure that students are capable of developing professional competence as art therapists and counselors. Our Admissions Guide 2023 contains specific information about the admissions requirements, process, and timeline for the program. We offer both a full-time and part-time options for our curriculum. We also offer three stand-alone Graduate Certificates.

- A **qualifying grade point average** of 3.0 or better.
- A **Bachelor's degree** completed no later than July 1.
- All **prerequisite coursework** satisfactorily completed no later than July 1:
  - 12 semester credit hours in Psychology (must include developmental, abnormal and theories of personality)
  - 18 semester credit hours in Studio Art (must include painting, drawing, sculpture/3-D and clay/ceramics)
- Complete the online application including the following:
  - Official transcript(s) from all academic institutions attended
  - Official TOEFL scores (if applicable)
  - Two letters of reference
  - Personal interview with portfolio presentation
- Reviewed the technical standards.

Transcripts must be sent to GradCAS only. GradCAS only accepts electronic transcripts from the following sites:

- Credentials Solutions
- Parchment
- National Student Clearinghouse

If your school does not offer these services, download and send a transcript request form to your school's registrar, who should send the transcript to:
GradCAS Transcript Processing Center
P.O. Box 9217
Watertown, MA 02471

Additional Requirements for International Applicants

Applicants with foreign degrees may be considered on a case-by-case basis. A written request must be submitted to HP Admissions with all of the following included for consideration:

An official academic credential evaluation of the foreign transcript. The evaluation must include the following components:

- Analysis of credentials to determine equivalence to an accredited U.S. bachelor's degree
- Course-by-course translation, including information on course name, grade and U.S. credit equivalency
- Overall performance in comparison to the standard U.S. grading system (i.e., GPA)

Official transcripts of all coursework done in the U.S. educational system to date;

TOEFL scores for any applicant with a foreign degree and English as a second language or who entered the U.S. after age 12 from a non-English-speaking country of origin (as determined by high school graduation or personal statement). Graduation with an undergraduate degree from a U.S. educational institution will not fulfill this requirement. To ensure an ability to function at the graduate level due to the importance of communication in the English language for both learning and providing healthcare, the following are expected minimal scores:

- Internet-based test (preferred): 85
- Computer-based test: 220
- Speaking component: 25

Although multiple companies provide translation services, an English translation without the appropriate information above will not be accepted in place of an academic credential evaluation. Our preference is that you submit an evaluation completed by World Education Services to provide us with the most complete picture of your previous educational background.

All 30 credits of prerequisite coursework must be completed at an accredited U.S. or Canadian institution with a B, 3.0 (on a 4.0 scale) grade or better in order to establish a record of academic performance in this educational system. No foreign courses, degrees, work experience or other summative exams (e.g., GRE or MAT) will substitute for prerequisite coursework.

At the time of program interviews, if language issues are identified, further demonstration of English proficiency - to include TOEFL testing - may be requested as a condition of acceptance.

Early Assurance Program

To be eligible for the Early Assurance Program (EAP) with Regent University, a student must:

- Be at least in their junior year at Regent University and with only one academic year left to complete their undergraduate education when applying. Interested students should meet with the Regent University EAP Advisor (advising@regent.edu | 757.352.4385) during their freshman year or within the first semester of coursework to express interest in the EAP;
- Meet citizenship requirements of the program;
- Meet all Regent University institutional and degree requirements to continue as a student in good standing;
- Have an overall (cumulative) GPA of 3.0 or better;
- Have no academic or other code of conduct violations;
- Follow the Admission guidelines;
- Have a pre-matriculation meeting with the Program Director during the spring semester before the fall matriculation date.

The guarantee of admission through the EAP is contingent upon the student's continued eligibility in the EAP.

Technical Standards

1.0 Observation Skills Technical Standard

1.01 Demonstrate sufficient attention and accuracy in observation skills (visual, auditory and tactile) in the classroom, lecture hall, studio and internship settings.

1.02 Indicators include, but are not limited to, these examples:

1. Accurate observations of a patient near and at a distance; recognizing non-verbal and verbal signs.
2. Accurate identification of differences in color, texture, shape and other formal elements of artwork.
3. Accurate visualization and discrimination of text, numbers, patterns, graphic illustrations and key characteristics of other images.

2.0 Communication Skills Technical Standard

2.01 Demonstrate effective communication skills with all ages and genders of patients who have a variety of diagnoses, disabilities, cultures, ethnicities and personalities.

2.02 Indicators include, but are not limited to, these examples:

1. Clear, efficient and intelligible articulation of verbal language.
2. Legible, efficient and intelligible written English language.
3. Accurate and efficient reading skills (English language).
4. Ability to prepare and communicate concise oral and written summaries of patient encounters.
5. Ability to accurately follow oral and written directions.

3.0 Critical Reasoning Skills Technical Standard

3.01 Demonstrate critical reasoning skills, including, but not limited to, intellectual, conceptual, integrative and quantitative abilities.

3.02 Indicators include, but are not limited to, these examples:

1. Demonstrate ability to measure, calculate, reason, analyze, integrate and synthesize information.
2. Demonstrate ability to acquire, retain and apply new and learned information.
3. Demonstrate appropriate judgment in patient assessment, diagnosis, monitoring and evaluation, including planning, time management and choice of art materials.

4.0 Motor And Sensory Function Technical Standard

4.01 Demonstrate sufficient motor and sensory function to perform typical functions of art therapists, including, but not limited to, assessments, evaluations and individual, group and family treatment.

4.02 Indicators include, but are not limited to, these examples:

1. Functional and sufficient sensory capacity (visual, auditory and tactile) to adequately perform a complete Art Therapy Projective Imagery Assessment (AT-PIA).
2. Execute motor movements to assess patients, provide assistance with art materials and techniques and implement basic art therapy processes.
3. Execute motor movements that demonstrate safety and efficiency in the various learning settings (i.e., classroom, lecture hall and clinical settings).
4. Properly use art materials and tools for art making, including but not limited to, drawing implements, brushes, clay tools, glue guns, etc.
5. Physical stamina sufficient to complete the rigorous course of didactic and clinical study, which may include prolonged periods of sitting, standing and/or rapid ambulation.

5.0 Behavioral And Social Attributes Technical Standard

5.01 Demonstrate the behavioral and social attributes vital to participation in a professional program and service as a practicing professional art therapist.

5.02 Indicators include, but are not limited to, these examples:

1. Possess the emotional health required for full utilization of mental faculties (judgment, orientation, affect and cognition).
2. Ability to develop mature and effective professional relationships with faculty, patients, the public and other members of the health care team.
3. Possess personal qualities that facilitate effective therapeutic interactions (compassion, empathy, integrity, honesty, benevolence, confidentiality).
4. Demonstrate impartial motives, attitudes and values in roles, functions and relationships.
5. Ability to monitor and react appropriately to one's own emotional needs and responses.
6. Display appropriate flexibility and adaptability in the face of stress or uncertainty associated with clinical encounters and clinical environments.
7. Compliance with standards, policies and practices set forth in the ATC Student Handbook: https://www.evms.edu/media/evms_public/departments/student_affairs/student_handbooks/ATC_Student_Handbook_2022_2023.8.4.22.pdf

Art Therapy and Counseling Academic Calendar

Academic Calendar 2024-2025

Class of 2025

Term I - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams (Oral Comp): 12/9/2024 - 12/13/2024

Term II - Spring 2025

Student Registration Period: 10/15/2025 - 11/15/2025

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Comprehensive Exams: N/A

Commencment Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Election Day: 11/5/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Spring Break: 3/10/2025 - 3/14/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

Class of 2026

Term I - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams (Oral Comp): 12/13/2024 - PT Only

Term II - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 1/13/2025

End Date: 5/2/2025

Comprehensive Exams: 3/24/2025

Term III - Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/15/2025

Comprehensive Exams: N/A

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Spring Break: 3/10/2025 - 3/14/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

Art Therapy and Counseling Tuition and Fees

Print this Page

Tuition and Fees

EVMS' Art Therapy and Counseling tuition and fees are set annually in June by the Board of Visitors and are subject to change without notice. Questions about tuition and fee charges on student accounts should be directed to Financial Services. Students may apply for financial aid.

Tuition

- In-state: $1,020/credit
- Out-of-state: $1,394/credit

Mandatory fees

- Year 1: $1,930
- Year 2: $1,905

Projected Cost of Attendance

Art Therapy & Counseling | Year 1

Budget length: 9 mos.

Tuition*

- **In State:** $31,620
- **Out of State:** $43,214

Fees*

- **Mandatory**: $1,930
- **Health Insurance:** $3,830

Subtotal tuition and fees (direct costs)

- **In State (IS):** $37,380
- **Out of State (OS):** $48,974

Other allowances

- **Books & Article Packet:** $2,500
- **Room:** $12,600
- **Board:** $4,662
- **Personal Expenses:** $792
- **Transportation:** $3,627

Cost of attendance without loan fees

- **In State:** $61,561
- **Out of State:** $73,155

Loan fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $1,736
- **Grad PLUS - 4.228% OS:** $2,226

Total cost of attendance including loan fees

- **In State:** $63,513
- **Out of State:** $75,597

Art Therapy & Counseling | Year 2

Budget length: 9 mos.

Tuition*

- **In State:** $26,520
- **Out of State:** $36,244

Fees*

- **Mandatory:** $1,905
- **Health Insurance:** $3,830

Subtotal tuition and fees (direct costs)

- **In State (IS):** $32,255
- **Out of State (OS):** $41,979

Other allowances

- **Books & Article Packet:** $1,750

- **Room:** $12,600
- **Board:** $4,662
- **Personal Expenses:** $792
- **Transportation:** $3,627

Cost of attendance without loan fees

- **In State:** $55,686
- **Out of State:** $65,410

Loan fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $1,488
- **Grad PLUS - 4.228% OS:** $1,899

Total cost of attendance including loan fees

- **In State:** $57,390
- **Out of State:** $67,525

*Tuition and fees are subject to change throughout the year.

**Loan fees are based on maximum direct unsubsidized for graduate program and balance of projected cost of attendance in Grad PLUS, if applicable. Loan fees are subject to change for loans first disbursed on or after October 1.

Print this Page

Biomedical Sciences Research, MS

Print this Page

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

This program is offered to students with two options: thesis or non-thesis. Both options consist of 1.5 years of core academic courses and two to three laboratory rotations, as well as advanced electives. Students in both options complete laboratory research projects in a faculty member's lab.

- Thesis option:
  - Students choosing the thesis option complete a research project that is developed into a written thesis and is defended in an oral presentation.
- Non-Thesis option:
  - Students in the non-thesis option prepare a written report of their research followed by an oral presentation.

Please select an option or concentration to view the curriculum requirements:

- Thesis Option
- Non-Thesis Option

Faculty and Staff

Program Director

David Taylor-Fishwick, PhD

Program Staff

Diana Colon

Faculty

Frank Castora, PhD, Professor

Diane Duffy, PhD, Professor

Eva Forgacs-Lonart, PhD, Associate Professor

Frank Lattanzio, PhD, Professor

Gerald Pepe, PhD, Chair

Howard White, PhD, Professor

Print this Page

Biomedical Sciences Research Information

Admission

The Biomedical Sciences Research Master's program is now participating in the Graduate Centralized Application Service (GradCAS).

Applicants to the program must have:

- A bachelor's degree prior to matriculating as an EVMS student
  - If the bachelor's degree was issued by a U.S. college or university, as a general rule it should be from a regionally accredited institution. However, the program may grant exceptions on a case-by-case basis.
  - Official transcripts from the awarding institution must specify the date upon which the degree was issued.
- A cumulative grade point (GPA) of 3.0 or better (preferred)
  - We consider an applicant's entire record, and applicants with a GPA between 2.8 and 3.0 may be accepted. We pay special attention to science and math course grades, and we prefer to accept applicants with mostly A's and B's in these courses.
- Successfully completed the following courses:
  - General Biology (one semester with lab)
  - Additional Biology (one semester with lab)
  - General Chemistry (two semesters with labs)
  - Organic Chemistry I (one semester with lab)
  - Organic Chemistry II or Biochemistry (one semester, lab not required)
  - General Math, Calculus or statistics (one semester)
  - College Math or Physics (one semester)
- Completed the Test of English as a Foreign Language (TOEFL)
  - This applies to international applicants only.
- Completed the online application including a personal statement, along with the $125 application fee
- Official transcripts from all colleges and universities attended, sent by the registrar at those institutions
  - Official transcripts from the awarding institution must specify the date upon which the degree is issued.
  - Graduate Record Exam (GRE) is no longer required for admission to this program
  - Official TOEFL scores (if applicable)
  - Two letters of recommendation submitted using the form provided within the online application
- Transcripts must be sent to GradCAS only. GradCAS only accepts electronic transcripts from the following sites:
  - Credentials Solutions
  - Parchment
  - National Student Clearinghouse

If your school does not offer these services, download and send a transcript request form to your school's registrar, who should send the transcript to:

GradCAS Transcript Processing Center
P.O. Box 9217
Watertown, MA 02471

Additional Requirements for International Applicants

Sending International Transcripts to GradCAS

- GradCAS will ONLY accept the evaluation report from the credentialing agency. Do not send your foreign transcript to GradCAS.
- All other foreign transcript evaluations from the credentialing agency must be sent directly to GradCAS.

Transcript evaluation: International applicants who attended any institution outside of the United States must contact one of the following credentialing agencies to submit transcripts for official evaluation:

- World Education Services
- Educational Credential Evaluators

These are preferred credentialing services. If you wish to select a company other than these, please contact us first.

Note: It can take 4 to 6 weeks for transcript evaluations to arrive at EVMS after the agency receives transcripts. Plan ahead and request these documents early. Incomplete applications will not be reviewed.

Translation: If the academic institution that you attended does not issue documents in English, the credentialing agency may require that you submit a word-for-word translation of your transcripts if they do not have this service available for purchase. You can contact University Language Services to submit your transcript for translation and instruct them to send the translated transcript to the credentialing agency.

TOEFL: International applicants whose native language is not English must take the TOEFL exam and receive a score as follows:

- Paper-based test: 550
- Computer-based test: 213
- IBT exam: 80

the TOEFL School Code is B886.

Please take the TOEFL exam online through the Education Testing Service (ETS), and request your TOEFL scores be sent directly to EVMS Admissions and Enrollment for Health Professions. ETS reports scores for two years after the test date. If you have previously taken the TOEFL but the two-year period has expired, the program will accept a personal copy if available.

Transfer Credit Policy

Transfer of credit may be allowed for courses comparable to those offered in our programs. Courses must have been taken at an accredited biomedical or biological sciences graduate program in the U.S. Grades of B or higher or a passing grade in a pass/fail course are required. The Biomedical Sciences Research master's program may accept up to nine transfer credits. Transfer credit will be determined by the program director in consultation with program faculty after a student matriculates into the program.

Early Assurance Program

The Early Assurance Program (EAP) exists to offer outstanding and qualified undergraduate students with firm interests in a career as a biomedical researcher and in attending EVMS the opportunity to gain early assurance of acceptance into the Biomedical Sciences Research Master's program at EVMS before beginning their final year of college.

By granting early assurance of acceptance into the program, students will be able to broaden their academic focus, engage in extracurricular leadership activities and pursue first-hand, lab experience.

Partner Institutions

- Norfolk State University
- Regent University

Each January, early assurance program advisers at each partner institution will forward names of eligible students who are interested in applying to the Biomedical Sciences Research Master's program through the Early Assurance Program to EVMS. Students interested in the program are required to maintain regular contact with the EAP adviser during their college career. Eligible students will receive an email containing the necessary links and instructions to apply.

Below are the main steps necessary to apply through the Early Assurance Program at EVMS:

- Meet with the EAP adviser at your institution as soon as possible.
- Establish a plan to complete prerequisites, certification and patient care experience prior to application deadline.
- Complete the GradCAS application (GradCAS Application Site) by June 15 of your junior year.
- Complete the undergraduate degree requirements and maintain EAP eligibility.

Eligibility

To be eligible to apply for the Early Assurance Program, a student must:

- Have completed the fall semester of their junior year with only one more academic year to complete;
- Meet all institutional and degree requirements to continue as a student in good standing;
- Maintain an overall (cumulative) GPA of 3.25 or better;
- Have satisfactorily completed seven of eight prerequisite courses by the time of application without withdrawing from or repeating any courses used to satisfy the prerequisites;
- Obtain grades of B or above in all science courses taken in sophomore, junior, or senior year;
- Have no academic or conduct code violations.

Maintaining Eligibility

Continuation in the EAP will require evidence of general academic progress consistent with past performance, and of significant progress toward achievement of individually specified goals outlined in the application. Ongoing communication between the EAP applicant, the EAP advisor, and the EVMS Biomedical Sciences program will ensure that both the school's requirements and individual applicant's objectives are being met. In addition, the following criteria must be maintained by the student to continue eligibility:

- Meet with EAP adviser each semester;
- Maintain contact with the EVMS Biomedical Sciences Program during the senior year;
- Carry sufficient credit load during the remaining regular academic semesters to fulfill undergraduate degree requirements;
- Maintain an overall (cumulative) GPA of 3.25 or better with consistent academic performance; obtain grades of B or above in all science courses taken after the freshman year;
- Make significant progress toward achieving the individually-specified goals outlined on the PUR submitted with the student's application, including accumulation of additional hours to meet a goal of 300 hours of research experience before matriculating into the EVMS program;
- Fulfill all institution and degree requirements to maintain status as a student in good standing (no academic or conduct code violations) and earn a bachelor's degree prior to matriculating in the EVMS Research MS program;
- Complete any additional specific matriculation conditions set by the EVMS Research MS program at the time of acceptance notification (e.g., official transcripts confirming date of degree conferral, a criminal background check, indication of ability to independently meet the Technical Standards, and submission of all health requirements)

Failure to meet or maintain these eligibility standards will constitute grounds for dismissal from the program. Admission to the Research MS Program can be denied if events occur that would cause the Admissions Committee to question a student's suitability to pursue a career in biomedical research. These include, but are not limited to, misdemeanor or felony convictions, academic dishonesty or other code of conduct violations, unprofessional conduct in a laboratory or education setting, or inability to meet the Technical Standards.

Transfer Credit Policy

Transfer of credit may be allowed for courses comparable to those offered in our programs. Courses must have been taken at an accredited biomedical or biological sciences graduate program in the U.S. Grades of B or higher or a passing grade in a pass/fail course are required. The Biomedical Sciences Research master's program may accept up to nine transfer credits. Transfer credit will be determined by the Program Director in consultation with program faculty after a student matriculates into the program.

Official transcripts must be sent to GradCAS. Test scores and supportive application documents should be electronically submitted or mailed to EVMS Admissions and Enrollment.

Technical Standards

The abilities and skills candidates and students must possess in order to complete the education and training of the Biomedical Sciences Research master's programs are referred to as technical standards. These abilities and skills are essential for entry into most professional practice settings associated with this degree program.

1.0 Observation Skills Technical Standard

1.01 Demonstrate sufficient attention and accuracy in observation skills (visual, auditory and tactile) in the lecture hall, laboratory and/or online settings.

1.02 Indicators include, but are not limited to, this example:

1. Accurate visualization and discrimination of text, numbers, patterns, graphic illustrations and other imaging texts.

2.0 Communication Skills Technical Standard

2.01 Demonstrate effective communication skills with other students, faculty members, laboratory staff members and scientific colleagues.

2.02 Indicators include, but are not limited to, these examples:

1. Clear, efficient and intelligible articulation of verbal language.
2. Legible, efficient and intelligible written English language.
3. Accurate and efficient English language reading skills.

4. Accurate and efficient expressive and receptive communication skills.
5. Ability to accurately follow oral and written directions.

3.0 Critical Reasoning Skills Technical Standard

3.01 Demonstrate critical reasoning skills, including, but not limited to, intellectual, conceptual, integrative and quantitative abilities.

3.02 Indicators include, but are not limited to, these examples:

1. Demonstrate ability to measure, calculate, reason, analyze, integrate and synthesize information.
2. Demonstrate ability to acquire, retain and apply new and learned information.
3. Demonstrate ability to pursue a course of independent research in a laboratory setting, including the ability to plan and execute experiments.

4.0 Motor And Sensory Function Technical Standard

4.01 Demonstrate sufficient motor and sensory function to perform typical research laboratory duties.

4.02 Indicators include, but are not limited to, these examples:

1. Functional and sufficient sensory capacity (visual, auditory and tactile) to use laboratory equipment and perform experiments.
2. Execute motor movements that demonstrate safety and efficiency in the various learning settings (i.e., classroom and laboratories).
3. Physical stamina sufficient to complete the didactic and laboratory requirements, including prolonged periods of sitting or standing.

5.0 Behavioral And Social Attributes Technical Standard

5.01 Demonstrate the behavioral and social attributes vital to participation in a professional program and service as a practicing laboratory professional.

5.02 Indicators include, but are not limited to, these examples:

1. Possess the emotional health required for full utilization of mental faculties (judgment, orientation, affect and cognition).
2. Ability to develop mature and effective professional relationships with faculty, students and other members of the research team.
3. Demonstrate impartial motives, attitudes and values in roles, functions and relationships.
4. Ability to monitor and react appropriately to one's own emotional needs and responses.
5. Display appropriate flexibility and adaptability in the face of stress or uncertainty associated with technical difficulties in research or scientific review (e.g., criticism of ideas shared in written or oral presentations, manuscripts, etc.)

Compliance with standards, policies and practices set forth in the EVMS Student Handbook and the program handbook.

Biomedical Sciences Research, MS Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/26/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/15/2025

Final Exams: 8/11/2025 - 8/15/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

Class of 2026

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/26/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/15/2025

Final Exams: 8/11/2025 - 8/15/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

*Last day to add/drop classes without penalty

Print this Page

Biomedical Sciences Research Tuition and Fees

Print this Page

Tuition and Fees

Tuition and fees for the Biomedical Sciences Research Master's program are set annually in June by the Board of Visitors and are subject to change without notice. Questions about tuition and fee charges on student accounts should be directed to Financial Services.

Tuition

- In-state : $477 per credit hour
- Out-of-state: $619 per credit hour

Mandatory Fees

- Year 1: $1,206
- Year 2: $1,106

Students must show proof of major medical insurance coverage. Students who are eligible for coverage under the policy of a parent or spouse are urged to do so. As an alternative, EVMS offers a student health insurance plan.

Projected Cost of Attendance

Biomedical Sciences Research, MS | Year 1

Budget length: 12 mos.

Tuition*

- **In-state ($477/credit):** $12,164
- **Out-of-state ($619/credit):** $15,785

Fees*

- **Mandatory:** $1,206
- **Health insurance:** $3,830

Subtotal tuition and fees (direct costs)

- **In-state:** $17,200
- **Out-of-state:** $20,821

Other allowances

- **Books, supplies and article packet:** $200
- **Room, board and miscellaneous living expenses:** $23,016
- **Personal expenses:** $1,056
- **Transportation:** $4,836

Cost of attendance without loan fees

- **In-state:** $46,308
- **Out-of-state:** $49,929

Loan fees**

- **Direct unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% in-state:** $1,091
- **Grad PLUS - 4.228% out-of-state:** $1,244

Total cost of attendance including loan fees

- **In-state:** $47,615
- **Out-of-state:** $51,389

Biomedical Sciences Research, MS | Year 2

Budget length: 12 mos.

Tuition*

- **In-state ($477/credit)**:** $11,448
- **Out-of-state ($619/credit)**:** $14,856

Fees*

- **Mandatory:** $1,106
- **Health insurance:** $3,830

Subtotal tuition and fees (direct costs)

- **In-state:** $16,384
- **Out-of-state:** $19,792

Other allowances

- **Books, supplies and article packet:** $200
- **Room, board and miscellaneous living expenses:** $23,016
- **Personal expenses:** $1,056
- **Transportation:** $4,836

Cost of attendance without loan fees

- **In-state:** $45,492
- **Out-of-state:** $48,900

Loan fees**

- **Direct unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% in-state:** $1,057
- **Grad PLUS - 4.228% out-of-state:** $1,201

Total cost of attendance including loan fees

- **In-state:** $46,765
- **Out-of-state:** $50,317

*Tuition and fees are subject to change throughout the year.

**Loan fees are based on maximum direct unsubsidized for graduate program and balance of projected cost of attendance in Grad PLUS, if applicable. Loan fees are subject to change for loans first disbursed on or after October 1.

Print this Page

Laboratory Animal Science, MS

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

The online Master of Laboratory Animal Science program is designed for individuals who may be currently working within the field of laboratory animal science, those seeking career advancement or those looking for opportunities in research laboratories but who do not want to relocate to attend a traditional master's program.

The program has a total of 31 credits in five semesters over two years.

Course Sequence (Full Time)

1st Year

Term 1 | Fall 2024 | 7 Credit Hours

- MLAS 513 - Comparative Anatomy and Physiology
- MLAS 514 - Applied Biostatistics and Research Design

Term 2 | Spring 2025 | 7 Credit Hours

- MLAS 502 - Laboratory Animal Husbandry, Care, & Ethic
- MLAS 503 - Journal Club
- MLAS 504 - Diseases of Laboratory Animals I

Term 3 | Summer 2025 | 4 Credit Hours

- MLAS 506 - Anesthesia and Surgery
- MLAS 508 - Internship

2nd Year

Term 4 | Fall 2025 | 6 Credit Hours

- MLAS 505 - Diseases of Laboratory Animals II
- MLAS 511 - Facility Management

Term 5 | Spring 2026 | 7 Credit Hours

- MLAS 509 - Biotechnology and Diagnostic Techniques
- MLAS 512 - Graduate Seminar
- MLAS 515 - Laboratory Animal Behavior and Behavioral Management
- MLAS 516 - Cryopreservation

Term 6 | Summer 2026 | 6 Credit Hours (CRB Track Only)

- RCS 701 - Introduction IVF, Laboratory Tech and Skills Development
- RCS 705 - In Vitro Fertilization Technology

Total Requirement: 31 - 37 Credit Hours

Course Sequence (Part Time)

1st Year

Term 1 | Fall 2024 | 4 Credit Hours

- MLAS 513 - Comparative Anatomy and Physiology

Term 2 | Spring 2025 | 3 Credit Hours

- MLAS 504 - Diseases of Laboratory Animals I

Term 3 | Summer 2025 | 2 Credit Hours

- MLAS 506 - Anesthesia and Surgery

2nd Year

Term 4 | Fall 2025 | 3 Credit Hours

- MLAS 514 - Applied Biostatistics and Research Design

Term 5 | Spring 2026 | 4 Credit Hours

- MLAS 502 - Laboratory Animal Husbandry, Care, & Ethic
- MLAS 503 - Journal Club

Term 6 | Summer 2026 | 2 Credit Hours

- MLAS 508 - Internship

3rd Year

Term 7 | Fall 2026 | 3 Credit Hours

- MLAS 505 - Diseases of Laboratory Animals II

Term 8 | Spring 2027 | 4 Credit Hours

- MLAS 509 - Biotechnology and Diagnostic Techniques
- MLAS 516 - Cryopreservation

Term 9 | Summer 2027 | 3 Credit Hours

- MLAS 511 - Facility Management

4th Year

Term 10 | Fall 2027 | 3 Credit Hours

- MLAS 512 - Graduate Seminar
- MLAS 515 - Laboratory Animal Behavior and Behavioral Management

Term 11 | Spring 2028 | 6 Credit Hours (CRB Track Only)

- RCS 701 - Introduction IVF, Laboratory Tech and Skills Development
- RCS 705 - In Vitro Fertilization Technology

Total Requirement: 31 - 37 Credit Hours

Faculty and Staff

Program Director
Alireza Hosseini, Associate Professor

Program Staff

Kathy Gabana

Faculty
Marta Agata Ambrozewicz , MD, PhD, Assistant Professor

Richard A. Britten, PhD, Professor

Kristine D. Coleman, PhD, Instructor

Dianne C. Daniel, PhD, Associate Professor

Stephen I. Deutsch, MD, PhD, CAPT (ret.), Medical Corps, United States Navy, Chairman

Diane M. Duffy, PhD Vice Chair (Research), Professor

Eva Forgacs-Lonart, PhD, Associate Professor

Neel K. Krishna, PhD, Professor

Frank A. Lattanzio, PhD, Professor

Gyorgy Lonart, PhD, Professor

Jacob Mayer, PhD, Professor

Julius O. Nyalwidhe, PhD, Associate Professor

Karen Owen, CSA, Instructor

Edgardo R. Rivera-Colon, Instructor

Mario C. Rodriguez, DVM

Helena Russell, MS, Assistant Professor

Larry D. Sanford, PhD, Professor

Julia A. Sharp, PhD, Assistant Professor

Mark T. Sharpless, MBA, JM, Instructor

Pamela A. Straeter,MSM, Instructor

William J. Wasilenko, PhD, Vice Dean, Research

Nazita Yousefieh, PhD, Research Assistant Professor

Laboratory Animal Science Information

Print this Page

Admission

The program is designed to provide basic training in laboratory animal science, animal resource management and study design to highly motivated veterinary students, veterinary technicians and research associates in educational or pharmaceutical research facilities.

The following elements are requirements to be considered for admission into the program:

For all applicants

- Bachelor's or graduate degree with a qualifying GPA of 2.5 or higher from a regionally and nationally accredited U.S. college or university or an international equivalent.
  - The program may grant exceptions on a case-by-case basis.
  - Please be advised that all students in the EVMS School of Health Professions are expected to attain a term Grade Point Average of at least 3.0 to be considered in good academic standing and a cumulative GPA of at least 3.0 to graduate.
- Successful completion of two semesters each of college-level Biology and Chemistry and one semester of Mathematics.
  - No more than one prerequisite course will be accepted without a traditional letter grade (e.g. Pass, Advanced Placement, International Baccalaureate, etc.).
  - The courses without a traditional letter grade can only be accepted for intro level prerequisite courses of Biology I, Chemistry I or Mathematics I.
  - Replacement courses may be accepted for missing prerequisite courses, only with Program Director's approval. Replacement course syllabus should be submitted by applicant for consideration.
- Minimum of three months or 500 hours of hands-on experience, as described below is required prior to the start of the first semester.
  - Applicants who desire a future as a Laboratory Animal technologist are strongly encouraged to continue a full-time experience/employment during the two years of the program to be eligible for LAT and LATG certification through American Association of Laboratory Animal Science (AALAS).
- Two letters of Recommendation, one of which must verify the minimum hands-on animal experience requirement.
- Personal statement outlining the applicant's academic and professional goals.
- Computer and computer services with various specifications.

Additional Requirements for International Applicants

In addition to meeting the admissions requirements above, international applicants are required to meet the following:

Foreign Transcripts

- Request a course by course evaluation of all foreign transcripts showing GPA calculation on a four-point scale.
- EVMS does not endorse any particular evaluating and/or credentialing service. You can use the following agencies:
  - World Education Services
  - Educational Credential Evaluators

Translation

If the academic institution that you attended does not issue documents in English, the credentialing agency will require that you submit a word-for-word translation of your transcripts. You can contact University Language Services to submit your transcript for translation and instruct them to send the translated transcript to the credentialing agency you choose.

Transcript Evaluation

International students whose native language is not English may contact one of the following credentialing agencies to submit transcripts for official evaluation: WES or ECE. Instruct the credentialing agency to send the official evaluation (and translation) directly to GradCAS. You must provide both a course-by-course evaluation report along with an overall GPA calculation. Evaluations are mandatory even for transcripts from institutions that report grades in English. This provides EVMS with a U.S. credit equivalency and allows the transcripts to be reviewed accurately. WES and ECE are preferred credentialing services. If you wish to select a company other than these, please contact the program first.

TOEFL

International applicants whose native language is not English must take the TOEFL exam and receive a score as follows: Paper-based test: 550; Computer-based test: 213; iBT exam: 80. Please go to the ETS website to take the TOEFL exam, and request your TOEFL scores be sent directly to GradCAS. ETS reports scores for two years after the test date. If you have previously taken the TOEFL but the two-year period has expired, the program will accept a personal copy if available.

Note

If the candidate has received a BS or graduate degree from a college or university in a country where English is the primary language (like the U.S., Canada and UK), applicants could request for the TOEFL requirement to be waived by the Program Director or the Admission Committee.

GradCAS

GradCAS will **ONLY** accept the evaluation report from the credentialing agency. **Do not send** your foreign transcript to GradCAS.

All other foreign transcript evaluations from the credentialing agency must be sent directly to GradCAS to the following address:

GradCAS Transcript Processing Center
P.O. Box 9217
Watertown, MA 02471

GRE School Code: 5729 TOEFL School Code is B886

Application submission

Applications should be submitted by March 1 for early admission consideration. Applications submitted after March 1 will be considered until all positions are filled. Students who plan to seek Financial Aid are advised to submit their applications as early as possible. Upon acceptance into the program, a $300 nonrefundable matriculation fee (which will be credited toward the first semester's tuition) is required to secure class placement.

Important Note:

International applicants who are applying for ICLAS Scholarships, should contact program director immediately for an early application review and provisional acceptance which is needed for ICLAS application process.

Prerequisite Experience

Applicants are encouraged to include all animal-related experience they have. Experience and skills related to the maintenance of the health and well-being of animals in research or laboratory animal facility settings will be considered as hour-for-hour against experience requirement. Such experience includes procurement, care, use, handling, treatment, surgical or necropsy activities, cage wash operations, clinical pathology, quality assurance and IACUC functions that relate to laboratory animal science or the direct supervision or training of personnel engaged in these activities, and experience gained as part of an externship, internship, preceptorship or fellowship in a laboratory animal facility.

Experience and skills in a laboratory animal facility that do not affect the health and well-being of laboratory animals - such as office/administration, selling laboratory animals equipment - or in a non-laboratory animal facility - such as veterinary clinics, zoos, pet stores or other similar businesses - will be considered based on a 3-to-1 ratio. Therefore, nine (9) months of such experience will be considered as equal to three (3) months of hands-on experience.

Transfer credits

Transfer of credit may be allowed for coursework taken at a regionally accredited institution of higher learning, such as an accredited member of the Southern Association of Colleges and Schools, for courses in which a grade of B (3.0) or higher was received and for a maximum of 9 transfer credits. Course grades obtained from another institution will not be counted in the GPA. All applicants seeking to transfer credit(s) should contact the program for special application or credential requirements. Decisions regarding applicability of transfer courses/credits will be made by the program director in consultation with faculty as deemed appropriate.

Technical Standards

The abilities and skills that candidates and students must possess in order to complete the education and training associated with the Master's of Laboratory Animal Science Program are referred to as "Technical Standards." These abilities and skills are essential for professionals in animal care facilities and preclinical biomedical research settings which utilize animal models.

The abilities and skills that candidates and students must possess in order to complete the education and training associated with the master's of Laboratory Animal Science Program are referred to as "Technical Standards." These abilities and skills are essential for professionals in animal care facilities and preclinical biomedical research settings which utilize animal models.

1.0 Observation Skills Technical Standard

1.01 Demonstrate sufficient attention and accuracy in observation skills (visual, auditory and tactile) in the lecture hall, laboratory and/or online settings. Indicators include but are not limited to accurate visualization and discrimination of text, numbers, patterns, graphic illustrations and other imaging texts.

2.0 Communication Skills Technical Standard

2.01 Demonstrate effective communication skills with biomedical research or animal care professionals and with people of varying cultures, ethnicities and personalities.

2.02 Indicators include, but are not limited to, these examples:

1. Clear, efficient and intelligible articulation of spoken English language.
2. Legible, efficient and intelligible written English language.
3. Accurate and efficient English language reading skills.
4. Accurate and efficient, expressive and receptive communication skills.
5. Ability to accurately follow directions (oral and written).

3.0 Critical Reasoning Skills Technical Standard

3.01 Demonstrate critical reasoning skills, including but not limited to intellectual, conceptual, integrative and quantitative abilities.

3.02 Indicators include but are not limited to these examples:

1. Demonstrate ability to measure, calculate, reason, analyze, integrate and synthesize information.
2. Demonstrate ability to acquire, retain and apply new and learned information.

4.0 Motor and Sensory Function Technical Standard

4.01 Demonstrate sufficient motor and sensory function to perform typical animal care or laboratory duties.

4.02 Indicators include but are not limited to these examples:

1. Functional and sufficient sensory capacity (visual, auditory and tactile) to use laboratory equipment and perform procedures.
2. Execute motor movements that demonstrate safety and efficiency in the various learning settings (i.e., classroom, online and laboratories).
3. Physical stamina sufficient to complete the online didactic and some laboratory study, which will include prolonged periods of sitting.

5.0 Behavioral and Social Attributes Technical Standard

5.01 Demonstrate the behavioral and social attributes vital to participation in a professional program and service as a practicing animal care and laboratory professional.

5.02 Indicators include but are not limited to these examples:

1. Possess the emotional health required for full utilization of mental faculties (judgment, orientation, affect and cognition).
2. Ability to develop mature and effective professional relationships with faculty, animal user researchers, the public and other members of the animal care or use team.
3. Possess personal qualities that facilitate effective therapeutic interactions (compassion, empathy, integrity, honesty, benevolence, confidentiality).
4. Demonstrate impartial motives, attitudes and values in roles, functions and relationships.
5. Ability to monitor and react appropriately to one's own emotional needs and responses.
6. Display appropriate flexibility and adaptability in the face of stress or uncertainty associated with clinical encounters and clinical environments.
7. Compliance with standards, policies and practices set forth in the program handbook.

Laboratory Animal Science, MS Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Term I - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Term II - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2026

Term I - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Term II - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Term III - Summer 2025

Student Registraion Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Print this Page

Laboratory Animal Science Tuition and Fees

Print this Page

Tuition and Fees

EVMS' Laboratory Animal Science tuition and fees are set annually in June by the Board of Visitors and are subject to change without notice. Questions about tuition and fee charges on student accounts should be directed to Financial Services.

Tuition

- In-state: $1,199 per credit hour
- Out-of-state: $1,546 per credit hour

Mandatory Fees

- Year 1: $207
- Year 2: $227

Projected Cost of Attendance

Laboratory Animal Science | Year 1

Budget Length: 12 mos.

Tuition*

- **In State ($1,199/credit):** $21,582
- **Out of State ($1,546/credit):** $27,828

- **Mandatory:** $207

Subtotal Tuition & Fees (Direct Costs)

- **In State (IS):** $21,789
- **Out of State (OS):** $28,035

Other Allowances

- **Books & Equipment:** $2,500
- **Living (Room, Board & Misc.):** $23,016
- **Personal Expenses:** $1,056
- **Transportation:** $1,717

Cost of Attendance w/o Loan Fees

- **In State:** $50,078
- **Out of State:** $56,324

Loan Fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $1,251
- **Grad PLUS - 4.228% OS:** $1,515

Total Cost of Attendance with Loan Fees

- **In State:** $51,545
- **Out of State:** $58,055

Laboratory Animal Science | Year 2

Budget Length: 9 mos.

Tuition*

- **In State ($1,199/credit):** $15,587
- **Out of State ($1,546/credit):** $20,098

Fees*

- **Mandatory:** $227

Subtotal Tuition & Fees (Direct Costs)

- **In State (IS):** $15,814
- **Out of State (OS):** $20,325

Other Allowances

- **Books & Equipment:** $200
- **Living (Room, Board & Misc.):** $17,262
- **Personal Expenses:** $792
- **Transportation:** $1,287

Cost of Attendance w/o Loan Fees

- **In State:** $35,355
- **Out of State:** $39,866

Loan Fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $628
- **Grad PLUS - 4.228% OS:** $819

"Total Cost of Attendance with Loan Fees"

- **In State:** $36,199
- **Out of State:** $40,901

For distance or hybrid programs, your aid will be released on the eighth day of the term (or the next business day). All aid is released initially in as close to equal amounts as possible over the academic year to your student tuition account, subject to satisfactory academic progress.

First-year students will enroll in 18 credit hours over 3 terms. Second-year students will enroll in 13 credit hours over 2 terms.

*Tuition and fees are subject to change throughout the year.

**Loan fees are subject to change for loans first disbursed on or after October 1.

Print this Page

Master of Healthcare Administration

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum (Track One)

Course Sequence - 1st Year

Term 1 | Fall 2024 | 9 Credit Hours

- HADM 600 - Introduction to Health Care Systems
- HADM 601 - Policy and Politics of Health
- HADM 602 - Organizational Management

Term 2 | Spring 2025 | 9 Credit Hours

- HADM 605 - Health Law and Ethics
- HADM 606 - Health Economics
- HADM 607 - Effective Information Technology for Healthcare Organizations

Term 3 | Summer 2025 | 7 Credit Hours

- HADM 610 - Financing Healthcare
- HADM 611 - Operations Management and Performance Improvement
- HADM 612 - Administrative Introduction

Course Sequence - 2nd Year

Term 4 | Fall 2025 | 9 Credit Hours

- HADM 700 - Leadership
- HADM 701 - Supply Chain Management
- HADM 702 - Healthcare Marketing

Term 5 | Spring 2026 | 9 Credit Hours

- HADM 705 - Conflict Analysis and Negotiations
- HADM 706 - Healthcare Strategy
- HADM 715 - Administrative Residency

Total Requirement: 43 Credit Hours

Curriculum (Track Two)

Course Sequence - 1st Year

Term 1 | Fall 2024 | 9 Credit Hours

- HADM 600 - Introduction to Health Care Systems
- HADM 601 - Policy and Politics of Health
- HADM 602 - Organizational Management

Term 2 | Spring 2025 | 9 Credit Hours

- HADM 605 - Health Law and Ethics
- HADM 606 - Health Economics
- HADM 607 - Effective Information Technology for Healthcare Organizations

Term 3 | Summer 2025 | 6 Credit Hours

- HADM 610 - Financing Healthcare
- HADM 611 - Operations Management and Performance Improvement

Course Sequence - 2nd Year

Term 4 | Fall 2025 | 9 Credit Hours

- HADM 700 - Leadership
- HADM 701 - Supply Chain Management
- HADM 702 - Healthcare Marketing

Term 5 | Spring 2026 | 9 Credit Hours

- HADM 705 - Conflict Analysis and Negotiations
- HADM 706 - Healthcare Strategy
- HADM 715 - Administrative Residency

Total Requirement: 42 Credit Hours

Faculty and Staff

Program Director
Glenn Yap, PhD, MBA, MS, Assistant Professor

Program Staff

Rose Ann Arnard

Faculty

Donald S. Buckley, MHA, Teacher, Master of Public Health

Tina D. Cunningham, PhD, Associate Professor

Latonya Hughes, PhD, MSN, RN, LNHA, Assistant Professor

Brian Martin, PhD, MBA, Associate Dean, Administration Master of Public Health

Vincent A. Rhodes, PhD, APR, Assistant Vice President of Marketing and Communications

Gregory Scott, PhD, MHA, CMRP, FAHRMM, Assistant Professor

Master of Healthcare Administration Information

Admission

- Completion of all undergraduate degree requirements from an accredited institution prior to matriculating in the MHA Program, with a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale.
- Two (2) letters of reference from academic or workplace affiliations that reflect on an applicant's behavior, character, and leadership ability.
- Personal essay describing how the MHA degree will enhance the applicant's professional goals.
- Current CV/resume documenting professional experience, educational achievements and volunteer experience.
- Official transcripts from all colleges/universities attended. Ensure the degree conferral date is listed on the awarding institution's transcript.
- Transcripts must be sent to GradCAS only. GradCAS only accepts electronic transcripts from Credentials Solutions, Parchment, and National Student Clearinghouse. If your school does not offer either of these services, your transcript must be sent vial mail. Please use the information below to send your transcripts.
    - Credential Solutions
    - Parchment
    - National Student Clearinghouse
- Sending transcripts to GradCAS by mail. Download a transcript request form after you enter each institution in GradCAS and send the transcript request form to the institution registrar to send transcript by mail to the address below:

    GradCAS Transcript Processing Center
    P.O. Box 9217
    Watertown, MA 02471

- Interviews: Screened applicants will meet with the MHA admissions committee to assess interpersonal and communication skills, maturity, and an understanding and commitment to MHA career paths. Applicants may have the opportunity to take a campus tour on the day of the interview.

Additional Requirements for International Applicants

- No GRE or GMAT required.
- Completion of all undergraduate degree requirements from an accredited institution prior to matriculating in the MHA program, with a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale.
- Test of English as a Foreign Language (TOEFL) - Minimum scores: Paper 550, Computer 213, iBT 80 OR International English Language Testing System (IELTS)
    - Minimum scores: Total 6.5, Subscores: 6.
    - **TOEFL School Code is B886**
- Two (2) letters of reference from academic or workplace affiliations that reflect on an applicant's behavior, character, and leadership ability.
- Personal essay describing how the MHA degree will enhance the applicant's professional goals.
- Current CV/resume documenting professional experience, educational achievements, and volunteer experience
- Official transcripts from all colleges/universities attended. Ensure the degree conferral date is listed on the awarding institution's transcript.

    - In cases where a non-U.S. grading system has been used, verification must be provided by one of the following services:
        - World Education Services
        - Educational Credential Evaluators
    - GradCAS will ONLY accept the evaluation report from the credentialing agency. Do not send your foreign transcript to GradCAS.
    - All foreign transcript evaluations from the credentialing agency must be sent directly to GradCAS at the following address:
        - **GradCAS Transcript Processing Center PO Box 9217**
          Watertown, MA 02471
- Interview: Screened applicants will meet with the MHA admissions committee to assess interpersonal and communication skills, maturity, and an understanding and commitment to MHA career paths. Applicants may have the opportunity to take a campus tour on the day of the interview.
- International students must abide by all U.S. Immigration laws throughout their enrollment in the EVMS MPH program. This includes, but is not limited to, qualifying and obtaining a proper visa prior to attendance. For further information, please contact EVMS Human Resources at 757.446.6043.

Applicant Help Center

- Having trouble accessing the application? The preferred browsers are Google Chrome or Firefox
- Applicant Help Center
- If you have questions about your application status, please contact your GradCAS Customer Service Representative at 857.304.2086 or GradCASinfo@liaisonedu.com.

Technical Standards

The abilities and skills candidates and students must possess in order to complete the education and training associated with the Master of Healthcare Administration are referred to as technical standards. These abilities and skills are essential for entry into most professional practice settings associated with this degree program.

1.0 Observation Skills Technical Standard

1.01 Demonstrate sufficient attention and accuracy in observation skills (visual, auditory and tactile) in the lecture hall and/or online settings. Indicators include, but are not limited to, accurate visualization and discrimination of text, numbers, patterns, graphic illustrations and other imaging texts.

2.0 Communication Skills Technical Standard

2.01 Students must be able to communicate with faculty, colleagues and the target audience with whom they work.

2.02 Indicators include, but are not limited to, these examples:

a. Clear, efficient and intelligible articulation of verbal language.

b. Legible, efficient and intelligible written English language.

c. Accurate and efficient English language reading skills.

d. Accurate and efficient expressive and receptive communication skills.

e. Ability to accurately follow oral and written directions.

3.0 Critical Reasoning Skills Technical Standard

3.01 Abilities include measurement, calculation, reasoning, data analysis and synthesis.

3.02 Students must have the intellectual capability to improve their knowledge based upon standard textbooks, conferences, lectures, current scholarly literature and journals.

3.03 Demonstrated problem-solving and critical thinking skills are necessary.

3.04 Demonstrate ability to acquire, retain and apply new and learned information.

3.05 Indicators include, but are not limited to, these examples:

a. Demonstrate ability to evaluate the effectiveness of community health intervention programs.

b. Demonstrate ability to analyze and interpret data using basic statistical tests, measures of disease occurrence and association.

4.0 Motor and Sensory Function Technical Standard

4.01 Students should have sufficient motor functions to be able to execute movements reasonably required to complete their public health education.

4.02 Indicators include, but are not limited to, this example:

a. Physical stamina sufficient to complete the rigorous course of didactic and clinical study, which may include prolonged periods of sitting or standing.

5.0 Behavioral and Social Attributes Technical Standard

5.01 Students must possess the emotional health required for adequate utilization of intellectual abilities, the exercise of good judgment and evidence of mature and sensitive relationships with faculty, colleagues and the public.

5.02 Evidence of integrity, ethical standards and concern for others, as well as appropriate appearance and hygiene, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admission process and throughout the educational progression through the curriculum.

5.03 Indicators include, but are not limited to, these examples:

a. Demonstrate impartial motives, attitudes and values in roles, functions and relationships.

b. Ability to monitor and react appropriately to one's own emotional needs and responses.

c. Display appropriate flexibility and adaptability in the face of stress or uncertainty.

d. Compliance with standards, policies and practices set forth in the EVMS Institutional Handbook and the MHA Academic Student Handbook.

Master of Healthcare Administration Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

Class of 2026

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

*Last day to add/drop classes without penalty

Print this Page

Master of Healthcare Administration Tuition and Fees

Tuition and Fees

Tuition and fees for the Master of Healthcare Administration program are set annually in June by the Board of Visitors and are subject to change without notice. Questions about tuition and fee charges on student accounts should be directed to Financial Services.

Tuition

- In-state: $832 per credit hour
- Out-of-state: $832 per credit hour

Mandatory Fees

- Year 1: $1,231
- Year 2: $1,131

Students must show proof of major medical insurance coverage. Students who are eligible for coverage under the policy of a parent or spouse are urged to remain so and must waive the EVMS student health insurance plan in order to not be billed for student health insurance. As an alternative, EVMS offers a student health insurance plan. Visit EVMS Student Wellness for more information regarding student health insurance.

Projected Cost of Attendance

Master of Healthcare Administration | Year 1

Budget length: 12 mos.

Tuition*

- **In State ($832/credit)**:** $20,800
- **Out of State ($832/credit)**:** $20,800

Fees*

- **Mandatory:** $1,231
- **Health Insurance:** $3,830

Subtotal tuition and fees (direct costs)

- **In State (IS):** $25,861
- **Out of State (OS):** $25,861

Other allowances

- **Books & Article Packet:** $1,870
- **Living (Room, Board & Misc.):** $23,016
- **Personal Expenses:** $1,056
- **Transportation:** $1,675

Cost of attendance without loan fees

- **In State:** $53,478
- **Out of State:** $53,478

Loan fees*

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $1,394
- **Grad PLUS - 4.228% OS:** $1,394

Total cost of attendance including loan fees

- **In State:** $55,088
- **Out of State:** $55,088

Master of Healthcare Administration | Year 2

Budget length: 9 mos.

Tuition*

- **In State ($832/credit)**:** $14,976
- **Out of State ($832/credit)**:** $14,976

Fees*

- **Mandatory:** $1,131
- **Health Insurance:** $3,830

Subtotal tuition and fees (direct costs)

- **In State (IS):** $19,937
- **Out of State (OS):** $19,937

Other allowances

- **Books & Article Packet:** $610
- **Living (Room, Board & Misc.):** $12,600
- **Personal Expenses:** $792
- **Transportation:** $1,256

Cost of attendance without loan fees

- **In State:** $39,857
- **Out of State:** $39,857

Loan fees***

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $818
- **Grad PLUS - 4.228% OS:** $818

Total cost of attendance including loan fees

- **In State:** $40,891
- **Out of State:** $40,891

*Tuition and fees are subject to change throughout the year.

**The projected costs are based on an average 25 credits (3 terms) for year one and 18 credits (2 terms) for year two (43 credits total for program). The actual cost of attendance will be based on the number of credits listed on a student's online application or the revised educational plan and confirmed enrollment. Students must notify Financial Aid of all changes in number of credits.

***Loan fees are subject to change for loans first disbursed on or after October 1.

For distance or hybrid programs, your aid will be released on the eighth day of the term (or next business day). All aid is released initially in as close to equal amounts as possible over the academic year to your student tuition account, subject to satisfactory academic progress.

Medical & Health Professions Education, MHPE

MHPE Mission Statement

EVMS's Medical and Health Professions Education (MHPE) Programs are dedicated to building a diverse, interprofessional learning community of scholars committed to advancing diversity, inclusion, equity and socially responsible education, research, and service in the health professions.

Program Goals and Student Learning Outcomes (SLO)

Students who enroll in the MHPE programs will engage in transformational learning that connects their experiences, coursework, and knowledge to develop a more sophisticated understanding of the world that informs their teaching, research, and professional practice. Graduates of the Doctoral Program in Medical and Health Professions Education are:

Goal 1: Health professions educators who exhibit cultural humility and sensitivity who are able to

- SLO 1.1 Consider the diverse backgrounds of learners
- SLO 1.2 Design accessible learning environments
- SLO 1.3 Communicate educational content effectively to diverse student populations
- SLO 1.4 Assess educational outcomes
- SLO 1.5 Evaluate program effectiveness

Goal 2: Contemporary health professions scholars who are able to

- SLO 2.1 Consider the diverse backgrounds and perceptions of human subjects research populations
- SLO 2.2 Assess research quality for rigor and bias
- SLO 2.3 Adhere to legal and ethical research practices

Goal 3: Community engaged health professions practitioners who are able to

- SLO 3.1 Connect local, national, and global events with their teaching and leadership
- SLO 3.2 Apply principles of leadership in health professions education

What does socially responsible education, research & service mean?

As future educators, graduates of the MHPE programs are dedicated to using education as a driver of economic opportunity and social justice. The MHPE students' learning experiences will be facilitated by curricula that:

- Examine the sociocultural contexts of teaching and learning
- Facilitate access through online learning
- Consider the role of social and structural determinants of health in medical and health education
- Develop cultural humility and compassion for the human condition
- Foster an action orientation
- Explore unconscious bias as educators and scholars

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admissions requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

The curriculum for the MMHPE program has been constructed with the input from the course and program directors. The curriculum is designed to prepare educational leaders in various medical and health professions organizational settings. The program provides advanced education in the areas of learning, assessment, curriculum, instruction, research, evaluation, leadership and professionalism with an emphasis on real-world, practical applications.

The 31 credit hour distance learning program is designed to be completed in four 16 week terms and one 12 week term. Students will take two courses at a time over the 16 week term with the exception of the final spring term when the one credit Capstone is also taken.

Students complete coursework and interact with instructors and classmates through a distance education format utilizing the Blackboard (Bb) Learning Management System. Upon successful completion of the program, students are awarded the Master of Medical and Health Professions Education (MMHPE) degree and may use the initials MMHPE after their name.

Educational Format

Courses are delivered entirely online asynchronously with the occasional synchronous session. Students complete the practicum virtually at EVMS. The practicum involves building upon didactic knowledge to design a completely online course.

Course Sequence - 1st Year

Term 1 | Fall 2024 | 6 Credit Hours

- MHPE 608 - Sociocultural Contexts of Teaching and Learning
- MHPE 615 - Current Issues in Higher Education

Term 2 | Spring 2025 | 6 Credit Hours

- MHPE 609 - Designing Educational Experiences
- MHPE 625 - Data-based Decision Making

Term 3 | Summer 2025 | 6 Credit Hours

- MHPE 610 - Practicum
- MHPE 720 - Diversity in Higher Education

Course Sequence - 2nd Year

Term 4 | Fall 2025 | 6 Credit Hours

- MHPE 702 - Program Evaluation
- MHPE 715 - Educational Scholarship Methods

Term 5 | Spring 2026 | 7 Credit Hours

- MHPE 614 - Organization & Management in Higher Education
- MHPE 704 - Simulation in Healthcare
- MHPE 708 - Capstone

Total Requirement: 31 Credit Hours

Faculty and Staff

Program Director
Peggy E. Gesing, PhD, Assistant Professor

Program Staff

R. Jason Lynch, PhD, Teacher

Kathleen Gabana, MEd, Program Administrator

Angela Schlender, Distance Learning Specialist, Program Coordinator

Tyrah Vann, MPH, Distance Learning Specialist

Faculty

Robert Armstrong, Assistant Professor

Amanda Burbage, PhD, Assistant Professor

Mekbib Gemeda, Vice President, Diversity

Richard Gonzalez, PhD, Associate Professor

Gyorgy Lonart, PhD, Professor

Alberto Musto, MD, PhD, FAES, Associate Professor

Heather Newton, EdD, Director, GME Educational Programs

Michelle Rogers-Johnson, PhD, Assistant Dean, Assessment and Learning Outcomes

Jennifer Styron, PhD, Assistant Professor

Felicia Toreno, PhD, RDMS, RDCS, RVT, Director of Ultrasound Education

Kathleen Gabana, MEd, Program Administrator

Tyrah Vann, MPH, Distance Learning Specialist

Medical and Health Professions Education, MHPE Information

Admission

Candidates must have completed all undergraduate degree requirements and have been issued a bachelor's degree prior to matriculating as an EVMS student. If the bachelor's degree was issued by a U.S. college or university, as a general rule, it should be from a regionally accredited institution. However, the program may grant exceptions on a case-by-case basis. Official transcripts from the awarding institution must specify the date upon which the degree was issued.

Requirements for Admission

- A bachelor's degree in Health Professions/Medical discipline or related field or a bachelor's degree in an unrelated field with the addition of three or more years of work experience in a health field
- Complete and submit online application (including $60 application fee)
- Qualifying GPA of 3.0 or better (4-point scale)
  - Actual undergraduate GPA of 3.0 or better (**foreign degrees considered on a case-by-case basis**) from the degree-granting institution, OR
  - Completed U.S. graduate degree GPA of 3.0 or better from the degree-granting institution, OR
  - A replacement GPA of 3.0 or better computed from the most recent 40 semester credit hours of U.S. graduate and undergraduate coursework in the case where a graduate degree was started and not completed
- Two letters of recommendation from those familiar with student's ability to be successful in an online graduate program
  - Recommenders must submit this form through the GradCAS Evaluator Portal.
- Letter of intent/personal essay outlining the applicant's academic and professional goals related to medical and health professions education
- Resume/Curriculum Vitae
- Official transcripts from each college/university attended, including an official transcript from any degree-granting institution that specifies the date upon which the degree was issued. Transcripts must be sent electronically or by mail directly to GradCAS. Any **official transcript** received by the program or the School of Health Professions Admissions and Enrollment department will not be accepted. If you do not list or send official transcripts for all institutions attended, processing of your application will be delayed.
- Sending Transcripts Electronically (Click here for additional information)
- GradCAS only accepts electronic transcripts from:
  - Credentials Solutions
  - Parchment
  - National Student Clearinghouse
- To send transcripts to GradCAS by mail:
- Provide the registrar with the following items:
  - Your GradCAS ID#.
  - All information needed by the registrar to properly identify you in the school's database including any name changes.
  - Any transcript fees required by the registrar.
  - Any school-specific forms required by the registrar.
  - If you cannot use this form, make sure the registrar prints "GradCAS" and your full GradCAS ID# on the transcript before mailing it.
  - GradCAS Transcript Request Form. Ask the registrar to attach it to your official transcripts. This form is not required but strongly recommended as it helps ensure your official transcripts are properly matched to your application.
- Institutions must send transcripts directly to GradCAS to the following address:

  GradCAS Transcript Processing Center
  P.O. Box 9217
  Watertown, MA 02471

Additional Requirements for International Applicants

Requirements for admission include:

- English proficiency exams (may be waived)
  - TOEFL Minimum Scores: Paper 550, Computer 213, iBT 80
  - IELTS Minimum Scores: Total 6.5, Subscores 6
- A transcript evaluation and translation
  - Please refer to Educational Credential Evaluators or World Education Services.
  - Applicants must supply a course-by-course evaluation and an overall GPA calculation
- GradCAS will ONLY accept the evaluation report from the credentialing agency. Do not send your foreign transcript to GradCAS.
  - All other foreign transcript evaluations from the credentialing agency must be sent directly to GradCAS to the following address:

    GradCAS Transcript Processing Center
    P.O. Box 9217
    Watertown, MA 02471

GRE School Code is: 5729 TOEFL School Code is B886

Transfer Credits

Requests to transfer graduate credits from another accredited U.S. or Canadian institution are considered on an individual basis after students are admitted to the EVMS MMHPE program. International credits are reviewed on a case-by-case basis.

A student may transfer up to nine graduate credit hours, if all of the following conditions hold:

- Graduate course credits were completed at an accredited U.S. or Canadian institution and are reflected on an official transcript
- Transfers can feasibly occur within the three-year matriculation limit of this MMHPE program
- Grade earned is a B or better

All requests must be made no later than one full term prior to graduation from the program.

Students who wish to request that graduate credits be transferred into the MMHPE program must submit a copy of the syllabus for the course to the program director who will consult with teaching faculty as appropriate and render a decision. Approved transfer grades are included on student's transcript; however, transfer grades are not included in semester or cumulative GPA calculations.

Applicant Help Center

- Having trouble accessing the GradCAS application? The preferred browsers are Google Chrome or Firefox
- The Applicant Help Center can be accessed here: Applicant Help Center
- If you have questions about your application status, please contact your GradCAS Customer Service Representative contact information at tel:8573042086 or GradCASinfo@liaisonedu.com.

Admission will occur on a rolling basis until the cohort is filled. Graduates of foreign programs will be considered on a case-by-case basis.

Technical Standards

The essential abilities and skills that candidates and students must possess in order to complete the education and training associated with this program are referred to as Technical Standards.

1.0 Observation Skills Technical Standard

1.01 Demonstrate sufficient attention and accuracy in observation skills (visual, auditory and tactile) in the lecture hall, in clinical and educational settings and online. Indicators include but are not limited to accurate visualization and discrimination of text, numbers, patterns, graphic illustrations and other imaging texts.

2.0 Communication Skills Technical Standard

2.01 Demonstrate effective communication skills with professionals of varying cultures, ethnicities and personalities.

2.02 Indicators include, but are not limited to, these examples:

1. Clear, efficient and intelligible articulation of spoken English language.
2. Legible, efficient and intelligible written English language.
3. Accurate and efficient English language reading skills.
4. Accurate and efficient, expressive and receptive communication skills.
5. Ability to accurately follow directions (oral and written).

3.0 Critical Reasoning Skills Technical Standard

3.01 Demonstrate critical reasoning skills, including but not limited to intellectual, conceptual, integrative and quantitative abilities.

3.02 Indicators include but are not limited to these examples:

1. Demonstrate ability to measure, calculate, reason, analyze, integrate and synthesize information.
2. Demonstrate ability to acquire, retain and apply new and learned information.

4.0 Motor and Sensory Function Technical Standard

4.01 Demonstrate sufficient motor and sensory function.

4.02 Indicators include but are not limited to these examples:

1. Execute motor movements that demonstrate safety and efficiency in the various learning settings (i.e., classroom, online).
2. Physical stamina sufficient to complete online didactic study, which will include prolonged periods of sitting.

5.0 Behavioral and Social Attributes Technical Standard

5.01 Demonstrate the behavioral and social attributes vital to participation in a graduate-level academic program.

5.02 Indicators include but are not limited to these examples:

1. Possess the emotional health required for full utilization of mental faculties (judgment, orientation, affect and cognition).
2. Ability to develop mature and effective professional relationships with faculty and other members of the educational and healthcare team.
3. Possess personal qualities that facilitate effective therapeutic interactions (compassion, empathy, integrity, honesty, benevolence, confidentiality).
4. Demonstrate impartial motives, attitudes and values in roles, functions and relationships.
5. Ability to monitor and react appropriately to one's own emotional needs and responses.
6. Display appropriate flexibility and adaptability in the face of stress or uncertainty in teaching and learning environments.
7. Compliance with standards, policies and practices set forth in the program handbook.

Medical & Health Professions Education, MHPE Academic Calendar

Academic Calendar 2024-2025

Class of 2025

Fall 2024 - Semester 4

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025 - Semester 5

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2026

Orientation: Complete online in July prior to the start of classes

Fall 2024 - Semester 1

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025 - Semester 2

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exam: 4/28/2025 - 5/2/2025

Summer 2025 - Semester 3

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

*Last day to add/drop classes without penalty

Medical & Health Professions Education, MHPE Tuition and Fees

Print this Page

Tuition and Fees

EVMS' Medical and Health Professions Education tuition and fees are set annually in June by the Board of Visitors and are subject to change without notice. Questions about tuition and fee charges on student accounts should be directed to Financial Services.

Tuition

- In-state and out-of-state: $1,015 per credit hour

Mandatory Fees

- Year 1: $207
- Year 2: $227

Projected Cost of Attendance

Medical & Health Professions Education | Year 1

Budget Length: 12 mos.

Tuition*

- **In State ($1,015/credit)**:** $18,477
- **Out of State ($1,015/credit)**:** $18,477

Fees*

- **Mandatory:** $207

Subtotal Tuition & Fees (Direct Costs)

- **In State (IS):** $18,477
- **Out of State (OS):** $18,477

Other Allowances

- **Books & Article Packet*:** $296
- **Living (Room, Board & Misc.):** $23,016
- **Personal Expenses:** $1,056
- **Transportation:** $2,235

Cost of Attendance w/o Loan Fees

- **In State:** $45,080
- **Out of State:** $45,080

Loan Fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $1,039
- **Grad PLUS - 4.228% OS:** $1,039

Total Cost of Attendance with Loan Fees

- **In State:** $46,335
- **Out of State:** $46,335

Medical & Health Professions Education | Year 2

Budget Length: 9 mos.

Tuition*

- **In State ($1,015/credit)**:** $13,195
- **Out of State ($1,015/credit)**:** $13,195

Fees*

- **Mandatory:** $275

Subtotal Tuition & Fees (Direct Costs)

- **In State (IS):** $13,422
- **Out of State (OS):** $13,422

Other Allowances

- **Books & Article Packet*:** $121
- **Living (Room, Board & Misc.):** $17,262
- **Personal Expenses:** $793
- **Transportation:** $1,670

Cost of Attendance w/o Loan Fees

- **In State:** $33,268
- **Out of State:** $33,268

Loan Fees **

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $540
- **Grad PLUS - 4.228% OS:** $540

Total Cost of Attendance with Loan Fees

- **In State:** $34,024
- **Out of State:** $34,024

For distance or hybrid programs, your aid will be released on the eighth day of the term (or the next business day). All aid is released initially in as close to equal amounts as possible over the academic year to your student tuition account, subject to satisfactory academic progress.

The MHPE Master's Program covers 31 credits over a 21-month period. Students will enroll in 18 credit hours (2020-2021) and 13 credit hours (2021-2022).

*Tuition and fees are subject to change throughout the year.

** Loan fees are subject to change for loans first disbursed on or after October 1.

Print this Page

Medical Master's, MS

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

The EVMS Medical Master's One Year program

The EVMS Medical Master's program is a one-year pre-professional (postbaccalaureate) master's degree program designed for students who wish to matriculate into medical school.

The curriculum, which mainly consists of medical school courses taken with first year medical students, also contains a presentation skills and professional knowledge course aimed at improving students' interview skills and knowledge about other players in the healthcare field with whom they would interact as a physician.

The program provides an opportunity for highly motivated students to improve their academic credentials by demonstrating their academic abilities in a rigorous medical school environment. For this reason, it is particularly suitable to help students make themselves more competitive applicants to allopathic and osteopathic medical programs.

Goals and Objectives

It is the goal of the Medical Master's One Year program that every student successfully complete the program to become more academically competitive and an overall better candidate for admission to the professional school of his/her choice.

To accomplish this goal, the program has established the following objectives:

- Offer five first-year medical school courses within the Medical Master's Program curriculum to create a challenging academic environment.
- Enhance student interviewing skills through the use of mock interviews with accompanying feedback.
- Initiate patient exposure through Standardized Patient experiences.
- Advise students individually and in small groups based on student ability and intention.

Transferability of Credit

No courses may be transferred for credit leading to the Medical Master's Degree.

Unique to our Two-Year Program

The EVMS Medical Master's program is a two-year pre-professional (post-baccalaureate) master's degree program designed for students who wish to matriculate into medical school.

The curriculum, which mainly consists of medical school courses taken with first year medical students, also contains the following courses: Human Structure, Presentation Skills and Professional Knowledge, Principles of Epidemiology, MCAT preparation, Clinical Shadowing and Service Learning, Legal and Ethical Issues in Medicine and Social and Behavioral Sciences for Public Health.

The program provides an opportunity for highly motivated students to improve their academic credentials by demonstrating their academic abilities in a rigorous medical school environment. For this reason, it is particularly suitable to help students make themselves more competitive applicants to allopathic and osteopathic medical programs as well as dental and other health professions programs.

Goals and Objectives

It is the goal of the Medical Master's Two-Year Program that every student successfully complete the program to become more academically competitive and an overall better candidate for admission to the professional school of his/her choice.

To accomplish this goal, the program has established the following objectives:

- Offer five first-year medical school courses within the Medical Master's Program curriculum to create a challenging academic environment.
- Enhance student interviewing skills through the use of mock interviews with accompanying feedback.
- Initiate patient exposure through Standardized Patient experiences.
- Advise students individually and in small groups based on student ability and intention.
- Provide students with physician shadowing experiences to better their understanding of the medical profession and increase their competitiveness for medical school.
- Provide MCAT preparation to improve MCAT scores and improve students' competitiveness for medical school.

Transferability of Credit

No courses may be transferred for credit leading to the Medical Master's Degree.

Note

Students must complete both years of the program to be eligible to matriculate into EVMS.

One-year program

***Courses taken with first-year medical students.**

Course Sequence

Term 1 | Fall 2024 | 20 Credit Hours

- BM 519 - Presentation Skills and Professional Knowledge
- BM 501 - Foundations of Disease
- BM 536 - Human Structure *

Term 2 | Spring 2025 | 12 Credit Hours

- BM 502 - Introduction to Organ Systems
- BM 503 - Hormones

Total Requirement: 32 Credit Hours

Two-year program

The two-year Medical Master's program offers academic record enhancement to students with MCAT scores of at least 496, and limited clinical shadowing and volunteer experiences. Students take all the courses in the one-year program curriculum along with MCAT preparation, MPH courses and clinical shadowing and volunteer experiences.

***Indicates courses taken with first-year medical students.**

Course Sequence

Term 1 | Fall 2024 | 12 Credit Hours

- BM 524 - Clinical Shadowing and Service Learning
- BM 530 - Foundational Science II *
- MPH 611 - Social and Behavioral Sciences for Public Health

Term 2 | Spring 2025 | 10 Credit Hours

- BM 525 - Medical School Prep
- BM 534 - MCAT Preparation
- MPH 614 - Principles Of Epidemiology
- MPA 5341 - Legal and Medical Ethical Issues in Medicine

Term 3 | Fall 2025 | 20 Credit Hours

- BM 501 - Foundations of Disease
- BM 519 - Presentation Skills and Professional Knowledge
- BM 536 - Human Structure *

Term 4 | Spring 2026 | 12 Credit Hours

- BM 502 - Introduction to Organ Systems
- BM 503 - Hormones

Total Requirement: 54 Credit Hours

Note

1. Students are required to have a vehicle. Students will be shadowing area physicians for the first two semesters of the program and need adequate transportation for those offices not on campus.
2. The schedule of classes will be provided before the start of each semester.
3. Students are expected to retake the MCAT exam within 30 days of completing the MCAT Preparation course.
4. Students who do not complete both years of the Medical Master's program are not eligible for the EVMS MD program. Students should consult other MD programs they wish to apply to in order to determine eligibility. Some schools will not consider applicants until after they have completed the post-baccalaureate program as listed in the student's professional school application.

Faculty and Staff

Program Director

Deborah Damon, Ph.D., Professor

Program Staff

Michelle Japzon MS Program Administrator

Erin Neal, MS Advisor/Clinical Coordinator

Dominique Bennett, Office Coordinator

Tara Chavis, Administrative Secretary

Medical Master's Information

Admission

- A bachelor's degree from a regionally accredited institution in the U.S. or Canada prior to matriculating at EVMS. Official transcripts from the awarding institution must indicate the date the degree was conferred.
- Successfully completed each of the following medical school prerequisite courses with a grade of "C" or better:
  - Two semesters or three quarters of physics with labs
  - Two semesters or three quarters of organic chemistry/biochemistry with labs
  - Two semesters or three quarters of chemistry with labs
  - Two semesters or three quarters of biology with labs

Online coursework from 2019-2020 and 2020-2021 academic years are currently being accepted for this application cycle. Study abroad coursework is ***not*** *accepted to fulfill prerequisite requirements.*

- A cumulative grade point average of 2.75 (B-) or better.
- Medical College Admission Test (MCAT) for students pursuing medical school
  - One-year program: MCAT with a **minimum score of 503.**
  - Two-year program: MCAT with a **minimum score of 496.**
    - We will accept MCAT scores from exams taken January 2020 to present for the 2022-2023 school year.

  We **do not** accept GRE scores in place of MCAT scores.

- Clinical experiences with patient contact (including scribing, shadowing, hospice, EMT)
  - One year - at least 100 hours within the past two years
  - One year - at least 100 hours within the past two years
- Volunteerism (clinical or not)
  - One year - at least 100 hours within the past two years
  - Two year - at least 50 hours within the past two years
- Applicants must be U.S. citizens or U.S. permanent residents.
- Three letters of recommendation from individuals who can realistically evaluate your abilities and probability of success in the program. At least two of these letters should be from science faculty who taught you. (Please call us if you have questions about this requirement.)
  - If your letters are being sent via Interfolio, please email them directly to our admissions department at hpadmissions@evms.edu.
  - PostBacCAS requires you to submit at least one letter request in their system in order for your application to be verified.
- Resume/CV: Please limit to 4 pages or less. Please include the following sections:
  - Volunteer work
  - Clinical shadowing
  - Research
  - Personal hobbies/interests

  Be sure to detail the total number of hours dedicated to each listed volunteer, research, or clinical shadowing experience.

  Please refer to our Medical Master's Sample Resume for help with formatting suggestions for your experiences. We are not expecting you to have every one of the activities listed in the sample. For instance, you can be a competitive applicant without having research experience.

- All transcripts must be received and verified by the PostBacCAS system before your application can be reviewed by the Admissions Committee. It is best to send your transcripts as early as possible.
- Send official transcripts from all colleges or universities attended to the following address:

  PostBacCAS Transcript Processing Center
  P.O. Box 9209
  Watertown, MA 02471

- Two personal statements. Please limit each to 1 single-spaced page or less.
  - Primary personal statement: Address the topic of how your experiences have contributed to your decision to pursue a career in healthcare.
  - Secondary EVMS personal statement: Address the topics of why you have chosen to apply to a special master's program, and why you think the EVMS Medical Master's program is a good fit for you.
- Test scores: (Please email your AAMC ID and verification code to our admissions department at hpadmissions@evms.edu.)
  - MCAT - scores must be received by the application deadline
    - One-year program: Minimum score of 503
    - Two-year program: Minimum score of 496
- Photograph of yourself in professional attire.

Applicants from rural or other underserved regions and those who have been disadvantaged or underrepresented for economic, racial or social reasons, and who possess the motivation and aptitude required for the study of medicine, are strongly encouraged to apply.

All courses to fulfill the degree requirements for the Medical Master's program must be taken at EVMS. No credit will be given for courses taken at another institution.

Since we have a **rolling admissions process**, applicants are encouraged to **apply early** and submit all of their application materials as they become available, even when planning to take the MCAT at a later date.

Technical Standards

The abilities and skills candidates and students must possess in order to complete the education and training of the Biomedical Sciences Medical Master's Program are referred to as "Technical Standards." These abilities and skills are essential for entry into most professional practice settings associated with this degree program.

1.0 Observation Skills Technical Standard

1.01 Demonstrate sufficient attention and accuracy in observation skills (visual, auditory, and tactile) in the lecture hall, laboratory and/or online settings.

1.02 Indicators include, but are not limited to, this example:

a. Accurate visualization and discrimination of text, numbers, patterns, graphic illustrations, and other imaging texts.

2.0 Communication Skills Technical Standard

2.01 Demonstrate effective communication skills with healthcare professionals, and with people of varying cultures, ethnicities and personalities.

2.02 Indicators include, but are not limited to, these examples:

a. Clear, efficient and intelligible articulation of spoken English language.

b. Legible, efficient and intelligible written English language.

c. Accurate and efficient English language reading skills.

d. Accurate and efficient expressive and receptive communication skills.

e. Ability to accurately follow oral and written directions.

3.0 Critical Reasoning Skills Technical Standard

3.01 Demonstrate critical reasoning skills, including, but not limited to, intellectual, conceptual, integrative and quantitative abilities.

3.02 Indicators include, but are not limited to, these examples:

a. Demonstrate ability to measure, calculate, reason, analyze, integrate and synthesize information.

b. Demonstrate ability to acquire, retain and apply new and learned information.

4.0 Motor And Sensory Function Technical Standard

4.01 Perform demonstrations and experiments in the basic sciences.

4.02 Observe a patient accurately, both at a distance and close at hand; this ability requires the functional use of vision and somatic sensation.

4.03 Speak, hear, and observe patients in order to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications.

4.04 Communicate effectively and efficiently in oral and written form.

4.05 Execute movements reasonably required to provide patients with general care and emergency treatment.

4.06 Students should also have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic techniques.

4.07 The ability to solve problems, a skill which is critical to the practice of medicine, requires the intellectual abilities of measurement, calculation, reasoning, analysis and synthesis. In addition, a student must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities required for the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients.

4.08 All students of medicine must possess the intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty.

5.0 Behavioral And Social Attributes Technical Standard

5.01 Demonstrate the behavioral and social attributes vital to participation in a professional program and service as a practicing laboratory professional.

5.02 Indicators include, but are not limited to, these examples:

a. Possess the emotional health required for full utilization of mental faculties (judgment, orientation, affect, and cognition).

b. Ability to develop mature and effective professional relationships with faculty, patients, the public, and other members of the healthcare team.

c. Possess personal qualities that facilitate effective therapeutic interactions (compassion, empathy, integrity, honesty, benevolence, confidentiality).

d. Demonstrate impartial motives, attitudes, and values in roles, functions, and relationships.

e. Ability to monitor and react appropriately to one's own emotional needs and responses.

f. Display appropriate flexibility and adaptability in the face of stress or uncertainty associated with laboratory experiments.

g. Compliance with standards, policies, and practices set forth in the EVMS Student Handbook and the program handbook.

Medical Master's Academic Calendar

Print this Page

Academic Calendar 2024-2025

One-Year

Class of 2025

Term I - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 8/25/2024

Census Date: 8/27/2024

Start Date: 8/12/2024

End Date: 12/13/2024

Term II - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/19/2025

Census Date: 1/21/2025

Start Date: 1/6/2025

End Date: 5/28/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Winter Break: 12/16/2024 - 1/5/2025

Martin Luther King, Jr. Day: 1/20/2025

Spring Break: 3/17/2025 - 3/21/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

Two-Year

Class of 2025

Term I - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 8/25/2024

Census Date: 8/27/2024

Start Date: 8/12/2024

End Date: 12/13/2024

Term II - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/19/2025

Census Date: 1/21/2025

Start Date: 1/6/2025

End Date: 5/28/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Winter Break: 12/16/2024 - 1/5/2025

Martin Luther King, Jr. Day: 1/20/2025

Spring Break: 3/17/2025 - 3/21/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

Class of 2026

Term I - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 8/25/2024

Census Date: 8/27/2024

Start Date: 8/12/2024

End Date: 12/13/2024

Term II - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/19/2025

Census Date: 1/21/2025

Start Date: 1/6/2025

End Date: 5/28/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Winter Break: 12/16/2024 - 1/5/2025

Martin Luther King, Jr. Day: 1/20/2025

Spring Break: 3/17/2025 - 3/21/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

*Last day to add/drop classes without penalty

Print this Page

Medical Master's Tuition and Fees

Print this Page

Tuition and Fees - One year

Tuition and fees for the Medical Master's program are set annually in June by the Board of Visitors and are subject to change without notice. Questions about tuition and fee charges on student accounts should be directed to Financial Services.

One-year traditional program

Tuition

- In-state: $41,577
- Out-of-state: $54,671

Mandatory Fees

- Program Total: $2,560
- Health Insurance: $3,830

Projected Cost of Attendance - One year

Budget Length: 9 Mos.

Tuition*

- **In State:** $41,577
- **Out of State:** $54,671

***Cost of tuition per year.**

Fees*

- **Mandatory:** $2,560
- **Health Insurance:** $3,830

Subtotal Tuition & Fees (Direct Costs)

- **In State (IS):** $47,967
- **Out of State (OS):** $61,061

Other Allowances

- **Books & Equipment:** $1,656
- **Living (Room, Board & Misc.):** $17,262
- **Personal Expenses:** $792
- **Transportation:** $3,627

Cost of Attendance w/o Loan Fees

- **In State:** $71,304
- **Out of State:** $84,398

Loan Fees **

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $2,148
- **Grad PLUS - 4.228% OS:** $2,702

Total Cost of Attendance with Loan Fees

- **In State:** $73,668
- **Out of State:** $87,316

*Tuition and fees are subject to change throughout the year.

**Loan fees are based on maximum direct unsubsidized for graduate program and balance of projected cost of attendance in Grad PLUS, if applicable. Loan fees are subject to change for loans first disbursed on or after October 1.

Tuition and Fees - Two year

Tuition and fees for the Medical Master's program are set annually in June by the Board of Visitors and are subject to change without notice. Questions about tuition and fee charges on student accounts should be directed to Financial Services.

Two-year extended program

Tuition

- In-state: $29,579*
- Out-of-state: $34,543*

***Cost of tuition per year.**

Mandatory Fees

- Year 1: $3,259
- Year 2: $2,290

Projected Cost of Attendance - Two year

Medical Master's two-year program | Year 1

Budget Length: 9 Mos.

Tuition*

- **In State:** $29,579
- **Out of State:** $34,543

Fees*

- **Mandatory:** $3,259
- **Health Insurance:** $3,830

Subtotal Tuition & Fees (Direct Costs)

- **In State (IS):** $36,668
- **Out of State (OS):** $41,632

Other Allowances

- **Books & Equipment:** $732
- **Living (Room, Board & Misc.):** $17,262
- **Personal Expenses:** $792
- **Transportation:** $3,627

Cost of Attendance w/o Loan Fees

- **In State:** $59,081
- **Out of State:** $64,045

Loan Fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $1,631
- **Grad PLUS - 4.228% OS:** $1,841

Total Cost of Attendance with Loan Fees

- **In State:** $60,928
- **Out of State:** $66,102

Medical Master's two-year program | Year 2

Budget Length: 9 Mos.

Tuition*

- **In State:** $29,579
- **Out of State:** $34,543

Fees*

- **Mandatory:** $2,290
- **Health Insurance:** $3,830

Subtotal Tuition & Fees (Direct Costs)

- **In State (IS):** $35,699
- **Out of State (OS):** $40,663

Other Allowances

- **Books & Equipment:** $1,526
- **Living (Room, Board & Misc.):** $17,262
- **Personal Expenses:** $792
- **Transportation:** $3,627

Cost of Attendance w/o Loan Fees

- **In State:** $58,906
- **Out of State:** $63,870

Loan Fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $1,623
- **Grad PLUS - 4.228% OS:** $1,834

Total Cost of Attendance with Loan Fees

- **In State:** $60,745
- **Out of State:** $65,920

*Tuition and fees are subject to change throughout the year.

**Loan fees are based on maximum direct unsubsidized for graduate program and balance of projected cost of attendance in Grad PLUS, if applicable. Loan fees are subject to change for loans first disbursed on or after October 1.

Molecular Diagnostics and Precision Medicine, MS

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admissions requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Course Sequence

Term 1 | Fall 2024 | 9 Credit Hours

- MDPM 500 - Principles of Molecular Diagnostics
- MDPM 501 - Molecular Diagnostics Laboratory
- MDPM 698 - Molecular Diagnostics Laboratory Rotation

Term 2 | Spring 2025 | 9 Credit Hours

- MDPM 601 - Molecular Diagnostics Laboratory
- MDPM 600 - Principles of Molecular Diagnostics
- MDPM 698 - Molecular Diagnostics Laboratory Rotation

Term 3 | Summer 2025 | 6 Credit Hours

- MDPM 620 - Clinical and Research Lab Regulations and Ethics
- MDPM 669 - Molecular Diagnostics Practicum

Term 4 | Fall 2025 | 9 Credit Hours

- MDPM 640 - Molecular Cytology and Histology
- MDPM 669 - Molecular Diagnostics Practicum
- MDPM 720 - Genomics and Bioinformatics

Term 5 | Spring 2026 | 9 Credit Hours

- MDPM 669 - Molecular Diagnostics Practicum

Total Requirement: 42 Credit Hours

Faculty and Staff

Molecular Diagnostics and Precision Medicine, MS Information

Admission Criteria

For U.S. students

- A baccalaureate degree in biology, chemistry, medical laboratory science, health sciences, or related health and scientific disciplines, from a regionally accredited institution of higher education is required.
- A GPA of at least 2.7 on a 4.0 scale in the last 60 credits completed.
- Three (3) letters of recommendation.
- A personal statement describing how the Molecular Diagnostics & Precision Medicine program will enhance the applicant's academic and/or professional career goals.
- Current resume/CV documenting professional experience and educational achievements.
- Official transcripts from all colleges/universities attended. Ensure the degree conferral date is listed on the awarding institution's transcript.
  Please note: Transcripts must be sent to GradCAS only. GradCAS only accepts electronic transcripts from Credentials Solutions, Parchment, and National Student Clearinghouse. If your school does not offer either of these services, your transcript must be sent via mail.

Below are three ways to send your transcripts.

- Credentials Solutions
- Parchment
- National Student Clearinghouse

To send transcripts to GradCAS by mail, after you enter each institution in GradCAS, download a transcript request form. Fill out and send the transcript request form to the institution registrar, asking them to mail the transcript to the address below:

GradCAS Transcript Processing Center
P.O. Box 9217
Watertown, MA 02471

For international students

- A baccalaureate degree in biology, chemistry, medical laboratory science, health sciences, or related health and scientific disciplines, from a regionally accredited institution of higher education is required.
- A GPA of at least 2.7 on a 4.0 scale in the last 60 credits completed.
- Three letters of recommendation.
- Test of English as a Foreign Language (TOEFL) - Minimum scores:
  - Paper 550,
  - Computer 213,
  - iBT 80
  - TOEFL School Code is B886
- A personal statement describing how the Molecular Diagnostics & Precision Medicine program will enhance the applicant's academic and/or professional career goals.
- Current resume/CV documenting professional experience and educational achievements.
- Official transcripts from all colleges/universities attended. Ensure the degree conferral date is listed on the awarding institution's transcript.
  In cases where a non-U.S. grading system has been used, verification must be provided by one of the following services:
  - World Education Services (WEC)
  - Educational Credential Evaluators (ECE)
  - GradCAS will ONLY accept the evaluation report from the credentialing agency. Do not send your foreign transcript to GradCAS.
  - All foreign transcript evaluations from the credentialing agency must be sent directly to GradCAS to the following address:

    GradCAS Transcript Processing Center
    PO Box 9217
    Watertown, MA 02471

- **Translation:** If the academic institution that you attended does not issue documents in English, the credentialing agency will require that you submit a word-for-word translation of your transcripts. You can contact University Language Services to submit your transcript for translation and instruct them to send the translated transcript to the credentialing agency you choose.
- **Transcript Evaluation:** International students whose native language is not English may contact one of the following credentialing agencies to submit transcripts for official evaluation: WES or ECE. Instruct the credentialing agency to send the official evaluation (and translation) directly to GradCAS. You must provide both a course-by-course evaluation report along with an overall GPA calculation. Evaluations are mandatory even for transcripts from institutions that report grades in English. This provides EVMS with a U.S. credit equivalency and allows the transcripts to be reviewed accurately. WES and ECE are preferred credentialing services. If you wish to select a company other than these, please hpadmissions@evms.edu first.

International students must abide by all U.S. Immigration laws throughout their enrollment in the program. This includes, but is not limited to, qualifying and obtaining a proper visa prior to attendance. For further information, please contact EVMS Human Resources at 757.446.6043.

Medical and Health Professions Education Technical Standards

The essential abilities and skills that candidates and students must possess in order to complete the education and training associated with this program are referred to as Technical Standards.

1.0 Observation Skills Technical Standard

1.01 Demonstrate sufficient attention and accuracy in observation skills (visual, auditory and tactile) in the lecture hall, in clinical and educational settings and online. Indicators include but are not limited to accurate visualization and discrimination of text, numbers, patterns, graphic illustrations and other imaging texts.

2.0 Communication Skills Technical Standard

2.01 Demonstrate effective communication skills with professionals of varying cultures, ethnicities and personalities.

2.02 Indicators include, but are not limited to, these examples:

1. Clear, efficient and intelligible articulation of spoken English language.
2. Legible, efficient and intelligible written English language.
3. Accurate and efficient English language reading skills.
4. Accurate and efficient, expressive and receptive communication skills.
5. Ability to accurately follow directions (oral and written).

3.0 Critical Reasoning Skills Technical Standard

3.01 Demonstrate critical reasoning skills, including but not limited to intellectual, conceptual, integrative and quantitative abilities.

3.02 Indicators include but are not limited to these examples:

1. Demonstrate ability to measure, calculate, reason, analyze, integrate and synthesize information.
2. Demonstrate ability to acquire, retain and apply new and learned information.

4.0 Motor and Sensory Function Technical Standard

4.01 Demonstrate sufficient motor and sensory function.

4.02 Indicators include but are not limited to these examples:

1. Execute motor movements that demonstrate safety and efficiency in the various learning settings (i.e., classroom, online).
2. Physical stamina sufficient to complete online didactic study, which will include prolonged periods of sitting.

5.0 Behavioral and Social Attributes Technical Standard

5.01 Demonstrate the behavioral and social attributes vital to participation in a graduate-level academic program.

5.02 Indicators include but are not limited to these examples:

1. Possess the emotional health required for full utilization of mental faculties (judgment, orientation, affect and cognition).
2. Ability to develop mature and effective professional relationships with faculty and other members of the educational and healthcare team.
3. Possess personal qualities that facilitate effective therapeutic interactions (compassion, empathy, integrity, honesty, benevolence, confidentiality).
4. Demonstrate impartial motives, attitudes and values in roles, functions and relationships.
5. Ability to monitor and react appropriately to one's own emotional needs and responses.
6. Display appropriate flexibility and adaptability in the face of stress or uncertainty in teaching and learning environments.
7. Compliance with standards, policies and practices set forth in the program handbook.

Molecular Diagnostics and Precision Medicine, MS Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2026

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

*Last day to add/drop classes without penalty

Molecular Diagnostics and Precision Medicine, MS Tuition and Fees

Tuition and Fees

Tuition and fees for the Master of Science in Molecular Science in Precision Medicine program are set annually in June by the Board of Visitors and are subject to change without notice. Questions about tuition and fee charges on student accounts should be directed to Financial Services.

Tuition

- In-state: $594 per credit hour
- Out-of-state: $1,450 per credit hour

Mandatory Fees

- Mandatory Fees: $1,011
- Health Insurance: $3,830

Students must show proof of major medical insurance coverage. Students who are eligible for coverage under the policy of a parent or spouse are urged to remain so and must waive the EVMS student health insurance plan in order to not be billed for student health insurance. As an alternative, EVMS offers a student health insurance plan. Visit EVMS Student Wellness for more information regarding student health insurance.

Projected Cost of Attendance

Molecular Science and Precision Medicine, MS

Budget length: 12 mos.

Tuition*

- **In State ($594/credit)**:** $14,256
- **Out of State ($1,450/credit)**:** $34,800

Fees*

- **Mandatory:** $1,011
- **Health Insurance:** $3,830

Subtotal tuition and fees (direct costs)

- **In State (IS):** $19,097
- **Out of State (OS):** $39,641

Other allowances

- **Books & Article Packet:** $50
- **Living (Room, Board & Misc.):** $23,016
- **Personal Expenses:** $1,056
- **Transportation:** $2,667

Cost of attendance without loan fees

- **In State:** $45,886
- **Out of State:** $66,430

Loan fees***

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $1,073
- **Grad PLUS - 4.228% OS:** $1,942

Total cost of attendance including loan fees

- **In State:** $47,175
- **Out of State:** $68,588

Pathologists' Assistant, MHS

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

Students rotate through various facilities where they observe and practice the various aspects of anatomical pathology under the supervision of pathologists and pathology assistants. Rotations account for a minimum of 20 credit hours. Review the Supervised Clinical Practice Guidebook for more information.

Course Sequence - 1st Year

Term 1 | Fall 2024 | 14 Credit Hours

- PATH 500 - Intro to Anatomical Laboratories - online
- PATH 501 - Medical Ethics - online
- PATH 503 - Essential Physiology and Primer for Human Anatomy
- PATH 512 - Histotechnology I
- PATH 513 - Histology for Health Professions - online
- PATH 514 - Medical Terminology

Term 2 | Spring 2025 | 16 Credit Hours

- PATH 504 - Anatomical Foundations
- PATH 507 - Neuroanatomy
- PATH 510 - Pathophysiology
- PATH 515 - Embryology - online
- PATH 516 - General Mechanisms of Disease

Term 3 | Summer 2025 | 13 Credit Hours

- PATH 502 - Educational Methodologies online
- PATH 506 - Microbiology
- PATH 508 - Medical Photography
- PATH 509 - Autopsy and Surgical Pathology Technique
- PATH 511 - Organ System Pathology

Course Sequence - 2nd Year

Term 4 | Fall 2025 | 13 Credit Hours

- PATH 600 - Clinical Rotations
- PATH 601 - University of Pathology Informatics Certificate of Completion Program
- PATH 602 - Special Topics: Pathology (Pediatric Pathology) online
- IPE 700 - Inter Professional Education online

Term 5 | Spring 2026 | 14 Credit Hours

- PATH 603 - Clinical Rotations
- PATH 604 - Lab Management University Certificate of Completion Program (online LMU)
- PATH 605 - Gross Anatomy Teaching Assistant
- PATH 606 - Special Topics: Pathology (Neuropathology) online

Term 6 | Summer 2026 | 8 Credit Hours

- PATH 607 - Clinical Rotations
- PATH 608 - ASCP Certification Exam Prep
- PATH 609 - Graduate Seminar
- ASCP Certification Exam

Total Requirement: 78 Credit Hours

Faculty and Staff

Program Director
Jorge L. Jacot, PhD, Associate Professor

Program Staff

Cheryl Taylor

Faculty
Richard Conran PhD, MD, JD, Chairman

Jolanta Kowalewska , MD, PhD, Associate Professor

Marta Agata Ambrozewicz , MD, PhD, Assistant Professor

Paul F. Aravich, PhD, Professor

Carlee Demeter, MS, Instructor

Carrie Elzie, PhD, Associate Professor

Amy P. Fantaskey, MD, Assistant Professor

Craig W. Goodmurphy, PhD, Professor

Kerwin M. Kolheffer, MS, Assistant Professor

Alberto Musto, MD, PhD, Associate Professor

Sheila Scoville, PhD, Associate Professor, Emeritus

Laurie L. Wellman, PhD, Biorepository Director, Associate Professor

Lauren Yoho, MHS, Instructor

Pathologists' Assistant Information

Admission

Candidates must have completed all undergraduate degree requirements and have been issued a bachelor's degree prior to matriculating as an EVMS student. If the bachelor's degree was issued by a U.S. college or university, as a general rule it should be from a regionally accredited institution. Official transcripts from the awarding institution must specify the date upon which the degree was issued.

Applicants must have a bachelor's degree from an accredited university with a weighted undergraduate cumulative grade point average of 3.0 or higher (on a 4-point scale) and must have completed the following:

- Required science courses
  - Two semesters of General Biology with lab or equivalent
  - Two semesters of General Chemistry with lab
  - Two semesters of Organic Chemistry with lab or one semester of Organic Chemistry with lab and one semester of Biochemistry
  - One semester of Mathematics
  - One semester of Physics
- Recommended science courses (if a deficiency is apparent with low GPA on prerequisite course work)
  - One semester of Microbiology
  - One semester of combined Anatomy and Physiology
  - Neuroanatomy and Histology courses
- Required Shadowing Experience
  - The EVMS Pathologists' Assistant Program requires applicants to have shadowing experience. In many instances, 30 to 40 hours of shadowing can be sufficient to fulfill this requirement. The shadowing experience should include observing the dissection and dictation of a variety of complex specimens, exposure to the frozen section technique, and if feasible autopsy cases (medical or forensic). We encourage candidates to obtain as much shadowing experience as is possible prior to the interview process.
- Official transcripts must be sent in an unopened envelope directly to GradCAS.
- Submit three letters of recommendation from faculty **(in the prerequisite courses)** who are familiar with the student's ability to be successful in a graduate program. Letters from employers may be submitted and will be considered as supplemental letters but will not serve in lieu of the three required from faculty.
- Letter of intent/personal essay outlining the applicant's academic and professional goals and their particular interest in the Pathologists' Assistant career.
- Resume/CV with health-related experience listed (including shadowing experience)
- GRE GMAT or MCAT scores will be relevant for five years. Older scores will need to be retaken.
- An interview with Pathologists' Assistant Admissions Committee
- Complete and submit online application (including $125 nonrefundable application fee). Application will not be deemed complete until the application fee has been paid.

Additional Requirements for International Applicants

- English Proficiency Exams
  - TOEFL (Minimum scores: Paper 550, Computer 213, iBT 80)
  - IELTS (Minimum scores: Total 6.5, Subscores: 6)
- In addition to official transcripts, provide both a transcript evaluation and translation (course-by-course evaluation with an overall GPA calculation) through one of these services:
  - Educational Credential Evaluators or World Education Services

Technical Standards

Technical standards for admission are defined as "physical, cognitive and behavioral abilities required for satisfactory completion of all aspects of the curriculum and for entry into the profession."

The technical standards for admission establish the expectations and abilities considered essential for students admitted to the EVMS Pathologists' Assistant program in order to achieve the level of competency required for graduation and competency in the practice for a Pathologists' Assistant.

Applicants to the program must possess independent ability, aptitude and skills in the following areas - observation, communication, critical reasoning, motor and sensory functions and behavioral and social attributes - as outlined below. It is expected that students also have sufficient computer skills and are comfortable with electronic communication and media to successfully and professionally function as a Pathologists' Assistant student.

Observation Skills Technical Standard

Demonstrate sufficient attention and proficiency in observation skills (visual, auditory and tactile) in the lecture hall, laboratory and clinical rotations and setting.

Indicators include but are not limited to the following examples:

- Accurate observation and participation in the lecture hall and the laboratory and during clinical rotations at affiliated hospitals and other clinical settings.
- Accurate identification of appropriate pathology in frozen and fixed surgical specimens and gross findings in autopsy cases.
- Accurate visualization and discrimination of text, numbers, patterns, graphic illustrations and findings in academic and clinical settings.

Communication Skills Technical Standard

Demonstrate effective verbal and non-verbal communication skills with other students, faculty, pathologists, surgeons and other healthcare providers from different social backgrounds, cultural backgrounds and varying personalities.

Indicators include but are not limited to the following examples:

- Clear, efficient and intelligible articulation of English language.
- Legible, efficient and intelligible written English language.
- Ability to prepare and communicate concise oral and written summaries of gross surgical specimens and case presentations of autopsy findings.
- Ability to provide appropriate dictations of gross specimens.

- Record examination and provide clear, accurate and precise descriptions of autopsy cases.

Critical Reasoning Skills Technical Standard

Demonstrate critical reasoning skills required to undertake the full curriculum, achieve the level of competency required by the faculty and meet the demands of a fully competent Pathologists' Assistant. These skills include, but are not limited to, intellectual, conceptual, integrative and quantitative abilities.

Indicators include, but are not limited to, these examples:

- Accurate and efficient reading skills (English language).
- Demonstrate ability to measure, calculate, reason, analyze, integrate and synthesize information.
- Comprehend the spatial relationships of structures (e.g. three-dimensional relationships)
- Demonstrate ability to acquire, retain, assimilate and apply large amounts of complex, technical and detailed general medical, specific pathological and non-medical information.
- Demonstrate ability to synthesize and apply concepts and information from various disciplines in order to deliver appropriate technical support.
- Demonstrate appropriate judgment in pathological cases, including planning, time management, extraction of critical information from review of medical charts and medical history and use of resources to obtain relevant information.

Motor and Sensory Function Technical Standard

Demonstrate sufficient motor and sensory function to perform typical functions of a Pathologists' Assistant, including, but not limited to, physical examinations of autopsies, assessment of surgical pathology specimens, tissue preparation and fixation techniques and general functions that pertain to a career as a Pathologists' Assistant.

Indicators include but are not limited to the following examples:

- Functional and sufficient sensory capacity (visual, auditory and tactile) to adequately perform a complete physical examination in autopsy cases and elicit information gained from proper use of examination tools and maneuvers.
- Execute fine and gross motor movements with sufficient coordination, postural control, equilibrium and hand-eye coordination to safely participate in laboratory sessions, use standard medical/surgical instruments, assess cadavers, provide appropriate summary and findings and participate in basic and advanced assistance of pathological diagnostic maneuvers and procedures.
- Execute motor movements that demonstrate safety and efficiency in the various learning settings (i.e., classroom, laboratories and clinical rotations, including appropriate negotiation of self in various clinical support environments).
- Physical stamina sufficient to complete the rigorous course of didactic and clinical study, which may include prolonged periods of sitting, standing and/or rapid ambulation.
- Coordination of motor skills necessary to respond to "on-call" emergency situations quickly and appropriately.

Behavioral and Social Attributes Technical Standard

Demonstrate the behavioral and social attributes vital to participation in a professional program and service as a practicing professional Pathologists' Assistant.

Indicators include but are not limited to the following examples:

- Possess personal qualities that facilitate effective peer interactions (e.g., compassion, empathy, integrity, honesty, benevolence, confidentiality).
- Possess the emotional health required for full utilization of mental faculties (including judgment, orientation, affect and cognition).
- Ability to establish rapport and develop mature and effective professional relationships with faculty, professional peers, the public and other members of the medical profession team.
- Demonstrate impartial motives, attitudes and values in roles, functions and relationships. Communicate and interact with, in a non-judgmental way, persons who differ from oneself and one's beliefs in a variety of ways, including but not limited to gender, age, race, ethnicity, socio-economic status, culture, creed, military status, sexual orientation and identity and religious or spiritual beliefs.
- Ability to monitor and react appropriately to one's own emotional needs and responses.
- Display appropriate flexibility, adaptability, composure and emotional stability during periods of high stress or uncertainty associated with didactic and clinical encounters and environments.
- Ability to accurately follow oral and written directions with prompt completion of all responsibilities in the classroom and clinical setting.
- Compliance with standards, policies and practices set forth in the program handbook.

These standards will serve as prerequisites for entrance, continuation, promotion and graduation from the Pathologists' Assistant program. Pathologists' Assistant students and applicants must be prepared to meet the technical standards, with or without reasonable accommodation, in order to complete the program and indicate possession of such ability prior to their matriculation into the program and during registration for each semester.

Note that the use of an intermediary (a person trained to perform essential skills on behalf of the student) is not permitted.

EVMS must maintain the integrity of the curriculum and preserve those elements deemed essential to the education of a pathologists' assistant and cannot compromise the health and safety of other students or health officials.

Inquiry by the program faculty and staff regarding disability is strictly prohibited. The Pathologists' Assistant program, in accordance with EVMS policy and as delineated by federal and Virginia law, does not discriminate in admissions, educational programs or employment against any individual on the basis of that individual's disability and will make good faith efforts at providing reasonable accommodation as required. However the program reserves the right not to admit or register students who cannot meet the technical standards or who would constitute a direct threat to the health and safety or others.

Applicants or students who may have questions regarding these technical standards or who believe they may need to request reasonable accommodation in order to meet the standards are encouraged to contact the EVMS Disability Officer by email at studentdisability@evms.edu or by phone at 757.446.7261.

Revealing a disability is voluntary; however, such disclosure is necessary before any accommodations may be made in the learning environment or in the program's procedures. Information regarding disabilities is handled in a confidential manner

Pathologists' Assistant, MHS Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024 - Semester 4

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025 - Semester 5

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025 - Semester 6

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Break

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2026

Fall 2024 - Semester 1

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025 - Semester 2

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025 - Semester 3

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

*Last day to add/drop classes without penalty

Print this Page

Pathologists' Assistant Tuition and Fees

Tuition and Fees

EVMS' Pathologists' Assistant tuition and fees are set annually in June by the Board of Visitors and are subject to change without notice. Questions about tuition and fee charges on student accounts should be directed to Financial Services.

Tuition

- In-state/Year 1: $27,743
- Out-of-state/Year 1: $35,249
- In-state/Year 2: $27,743
- Out-of-State Year 2: $35,249

Mandatory Fees

- Year 1: $2,328
- Year 2: $16,753

Projected Cost of Attendance

Pathologists' Assistant, MHS | Year 1

Budget length: 12 mos.

Tuition*

- **In State:** $27,743
- **Out of State:** $35,249

Fees*

- **Mandatory:** $2,328
- **Health Insurance:** $3,830

Subtotal tuition and fees (direct costs)

- **In State (IS):** $33,901
- **Out of State (OS):** $41,407

Other allowances

- **Books & Equipment:** $1,684
- **Living (Room, Board & Misc.):** $23,016
- **Personal Expenses:** $1,056
- **Transportation:** $4,836

Cost of attendance without loan fees

- **In State:** $64,493
- **Out of State:** $71,999

Loan fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $1,860
- **Grad PLUS - 4.228% OS:** $2,177

Total cost of attendance including loan fees

- **In State:** $66,569
- **Out of State:** $74,392

Pathologists' Assistant, MHS | Year 2

Budget length: 12 mos.

Tuition*

- **In State:** $27,743
- **Out of State:** $35,249

Fees*

- **Mandatory:** $16,753
- **Health Insurance:** $3,830

Subtotal tuition and fees (direct costs)

- **In State (IS):** $48,326
- **Out of State (OS):** $55,832

Other allowances

- **Books & Equipment:** $750

- **Living (Room, Board & Misc.):** $23,016
- **Personal Expenses:** $1,056
- **Transportation:** $4,836

Cost of attendance without loan fees

- **In State:** $77,984
- **Out of State:** $85,490

Loan fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.248% IS:** $2,430
- **Grad PLUS - 4.248% OS:** $2,748

Total cost of attendance including loan fees

- **In State:** $80,630
- **Out of State:** $88,454

*Tuition and fees are subject to change throughout the year.

**Loan fees are based on maximum direct unsubsidized for graduate program and balance of projected cost of attendance in Grad PLUS, if applicable. Loan fees are subject to change for loans first disbursed on or after October 1.

Physician Assistant, MPA

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

The PA program is divided into two phases, spanning 28 consecutive months over seven semesters.

Phase I, the 16-month pre-clinical year, spans four consecutive semesters (66.5 credit hours) and incorporates traditional classroom interaction with clinical skills development and simulated patient interaction through the Sentara Center for Simulation and Immersive Learning.

In Phase II (33 credit hours), students complete eight clinical field experiences with supervised, direct patient care in various medical and surgical disciplines, which form the basis of the professional socialization process and adaptation to the role and functions of a physician assistant.

Most of the clinical sites are located throughout Hampton Roads. Opportunities exist for clinical placements outside the region and for students to initiate new rotation sites. However, international clinical placements are not an option.

Graduates are required to pass the Physician Assistant National Certifying Examination (PANCE) and meet state-specific regulations in order to practice clinically.

Course Sequence

PA students are expected to complete the program curriculum in the order specified below. Each semester's coursework is to be considered prerequisite to the next semester. Students may not enter the program with advanced standing, regardless of educational or work experience, and no accelerated curriculum or course waivers are offered.

*For the courses that span more than one semester, credit hours are awarded in the last semester that it is taken.

Phase I: Didactic Curriculum

Term 1 | Spring 2025 | 15.5 Credit Hours

- MPA 5002 - Introduction to Medical Diagnostics and Interventions
- MPA 5003 - Physiology and Pathophysiology
- MPA 5061 - Clinical Anatomy for Health Professions
- MPA 5800 - Foundations of Interprofessional Practice
  (Grade earned after 2nd semester)
- MPA 5082 - Introduction to the PA Profession
- MPA 5341 - Legal and Medical Ethical Issues in Medicine
- MPA 5342 - Business of Medicine

Term 2 | Summer 2025 | 16.5 Credit Hours

- MPA 5005 - Medical Diagnostics I
- MPA 5091 - Clinical Assessment and Reasoning I
- MPA 5112 - Clinical Pharmacology I
- MPA 5162 - Introduction to Clinical Medicine I
- MPA 5314 - Patient Counseling and Education
- MPA 5800 - Foundations of Interprofessional Practice

Term 3 | Fall 2025 | 17 Credit Hours

- MPA 5165 - Medical Diagnostics II
- MPA 5193 - Clinical Assessment and Reasoning II
- MPA 5213 - Clinical Pharmacology II
- MPA 5253 - Introduction to Epidemiology and Evidence-Based Medicine
- MPA 5263 - Introduction to Clinical Medicine II
- MPA 5801 - Practicum for Interprofessional Practice
  (Grade earned after 4th semester)

Term 4 | Spring 2026 | 16.5 Credit Hours

- MPA 5142 - Psychosocial Elements of Wellness
- MPA 5235 - Medical Diagnostics III
- MPA 5295 - Clinical Assessment and Reasoning III
- MPA 5364 - Introduction to Clinical Medicine III
- MPA 5365 - Clinical Pharmacology III
- MPA 5801 - Practicum for Interprofessional Practice

Phase II: Clinical Curriculum

Each semester is approximately four months in duration. The sequence of clinical rotations is subject to change based on the number, specialty and location of preceptor sites, and will vary from student to student.

**Clinical electives include Orthopedics, Neonatology, Neurology, Dermatology, Cardiothoracic Medicine, Cardiology, Neonatology, Plastic Surgery, Trauma, Endocrinology, Pediatric Neurology, Gastroenterology, Pediatric Gastroenterology, and Nephrology. Additional electives can be pre-arranged with proper planning on the part of the student.

***Courses that span the entire clinical year

Term 5 | Summer 2026 | 10 Credit Hours

- MPA 5465 - Introduction to Clinical Practice

Supervised Clinical Practice (SCP)

- 3 Elective Courses from Elective Pool
- MPA 5802 - Interprofessional Practice
- MPA 5900 - Senior Seminar

Term 6 | Fall 2026 | 9 Credit Hours

Supervised Clinical Practice (SCP)

- 3 Elective Courses from Elective Pool
- MPA 5802 - Interprofessional Practice
- MPA 5900 - Senior Seminar

Term 7 | Spring 2027 | 15 Credit Hours

Supervised Clinical Practice (SCP)

- 3 Elective Courses from Elective Pool
- MPA 5802 - Interprofessional Practice ***
- MPA 5900 - Senior Seminar ***

Elective Pool Courses

- MPA 5705 - Supervised Clinical Practice: Family Medicine
- MPA 5715 - Supervised Clinical Practice: Pediatric Medicine
- MPA 5725 - Supervised Clinical Practice: General Internal Medicine I
- MPA 5735 - Supervised Clinical Practice: Emergency Medicine
- MPA 5745 - Supervised Clinical Practice: General Surgery
- MPA 5755 - Supervised Clinical Practice: Women's Health
- MPA 5785 - Supervised Clinical Practice: Psychiatry and Behavioral Health
- MPA 5790 - Supervised Clinical Practice: Elective I
- MPA 5795 - Supervised Clinical Practice: Elective II

Total Requirement: 99.5 Credit Hours

Faculty and Staff

Program Directors

Kimberly K. Dempsey, EdD, MPA, PA-C, Program Director

Richard Conran, PhD, MD, JD, Medical Director

Jayne R. Penne, MSPAS, PA-C, Admissions Director

Shannon M. Morris, MPA, PA-C, Admissions Director

Angela J. Cerezo, MPA, PA-C, Academic Director and Clinical Director

Program Staff

Elise E. DeWitt

Tiffany L. Smith

Erin L. Suit

Core Faculty

Courtney C. Anderson, MPA, PA-C, Associate Professor

Bradford N. Boyette, MBA, MPA, PA-C, Assistant Professor

Amy P. Fantaskey, MD, Assistant Professor

W. Travis Kirby, MPAS, PA-C, Associate Professor

Arun M. Ram, MBBS, MD, Associate Professor

Lori S. Shelton, MMS, PA-C, Assistant Professor

Jennifer M. Wohl, DHSc, PA-C, Associate Professor

Additional Faculty

Paul F. Aravich, PhD, Professor

Craig W. Goodmurphy, PhD, Professor

Tom G. Parish, DHSc, PA-C Emeritus, DFAAPA, Professor Emeritus

Dan T. Thibodeau, MHP, PA-C, DFAAPA, Associate Professor

Physician Assistant Information

Admission

Admission to the PA profession has become increasingly competitive over the years. EVMS evaluates applicants through four lenses: cognitive/academic, personal/non-cognitive, healthcare experience and community service. Detailed information about admissions criteria for a competitive application can be found our Admissions Guidebook. It is a comprehensive guide about our application requirements and the admissions process.

- **Completed the** CASPA application **by March 1.**
  Following the online instructions, applicants must contact every college or university attended and request transcripts be sent directly to CASPA. Click here for help sending your official transcripts.
- **Citizenship:** Applicants to the program must be U.S. citizens or U.S. permanent residents (Green Card)
- **Qualifying GPA** of 3.00 or better (on a 4.0 scale)
- **Prerequisite Courses:** All eight (8) prerequisite courses must be equal to a minimum of 3 semester credits (5 quarter credits) and completed at an accredited U.S. institution with a B- or better grade by March 1. Required courses include:
  - Prerequisite Courses with **No Time Limit for Completion:**
    - Intro to Psychology
    - General Chemistry
    - College Math, Physics OR Statistics
  - Prerequisite Courses that **Must be Completed within 10 Years of Application:**
    - Anatomy AND Physiology OR A&P I AND A&P II (2 courses required)
    - Organic Chemistry OR Biochemistry
    - Microbiology OR Cell Biology
    - Advanced Psychology Course
- **Bachelor's degree** (or higher graduate degree) is required by July 1.
  - Specifics regarding applicants with foreign education can be found in the Admissions Guidebook.
- **Additional Testing:**
  - Specifics regarding TOEFL for applicants with foreign education can be found in the Admissions Guidebook.
- **Patient Care and Healthcare Experience:** Although not required to apply, patient care and healthcare experience is desirable and rewarded in the application review process.
- **Licenses and Certifications:** Although not required to apply, obtaining a certification in a healthcare field is often helpful in securing paid healthcare experience and is rewarded in the application review process.
- **Volunteer Experience:** Part of EVMS' vision is to be recognized as the most community-oriented school of medicine and health professions in the United States. Therefore, we reward applicants with a demonstrated commitment to community service.
- **CASPA Letter of Reference:** EVMS requires two (2) letters of reference.
- **CASPA Personal Essay:** The personal essay should be written at a graduate level and demonstrate an in-depth understanding of the PA role and function.
- **Technical Standards:** Applicants to the program must be prepared to independently meet the technical standards, with or without reasonable accommodation.

Application Deadline

A complete application file includes a completed CASPA application and CASPer test by March 1.

If an application is not complete by the March 1 deadline, it will not be considered, regardless of the original CASPA submission date.

Ultimately, it is the applicant's responsibility to be aware of all application requirements and comply with admissions deadlines for the current application cycle to ensure a successful application.

General Review Process and Timeline

Our program does not have rolling admissions and there is no benefit to submitting an application earlier in the cycle. It is best to apply to our program shortly after you have completed all 8 prerequisite courses and have the final grades listed on your transcript.

2024-2025 Cycle

The following dates and timelines are in effect for the 2024-2025 admissions application cycle:

- CASPA application cycle opens: **July 1, 2024**
- CASPA application due: **March 1, 2025**
- All prerequisites satisfactorily completed by: **March 1, 2025**
- TOEFL completed by: **March 1, 2025 (if applicable)**
- Applications reviewed for completeness by School of Health Professions Admissions: **September 2024 - May 2025**
- Applications reviewed by PA Program Application Review Committee: **January - May 2025**
- Interview offers made to selected applicants: **June 2025**
- Bachelor's degree completed by: **July 1, 2025**
- Additional transcripts submitted to EVMS for any outstanding prerequisite courses since submitting the CASPA application by: **July 1, 2025 (*prerequisite completion deadline is March 1)**
- Interviews conducted: **July 2025**
- Offers of admission extended: **August 2025**
- Acceptance of admission offer: **10 calendar days after offer**
- Matriculation: **January 2026**
- Expected graduation: **May 2028**

2023-2024 Cycle

The following dates and timelines are in effect for the 2023-2024 admissions application cycle:

- CASPA application cycle opens: **July 1, 2023**
- CASPA application due: **March 1, 2024**

- All prerequisites satisfactorily completed by: **March 1, 2024**
- TOEFL completed by: **March 1, 2024 (if applicable)**
- Applications reviewed for completeness by School of Health Professions Admissions: **September 2023 - May 2024**
- Applications reviewed by PA Program Application Review Committee: **January - May 2024**
- Interview offers made to selected applicants: **June 2024**
- Bachelor's degree completed by: **July 1, 2024**
- Additional transcripts submitted to EVMS for any outstanding prerequisite courses since submitting the CASPA application by: **July 1, 2024 (*prerequisite completion deadline is March 1)**
- Interviews conducted: **July 2024**
- Offers of admission extended: **August 2024**
- Acceptance of admission offer: **10 calendar days after offer**
- Matriculation: **January 2025**
- Expected graduation: **May 2027**

Beginning with the 2023-2024 cycle, the CASPer test is no longer required.

Early Assurance Program

The Early Assurance Program (EAP) exists to offer outstanding and qualified undergraduate students with firm interests in a career as a physician assistant and in attending EVMS the opportunity to gain early assurance of acceptance into the PA program at EVMS before beginning their final year of college.

By granting early assurance of acceptance into the program, students will be able to broaden their academic focus, engage in extracurricular leadership activities and pursue first-hand, direct patient care experience.

Partner Institutions

- Christopher Newport University
- College of William & Mary
- Norfolk State University
- Randolph-Macon College
- Regent University
- Virginia Wesleyan College

Application & Admission

Each January, early assurance program advisers at each partner institution will forward names of eligible students who are interested in applying to the PA program through the Early Assurance Program to EVMS. Students interested in the program are required to maintain regular contact with the EAP adviser during their college career. Eligible students will receive an email containing the necessary links and instructions to apply.

Below are the main steps necessary to apply through the Early Assurance Program at EVMS.

- Meet with the EAP adviser at your institution as soon as possible.
- Establish a plan to complete prerequisites, certification and patient care experience prior to application deadline.
- Complete the Centralized Application Service for Physician Assistants (CASPA) application by June 15 of your junior year.
- Take the CASPer test online by June 15.
  - Submitted application fee to CASPer
- Successfully interview with the PA program admissions committee in July.
- Complete the undergraduate degree requirements and maintain EAP eligibility.
- Establish a plan to complete prerequisites, certification and patient care experience prior to application deadline.
- Complete the EVMS EAP application by May 30 during the spring semester of your junior year.
- Complete the Centralized Application Service for Physician Assistants (CASPA) application by June 15 of your junior year.
- Interview with the PA program admissions committee in July.
- Complete the undergraduate degree requirements and maintain EAP eligibility.

Eligibility

To be eligible to apply for the Early Assurance Program, a student must meet the following criteria:

- Be an enrolled "career student" at a partner institution since your freshman year of college
  - This program is not available to students transferring into the institution, with the exception of transfer students approved by the ODU EAP Advisor.
- Be in their junior year at a partner institution
  - Applicants should have no more than 1 additional academic year to complete at the time of their interview session.
- Meet all institutional and degree requirements to continue as a student in good standing
- Have no academic or conduct code violations
- Be a U.S. citizen or permanent resident
- Maintaining an overall (cumulative) GPA of 3.25 or better (on a 4.0 scale) with consistent academic performance.
  - NOTE: The CASPA-calculated baccalaureate GPA reflects the cumulative undergraduate GPA we will be evaluating. CASPA uses a 4.0 scale when calculating their GPAs. More information, including a GPA calculator, is available online.
- Satisfactorily complete at least 7 of the 8 prerequisite courses
- Be able to accumulate 500 hours of patient care experience by September 1 with acceptance in the program.

Maintaining Eligibility

Continuation in the EAP will require evidence of general academic progress consistent with past performance. It will also require significant progress toward achieving individually specified goals outlined in the application.

In addition, the following criteria must be maintained by the student to continue eligibility:

- Meet with EAP adviser each semester and maintain contact with the PA program after graduation (Advisor Meeting & Progress Form)
- Carry sufficient credit load during the remaining regular academic semesters to fulfill undergraduate degree requirements
- Maintaining an overall (cumulative) GPA of 3.25 or better (on a 4.0 scale) with consistent academic performance.
  - NOTE: The CASPA-calculated baccalaureate GPA reflects the cumulative undergraduate GPA we will be evaluating. CASPA uses a 4.0 scale when calculating their GPAs. More information, including a GPA calculator, is available online.

- Make significant progress toward achieving the individually-specified goals outlined on the Healthcare Experience Plan of Completion:
  - To obtain strong, direct patient care experience, students should consider obtaining a certification as a healthcare provider (e.g., certified nursing assistant, emergency medical technician, paramedic, phlebotomist, etc.)
  - The goal is for the applicant to have at least 1,000 hours of patient care experience before matriculating in the PA program.
- Fulfill all institution and degree requirements to maintain status as a student in good standing (no academic or conduct code violations) and earn a bachelor's degree prior to matriculating in the PA program
- Complete the additional specific conditions set by the PA program at the time of acceptance notification (e.g., official transcripts confirming date of degree completion, a criminal background check, indication of ability to independently meet the and submission of all health requirements)
- Remain free of any actions or conduct that would cause the admissions committee to question a student's suitability to pursue a career in medicine.
  - These include, but are not limited to, misdemeanor or felony convictions, academic dishonesty, other code of conduct violations and/or unprofessional conduct in a healthcare or educational setting.

Failure to meet or maintain these eligibility standards will constitute grounds for dismissal from the program. However, dismissal from the EAP does not affect the student's ability to apply to the PA program through the conventional application process.

Technical Standards

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) requires all Physician Assistant (PA) programs to publish technical standards for admission. These are defined as "physical, cognitive and behavioral abilities required for satisfactory completion of all aspects of the curriculum and for entry into the profession."

The technical standards for admission establish the expectations and abilities considered essential for students admitted to the EVMS PA program in order to achieve the level of competency required for graduation and the practice of medicine. Applicants to the program must possess independent ability, aptitude and skills in the following areas:

- Observation
- Communication
- Critical reasoning (intellectual)
- Motor and sensory functions
- Behavioral and social attributes

It is expected in this age of technology that students also have sufficient computer skills and are comfortable with electronic communication and media to successfully and professionally function as a student physician assistant.

These standards will serve as prerequisites for entrance, continuation, promotion and graduation from the PA program; students must be prepared to indicate their ability to meet these standards as a condition of acceptance and during registration for each semester.

Note: The use of an intermediary (a person trained to perform essential skills on behalf of the student) is **not** permitted.

EVMS must maintain the integrity of the curriculum and preserve those elements deemed essential to the education of a physician assistant and cannot compromise the health and safety of other students or patients. PA program applicants must be prepared to meet the technical standards, with or without reasonable accommodation, in order to complete the program and indicate possession of such ability prior to their matriculation into the program.

Inquiry by the program faculty and staff regarding disability is strictly prohibited. The PA program, in accordance with EVMS policy and as delineated by federal and Virginia law, does not discriminate in admissions, educational programs or employment against any individual on the basis of that individual's disability. The PA program will make good faith efforts at providing reasonable accommodation as required. However, the program reserves the right not to admit or register students who cannot meet the technical standards or who would constitute a direct threat to the health and safety or others.

PA program applicants or students who may have questions regarding these technical standards or who believe they may need to request reasonable accommodation in order to meet the standards are encouraged to contact EVMS Disability Officer Morgan Russell, MS, at 757.446.7261 or russelml@evms.edu.

Revealing a disability is voluntary; however, such disclosure is necessary before any accommodations may be made in the learning environment or in the program's procedures. Information regarding disabilities is handled in a confidential manner.

Observational Skills

Demonstrate sufficient attention and accuracy in observation skills (visual, auditory and tactile) in the lecture hall and laboratory as well as at the patient's bedside and in outpatient settings.

Indicators include, but are not limited to, the following examples:

1. Accurate observation and participation in the lecture hall, laboratory and clinic with patients at a distance and close at hand including non-verbal and verbal signals.
2. Accurate identification of changes in color of fluids, skin and diagnostic media examinations.
3. Accurate visualization and discrimination of text, numbers, patterns, graphic illustrations and findings on X-ray and other imaging tests.

Communication Skills

Demonstrate effective verbal and nonverbal communication skills with other students, faculty, patients and healthcare providers from different social and cultural backgrounds, varying degrees and types of infirmities as well as varying cultures and personalities.

Indicators include but are not limited to the following examples:

1. Clear, efficient and intelligible articulation of English language.
2. Legible, efficient and intelligible written English language.
3. Ability to prepare and communicate concise oral and written summaries of patient encounters
4. Ability to provide appropriate patient counseling and instruction to patients.
5. Record examination and diagnostic results clearly, accurately and efficiently.

Critical Reasoning Skills

Demonstrate critical reasoning skills required to undertake the full curriculum, achieve the level of competency required by the faculty and meet the demands of total patient care. These skills include, but are not limited to, intellectual, conceptual, integrative and quantitative abilities.

Indicators include, but are not limited to, these examples:

1. Accurate and efficient reading skills (English language).
2. Demonstrate ability to measure, calculate, reason, analyze, integrate and synthesize information.
3. Comprehend the spatial relationships of structures (e.g. three-dimensional relationships).
4. Demonstrate ability to acquire, retain, assimilate and apply large amounts of complex, technical and detailed information.
5. Demonstrate ability to synthesize and apply concepts and information from various disciplines in order to formulate diagnostic and therapeutic plans.

6. Demonstrate appropriate judgment in patient assessment, diagnosis, monitoring, evaluation and intervention, including planning, time management and use of resources.

Motor and Sensory Function

Demonstrate sufficient motor and sensory function to perform typical functions of physician assistants including, but not limited to, physical examinations, treatment interventions and general care of patients.

Indicators include, but are not limited to, the following examples:

1. Functional and sufficient sensory capacity (visual, auditory and tactile) to adequately perform a complete physical examination and elicit information gained from proper use of examination tools and maneuvers (inspection, palpation, percussion and auscultation).
2. Execute fine and gross motor movements with sufficient coordination, postural control, equilibrium and hand-eye coordination to safely participate in laboratory sessions, use standard medical/surgical instruments, assess patients, provide patient care and participate in basic diagnostic and therapeutic maneuvers and procedures.
3. Execute motor movements that demonstrate safety and efficiency in the various learning settings (i.e., classroom, laboratories and clinical settings, including appropriate negotiation of self and patients in various patient care environments).
4. Accurately discern and evaluate various components of the spoken voice (pitch, intensity and timbre), percussive notes and auscultatory findings.
5. Physical stamina sufficient to complete the rigorous course of didactic and clinical study, which may include prolonged periods of sitting, standing and/or rapid ambulation.
6. Coordination of motor skills necessary to respond to emergency situations quickly and appropriately.

Behavioral and Social Attributes

Demonstrate the behavioral and social attributes vital to participation in a professional program and service as a practicing professional physician assistant.

Indicators include, but are not limited to, the following examples:

1. Possess personal qualities that facilitate effective therapeutic interactions (e.g., compassion, empathy, integrity, honesty, benevolence, confidentiality).
2. Possess the emotional health required for full use of mental faculties (including judgment, orientation, affect and cognition).
3. Ability to establish rapport and develop mature and effective professional relationships with faculty, patients, the public and other members of the healthcare team.
4. Demonstrate impartial motives, attitudes and values in roles, functions and relationships. Communicate and care for, in a nonjudgmental way, persons who differ from oneself and one's beliefs in a variety of ways, including but not limited to gender, age, race, ethnicity, socioeconomic status, culture, creed, military status, sexual orientation and identity and religious or spiritual beliefs.
5. Ability to monitor and react appropriately to one's own emotional needs and responses.
6. Display appropriate flexibility, adaptability, composure and emotional stability during periods of high stress or uncertainty associated with didactic and clinical encounters and environments.
7. Ability to accurately follow oral and written directions with prompt completion of all responsibilities in the classroom and clinical setting.
8. Compliance with standards, policies and practices set forth in the program handbook.

Physician Assistant Academic Calendar

Print this Page

Academic Calendar 2024-2025

Semesters Six and Seven

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/15/2024

Census Date: 9/17/2024

Start Date: 9/2/2024

End Date: 12/20/2024

Final Exams: 12/16/2024 - 12/20/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/19/2025

Census Date: 1/21/2025

Start Date: 1/6/2025

End Date: 5/9/2025

Final Exams: 5/5/2025 - 5/9/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Semesters Three, Four, and Five

Class of 2026

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 01/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Semesters One and Two

Class of 2027

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2027

Commencement Rehearsal: 5/14/2027

Commencement Ceremony: 5/15/2027

Degree Conferral: 5/15/2027

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

*Last day to add/drop classes without penalty

Physician Assistant Tuition and Fees

Tuition and Fees

For students matriculating in the Physician Assistant program after January 1, 2020, tuition and fees per semester are determined by the Virginia residency status as follows:

Tuition

- In-state: $13,396 per term
- Out-of-state: $16,150 per term

State residency is determined after acceptance in the program and will be verified by the admissions staff.

Tuition and fees are subject to change without notice. EVMS typically announces the tuition and fee rates in July. Questions about tuition and fee charges on student accounts should be directed to EVMS Financial Services.

Financial aid is available to U.S. citizens and permanent residents. Visit EVMS Financial Aid for more information.

Students who decide to withdraw from the the program must follow policies and procedures set by EVMS Accounts Receivable and Student Billing for refunds of tuition and fees.

External Loan Repayment Opportunities

The average PA student graduates with about $100,000 in student debt (inclusive of all schooling debt accumulated prior to PA school). There are a number of external loan-repayment opportunities that can help students eliminate some or all of their school debt:

AmeriCorps

This national program helps repay education loans in exchange for a year of service in designated areas across the United States.

Navy or Air Force Health Professions Scholarship Program

These programs open slots for loan repayment based on need and are awarded on a rolling basis.

Indian Health Service (IHS)

This national program seeks to place healthcare professionals, including PAs, in IHS health centers for a minimum of two years.

National Health Services Corp

This program is for PAs who agree to practice in underserved communities as a primary care provider.

U.S. Army Program

This three-year loan repayment program is available for those who serve as an Army PA.

Projected Cost of Attendance

Physician Assistant | Year 1

Budget Length: 8 mos.

Tuition*

- **In State:** $13,396 per term
- **Out of State:** $16,150 per term

Fees*

- **Mandatory:** $2,553
- **Health Insurance:** $2,225

Subtotal Tuition & Fees (Direct Costs)

- **In State (IS):** $18,174
- **Out of State (OS):** $20,928

Other Allowances

- **Books & Equipment:** $1,789
- **Living (Room, Board & Misc.):** $15,344
- **Personal Expenses:** $704
- **Transportation:** $3,229

Cost of Attendance w/o Loan Fees

- **In State:** $39,240
- **Out of State:** $41,994

Loan Fees**

- **Direct Unsubsidized - 1.059%:** $216
- **Grad PLUS - 4.248% IS:** $792
- **Grad PLUS - 4.248% OS:** $909

Total Cost of Attendance with Loan Fees

- **In State:** $40,248
- **Out of State:** $43,119

Physician Assistant | Year 2

Budget Length: 12 mos.

Tuition*

- **In State:** $13,396 per term
- **Out of State:** $16,150 per term

Fees*

- **Mandatory:** $2,607
- **Health Insurance:** $3,830

Subtotal Tuition & Fees (Direct Costs)

- **In State (IS):** $19,833
- **Out of State (OS):** $22,587

Other Allowances

- **Books & Equipment:** $2,141
- **Living (Room, Board & Misc.):** $23,016
- **Personal Expenses:** $1,056
- **Transportation:** $4,836

Cost of Attendance w/o Loan Fees

- **In State:** $50,882
- **Out of State:** $53,636

Loan Fees**

- **Direct Unsubsidized - 1.0659%:** $216
- **Grad PLUS - 4.248% IS:** $1,300
- **Grad PLUS - 4.248% OS:** $1,401

Total Cost of Attendance with Loan Fees

- **In State:** $52,398
- **Out of State:** $55,253

Physician Assistant | Year 3

Budget Length: 8 mos.

Tuition*

- **In State:** $13,396 per term
- **Out of State:** $16,150 per term

Fees*

- **Mandatory:** $2,108
- **Health Insurance:** $3,830

Subtotal Tuition & Fees (Direct Costs)

- **In State (IS):** $19,334
- **Out of State (OS):** $22,088

Other Allowances

- **Books & Equipment:** $672
- **Living (Room, Board & Misc.):** $15,344
- **Personal Expenses:** $704
- **Transportation:** $3,229

Cost of Attendance w/o Loan Fees

- **In State:** $39,283
- **Out of State:** $42,037

Loan Fees**

- **Direct Unsubsidized - 1.059%:** $216
- **Grad PLUS - 4.228% IS:** $794
- **Grad PLUS - 4.228% OS:** $911

Total Cost of Attendance with Loan Fees

- **In State:** $40,293
- **Out of State:** $43,164

*Tuition and fees are subject to change throughout the year.

**Loan fees are subject to change for loans first disbursed on or after October 1.

Public Health, MPH

Print this Page

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

The EVMS MPH Degree Program includes three concentration tracks: Applied Data Science, Epidemiology and Health Management and Policy. The MPH Program also offers Graduate Certificates in Applied Data Science, Epidemiology, Healthcare Management, Core Public Health, and Implementing Change and Achieving High Performance in the Healthcare Environment.

The MPH Degree program focuses on the specialized tracks below. Please select a track to view the curriculum requirements:

- Public Health, MPH - Applied Data Science Track

The 43-credit curriculum provides students with hands-on skills of applying data science principles to process, visualize and analyze data in order to extract meaningful information to address important questions in public health and the health sciences. Students in this track will also learn to use popular software packages such as R, SAS, SQL and Tableau. Data scientists are in high demand in several fields. Data science professionals with added contextual expertise of public health will find career opportunities at state or federal departments of public health, universities, pharmaceutical industries, and business entities.

- Public Health, MPH - Epidemiology Track

Epidemiologists are public health professionals that focus on the causes, patterns and control of diseases and injury in populations. Epidemiology is a fundamental science of public health and is essential to the reduction of risk and the occurrence of negative health outcomes. The epidemiology curriculum provides rigorous training in the knowledge and skills for analyzing community health problems, with emphasis on how to measure and describe the health of populations.

- Public Health, MPH - Health Management & Policy Track

Students in the Health Management and Policy track work to address the complex issues presented by today's dynamic healthcare sector. Students prepare to face the cost, access and quality challenges of the healthcare system, incorporating concepts and competencies from areas such as management, policy analysis and finance.

Faculty and Staff

Program Director

Brian C. Martin, PhD, MBA, Program Director

Nicole Holt, DrPH, MPH, Program Assistant Director

Program Staff

Rose Ann Arnaud, Program Office

Sterling Smith, Program Office

Shirlwin Watkins, Program Office

Faculty

Brian C. Martin, PhD, MBA, Program Director

Nicole Holt, DrPH, MPH, Program Assistant Director

Academic Advisors

Nicole M. Holt, DrPH, Track Coordinator, Epidemiology

Robert Campbell Jr, PhD, Epidemiology

Brian C. Martin, PhD, MBA, Track Coordinator, Health Management and Policy

Glenn Yap, PhD, MBA, Health Management and Policy

Public Health, MPH - Applied Data Science Track

The MPH Applied Data Science Track includes 43 total credit hours where classes are taught in three terms per year (Fall, Spring, Summer). Full-time students can complete this program in two years. Part-time students are required to complete the degree within six years of their start date. All students are paired with an academic adviser.

Classes are taught online and on campus in the evenings to accommodate working professionals. There may be unforeseen circumstances such as low registration numbers and COVID-19 where residential (on campus) delivery mode sections will be moved into an online delivery mode section.

Recommended Prerequisites

Faculty recommend that students have taken some college-level math courses such as college algebra or calculus. Faculty also recommend that students have taken at least one college-level statistics course.

Curriculum

Full-Time Program

Course Sequence - 1st Year

Term 1 | Fall 2024 | 10 Credit Hours

- MPH 600 - Introduction to Public Health
- MPH 620 - Public Health Administration and Management
- MPH 701 - Introduction to Healthcare Analytics
- MPH 703 - Programming Tools and Techniques in Data Management

Term 2 | Spring 2025 | 9 Credit Hours

- MPH 613 - Principles of Environmental Health
- MPH 614 - Principles Of Epidemiology
- MPH 779 - Introduction to Research Methods

Term 3 | Summer 2025 | 6 Credit Hours

- MPH 612 - Statistical Reasoning for Public Health
- MPH 704 - Predictive Data Analysis

Course Sequence - 2nd Year

Term 4 | Fall 2025 | 9 Credit Hours

- MPH 611 - Social and Behavioral Sciences for Public Health
- MPH 705 - Data Mining and Machine Learning
- MPH 706 - Categorical Data Analysis

Term 5 | Spring 2026 | 9 Credit Hours

- MPH 627 - Data Visualization
- MPH 707 - Survival Analysis
- MPH 750 - Community Practicum

Total Requirement: 43 Credit Hours

Public Health, MPH - Epidemiology Track

Print this Page

Epidemiologists are public health professionals that focus on the causes, patterns and control of diseases and injury in populations. Epidemiology is a fundamental science of public health and is essential to the reduction of risk and the occurrence of negative health outcomes. The epidemiology curriculum provides rigorous training in the knowledge and skills for analyzing community health problems, with emphasis on how to measure and describe the health of populations.

The educational program includes 43 total credit hours. Classes are taught in three terms per year (Fall, Spring, Summer). Full-time students can complete this program in two years. Part-time students are required to complete the degree within six years of their start date. All students are paired with an academic adviser.

Classes are taught online and on campus in the evenings on the campuses of EVMS to accommodate working professionals. Online options are presented either in an asynchronous web-based or live video-streamed format.

Recommended Prerequisites

Our faculty strongly recommend that students applying to the epidemiology track have a minimum of two college-level math courses at the level of algebra or above. A statistics course is acceptable for one of the math courses. It is also recommended that students have at least two college-level biology courses.

Curriculum

Full-Time Program

Course Sequence - 1st Year

Term 1 | Fall 2024 | 10 Credit Hours

- MPH 600 - Introduction to Public Health
- MPH 611 - Social and Behavioral Sciences for Public Health
- MPH 612 - Statistical Reasoning for Public Health
- MPH 620 - Public Health Administration and Management

Term 2 | Spring 2025 | 9 Credit Hours

- MPH 614 - Principles Of Epidemiology
- MPH 779 - Introduction to Research Methods
- *Elective

Term 3 | Summer 2025 | 6 Credit Hours

- MPH 630 - Statistical Software for Public Health
- MPHE 711 - Epidemiologic Methods I

Course Sequence - 2nd Year

Term 4 | Fall 2025 | 9 Credit Hours

- MPHE 702 - Biostatistics II
- MPHE 718 - Epidemiologic Methods II
- *Elective

Term 5 | Spring 2026 | 9 Credit Hours

- MPH 613 - Principles of Environmental Health
- MPH 750 - Community Practicum
- *Elective

***Electives**

***Electives - Spring**

- MPH 626 - Effective Information Technology for Healthcare Organizations
- MPH 627 - Data Visualization
- MPH 632 - Health Law and Ethics
- MPH 707 - Survival Analysis
- MPH 736 - Conflict Analysis and Negotiations
- MPHE 737 - Infectious and Chronic Disease Epidemiology

***Electives - Fall**

- MPH 690 - Leadership: Theories, Skills and Applications
- MPH 706 - Categorical Data Analysis
- MPHE 715 - Current Issues in Epidemiology
- MPH 772 - International Health Exchange Program
- MPHE 727 - Organizational Management

*Other courses approved by faculty adviser

Total Requirement: 43 Credit Hours

Print this Page

Public Health, MPH - Health Management & Policy Track

Students in the Health Management and Policy track work to address the complex issues presented by today's dynamic healthcare sector. Students prepare to face the cost, access and quality challenges of the healthcare system, incorporating concepts and competencies from areas such as management, policy analysis and finance.

The educational program includes 43 total credit hours. Classes are taught in three terms per year (Fall, Spring, Summer). Full-time students can complete this program in two years. Part-time students are required to complete the degree within six years of their start date. All students are paired with an academic adviser.

Classes are taught online and on campus in the evenings on the campuses of EVMS to accommodate working professionals. Online options are presented either in an asynchronous web-based or live video-streamed format.

Recommended Prerequisites

There are no prerequisite courses for the Health Management and Policy Track. However, introductory courses in accounting and finance, macroeconomics and business finance may provide useful preparation for the courses included in the track.

Full-Time Program

Course Sequence - 1st Year

Term 1 | Fall 2024 | 10 Credit Hours

- MPH 600 - Introduction to Public Health
- MPH 611 - Social and Behavioral Sciences for Public Health
- MPH 612 - Statistical Reasoning for Public Health
- MPH 620 - Public Health Administration and Management

Term 2 | Spring 2025 | 9 Credit Hours

- MPH 614 - Principles Of Epidemiology
- MPH 779 - Introduction to Research Methods
- *Elective

Term 3 | Summer 2025 | 6 Credit Hours

- MPHE 721 - Healthcare Strategy
- MPHE 733 - Financing Healthcare

Course Sequence - 2nd Year

Term 4 | Fall 2025 | 9 Credit Hours

- MPHE 723 - Policy and Politics of Health
- MPHE 727 - Organizational Management
- *Elective

Term 5 | Spring 2026 | 9 Credit Hours

- MPH 613 - Principles of Environmental Health
- MPHE 736 - Conflict Analysis and Negotiations
- MPH 750 - Community Practicum

*Electives

***Electives - Spring**

- MPH 626 - Effective Information Technology for Healthcare Organizations
- MPH 627 - Data Visualization
- MPH 632 - Health Law and Ethics

***Electives - Fall**

- MPH 690 - Leadership: Theories, Skills and Applications
- MPH 633 - Healthcare Marketing
- MPH 772 - International Health Exchange Program

***Other courses approved by faculty adviser**

Total Requirement: 43 Credit Hours

Public Health, MPH Information

Admission

Applicants are required to select a track on the admissions application.

For U.S. Students

- **No GRE required**.
- Completion of all undergraduate degree requirements prior to matriculating in the MPH program, with a minimum grade point average (GPA) of 2.50 on a 4.0 scale.
  - In the case where an applicant's cumulative GPA is below the minimum 2.50, reviewers may consider a replacement GPA computed from the most recent 40 semester credit hours of U.S. or Canadian coursework.
- Two (2) letters of recommendation from academic and/or professional references. At least one academic recommendation is preferred.
- A personal essay of approximately 500 words explaining your public health career goals, reasons for interest in the MPH program, specialty concentration selected (Epidemiology, Health Management and Policy, and Applied Data Science), reasons for this selection, and any relevant work experience.
- Current CV/resume documenting professional experience, educational achievements, and volunteer experience.
- Official transcripts from all colleges/universities attended. Ensure the degree conferral date is listed on the awarding institution's transcript.
- Transcripts must be sent to **GradCAS only**. GradCAS only accepts electronic transcripts from **Credentials Solutions, Parchment, and National Student Clearinghouse.** If your school does not offer either of these services, your transcript must be sent via mail. Please use the information below to send your transcripts.
  - Credentials Solutions
  - Parchment
  - National Student Clearinghouse
  - Sending transcripts to GradCAS by mail. Download a transcript request form after you enter each institution in GradCAS and send the transcript request form to the institution registrar to send transcript by mail to the address below:

    GradCAS Transcript Processing Center
    P.O. Box 9217
    Watertown, MA 02471

For International Students

- **No GRE required.**
- Completion of all undergraduate degree requirements prior to matriculating in the MPH program, with a minimum cumulative grade point average (GPA) of 2.50 on a 4.0 scale.
- Test of English as a Foreign Language (TOEFL) **-** Minimum scores: Paper 550, Computer 213, iBT 80 OR International English Language Testing System (IELTS) **-** Minimum scores: Total 6.5, Subscores: 6
  - **TOEFL School Code is B886**
- Two (2) letters of recommendation from academic and/or professional references. At least one academic recommendation is preferred.
- A personal essay of approximately 500 words explaining your public health career goals, reasons for interest in the MPH program, speciality concentration selected (Epidemiology, Health Management and Policy, and Applied Data Science), reasons for this selection, and any relevant work experience
- Current CV/resume documenting professional experience, educational achievements, and volunteer experience.
- Official transcripts from all colleges/universities attended
  - In cases where a non-U.S. grading system has been used, verification must be provided by one of the following services:
    - World Education Services
    - Educational Credential Evaluators
- GradCAS will **ONLY** accept the evaluation report from the credentialing agency. **Do not send** your foreign transcript to GradCAS.
- All foreign transcript evaluations from the credentialing agency must be sent directly to GradCAS to the following address:

  GradCAS Transcript Processing Center
  PO Box 9217
  Watertown, MA 02471

International students must abide by all U.S. Immigration laws throughout their enrollment in the EVMS MPH program. This includes, but is not limited to, qualifying and obtaining a proper visa prior to attendance. For further information, please contact EVMS Human Resources at 757.446.6043.

Residential/Online Student Designation Policy

All applicants must select a designation of enrollment as either an online or a residential (on-campus) student when applying to specific EVMS programs. It is also a requirement for all future students to review the mandatory residential and on-line fees that pertain to each program prior to completing the application process.

Once accepted, applicants who matriculate or enroll as an online student can only register for online courses and are not allowed to take any courses that are on-campus.

Applicants who matriculate or enroll as a residential (on-campus) student can register for both on-campus or online courses, however, residential students must register for at least one on-campus course each term.

Any applicant may request to change their designation of enrollment from residential (on-campus) to online or online to residential (on-campus) but no later than 30 days prior to the beginning of the term.1 Prior to enrollment, all applicants must contact Admissions and Enrollment for changes to designations.

In addition, once a student has been placed into a program and after a designation has been made, it cannot be changed or updated at any other times during the academic year except for prior to the start of each new fall term or in cases that involve mitigating circumstances. All requests for a change in designation can only be approved by the Program Director and/or Academic Affairs and must be submitted to the Registrar's Office for final processing.

Mitigating circumstances must be severe, not foreseeable and/or could not have been reasonably prevented during the time that is in question. Examples of situations that may fall into this category include:

- A major medical emergency, an extended severe illness or a major medical issue occurring during the semester or term that the student is enrolled in which requires hospitalization, is life-threatening, or is contagious and a danger to the remainder of the EVMS community. The student must provide proof for absence and written verification by the attending physician is required.
- Death of the student or a member of the student's immediate family (mother, father, sister, brother, husband, wife, grandparent or child). An obituary or death certificate is required.

- Mobilization, deployment, change of duty station or call to active duty for military students. A copy of the military orders is required.

[1] New students accepted less than 30 days prior to the start of the term must submit their online/on-campus designation prior to being enrolled in the program and registering for courses.

Transfer Credits

Requests to transfer graduate credits from another accredited U.S. or Canadian institution are considered on an individual basis after students are admitted to the MPH program. International credits are reviewed on a case-by-case basis.

A student may transfer up to 9 graduate credit hours, if all of the following conditions hold:

- Graduate course credits were completed at an accredited U.S. or Canadian institution and are reflected on an official transcript
- Transfers can feasibly occur within the six-year matriculation limit of this MPH program
- Grade earned is a B or better
- Credits for an MPH core course were completed at a CEPH-accredited school or program in public health.

All requests must be made no later than one full term prior to graduation from the program.

Students who wish to request that graduate credits be transferred into the MPH program must submit a copy of the syllabus for the course and a transfer approval request form to the appropriate track coordinator, who will consult with teaching faculty as appropriate. Requests are subject to the approval of the MPH program director. In exceptional cases, the director may approve a maximum of 12 graduate credit hours for transfer. Approved transfer grades are included on an MPH student's transcript; however, transfer grades are not included in semester or cumulative GPA calculations.

Internal Transfer Credits

Non-matriculating and certificate students taking courses in the MPH program may transfer up to 25 internal transfer credit hours. A grade of 'B' or better is required for each transferred course.

Non-matriculating students who apply to matriculate into the MPH program **may** be granted admission for the spring or summer terms. The admission process for matriculating students applies.

Approved internal grades will be included on an MPH student's transcript and will be included in cumulative GPA calculations.

Internal Transfer credits to/from MPH Program Certificates

MPH students may elect to take courses in Certificates offered outside of their Track. In such cases, applicable courses earned for the MPH degree would be accepted for transfer into the Certificate. Students who earn a Certificate and then are accepted into the MPH Program may transfer all appropriate courses into the MPH Program. Approved transfer grades are included on an MPH student's transcript and will be included in the semester and cumulative GPA calculations.

External Transfer credits to MPH Program Certificates

Students admitted to a Certificate may transfer up to 6 credit hours from an accredited US or Canadian institution that are reflected on an original transcript. Transfer requests must be approved by the Program Director, and students must submit a syllabus for each course request to assist in the review. Course transfers will be considered only for courses in which the grade earned is 'B' or better. Approved transfer grades are included on a Certificate student's transcript; however, transfer grades are not included in semester or cumulative GPA calculations.

All core courses requested for transfer credits to a Graduate Certificate must have been completed at CEPH-accredited school or program in public health.

Applicant Help Center

- Access the Applicant Help Center for technical assistance.
- Having trouble accessing the application? The preferred browsers are Google Chrome or Firefox
- If you have questions about your application status, please contact your GradCAS Customer Service Representative contact information at 857.304.2086 or GradCASinfo@liaisonedu.com

Early Assurance Program

The Early Assurance Program (EAP) offers early acceptance to undergraduate students in their junior year at a participating institution. Applicants must have expressed interest in Public Health, be in good academic standing and be enrolled at an accredited undergraduate institution. The following institutions are participating in the Early Assurance Program with the EVMS Master of Public Health Program:

- Hampton University
- Regent University
- Virginia Wesleyan University

Application & Admission

Students interested in the program are required to maintain regular contact with the EAP adviser during their college career.

Below are the main steps necessary to apply through the Early Assurance Program at EVMS.

- Meet with the EAP adviser at your institution as soon as possible.
- Complete the EAP application by February 15th of your junior year.
- Complete the undergraduate degree requirements and maintain EAP eligibility.

Eligibility

To be eligible for the Early Assurance Program (EAP), a student must:

- Be at least in their Junior year at University, having been enrolled as a "career student" at University from their Freshman year of college (this program is not available to students transferring into the institution) and with only one year left to complete in their undergraduate education. Interested students should meet with the University EAP Advisor during their freshman year to express interest in the EAP.
- Meet citizenship requirements of the Program.
- Meet all University institutional and degree requirements to continue as a student in good standing.
- Have an overall (cumulative) GPA of 3.00 or better.
- Have no academic or other code of conduct violations.

Maintain Eligibility

The guarantee of admission through the EAP is contingent upon the student's continued eligibility in the EAP to include:

- Carrying a sufficient credit load during the remaining regular academic semesters to fulfill University undergraduate degree requirements by the graduation date specified in the student's application. Should a student be unable to complete their undergraduate degree in the original timeframe specified, the student would be dismissed from the EAP, but it would not affect eligibility to apply to the Program at a later time without early assurance consideration.
- Making significant progress towards achievement of the track specific pre-requisite requirements and/or the individually specified goals outlined on the Healthcare Experience Plan of Completion (HCE POC) submitted with the student's application.
- Maintaining contact each semester with the University EAP Advisor during the student's senior year and the Program after graduation.
- Maintaining an overall (cumulative) GPA of 3.00 or better with consistent academic performance.
- Completing any specific matriculation conditions set forth by the Program (e.g. official transcripts confirming date of degree completion, a criminal background check prior to matriculation, and submission of all health requirements).
- Remaining free of any actions or conduct that would cause the Admissions Committee to question a student's suitability to pursue a career in public health. These include, but are not limited to, misdemeanor or felony convictions, academic dishonesty or other code of conduct violations, and/or unprofessional conduct in a health care or educational setting.

Technical Standards

The abilities and skills candidates and students must possess in order to complete the education and training associated with the Master of Public Health are referred to as technical standards. These abilities and skills are essential for entry into most professional practice settings associated with this degree program.

1.0 Observation Skills Technical Standard

1.01 Demonstrate sufficient attention and accuracy in observation skills (visual, auditory and tactile) in the lecture hall and/or online settings. Indicators include, but are not limited to, accurate visualization and discrimination of text, numbers, patterns, graphic illustrations and other imaging texts.

2.0 Communication Skills Technical Standard

2.01 Students must be able to communicate with faculty, colleagues and the target audience with whom they work.

2.02 Indicators include, but are not limited to, these examples:

a. Clear, efficient and intelligible articulation of verbal language.

b. Legible, efficient and intelligible written English language.

c. Accurate and efficient English language reading skills.

d. Accurate and efficient expressive and receptive communication skills.

e. Ability to accurately follow oral and written directions.

3.0 Critical Reasoning Skills Technical Standard

3.01 Abilities include measurement, calculation, reasoning, data analysis and synthesis.

3.02 Students must have the intellectual capability to improve their knowledge based upon standard textbooks, conferences, lectures, current scholarly literature and journals.

3.03 Demonstrated problem-solving and critical thinking skills are necessary.

3.04 Demonstrate ability to acquire, retain and apply new and learned information.

3.05 Indicators include, but are not limited to, these examples:

a. Demonstrate ability to evaluate the effectiveness of community health intervention programs.

b. Demonstrate ability to analyze and interpret data using basic statistical tests, measures of disease occurrence and association.

4.0 Motor and Sensory Function Technical Standard

4.01 Students should have sufficient motor functions to be able to execute movements reasonably required to complete their public health education.

4.02 Indicators include, but are not limited to, this example:

a. Physical stamina sufficient to complete the rigorous course of didactic and clinical study, which may include prolonged periods of sitting or standing.

5.0 Behavioral and Social Attributes Technical Standard

5.01 Students must possess the emotional health required for adequate utilization of intellectual abilities, the exercise of good judgment and evidence of mature and sensitive relationships with faculty, colleagues and the public.

5.02 Evidence of integrity, ethical standards and concern for others, as well as appropriate appearance and hygiene, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admission process and throughout the educational progression through the curriculum.

5.03 Indicators include, but are not limited to, these examples:

a. Demonstrate impartial motives, attitudes and values in roles, functions and relationships.

b. Ability to monitor and react appropriately to one's own emotional needs and responses.

c. Display appropriate flexibility and adaptability in the face of stress or uncertainty.

d. Compliance with standards, policies and practices set forth in the EVMS Institutional Handbook and the MPH Academic Student Handbook.

Public Health, MPH Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2026

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

*Last Day to add/drop classes without penalty

Print this Page

Public Health, MPH Tuition and Fees

Print this Page

Tuition and Fees

Tuition and fees for the Master of Public Health program are set annually in June by the Board of Visitors and are subject to change without notice. Questions about tuition and fee charges on student accounts should be directed to Financial Services.

Tuition

- In-state: $800 per credit hour
- Out-of-state: $1,394 per credit hour

Mandatory Fees

- Year 1: $1,281
- Year 2: $1,181

Students must show proof of major medical insurance coverage. Students who are eligible for coverage under the policy of a parent or spouse are urged to remain so and must waive the EVMS student health insurance plan in order to not be billed for student health insurance. As an alternative, EVMS offers a student health insurance plan. Visit EVMS Student Wellness for more information regarding student health insurance.

Projected Cost of Attendance

Master of Public Health | Year 1

Budget length: 12 mos.

Tuition*

- **In State ($800/credit)**:** $20,000
- **Out of State ($1,394credit)**:** $34,850

Fees*

- **Mandatory:** $1,281
- **Health Insurance:** $3,830

Subtotal tuition and fees (direct costs)

- **In State (IS):** $25,111
- **Out of State (OS):** $39,961

Other allowances

- **Books & Article Packet:** $2,200
- **Living (Room, Board & Misc.):** $23,016
- **Personal Expenses:** $1,056
- **Transportation:** $2,667

Cost of attendance without loan fees

- **In State:** $54,050
- **Out of State:** $68,900

Loan fees***

- **Direct Unsubsidized - 1.057%:** $392
- **Grad PLUS - 4.228% IS:** $714
- **Grad PLUS - 4.228% OS:** $1,342

Total cost of attendance including loan fees

- **In State:** $55,156
- **Out of State:** $70,634

Master of Public Health | Year 2

Budget length: 9 mos.

Tuition*

- **In State ($800/credit)**:** $14,400
- **Out of State ($1,394/credit)**:** $25,092

Fees*

- **Mandatory:** $1,181
- **Health Insurance:** $3,830

Subtotal tuition and fees (direct costs)

- **In State (IS):** $19,411
- **Out of State (OS):** $30,103

Other allowances

- **Books & Article Packet:** $1,100
- **Living (Room, Board & Misc.):** $17,262
- **Personal Expenses:** $792
- **Transportation:** $1,979

Cost of attendance without loan fees

- **In State:** $40,544
- **Out of State:** $51,236

Loan fees***

- **Direct Unsubsidized - 1.057%:** $348
- **Grad PLUS - 4.228% IS:** $319
- **Grad PLUS - 4.228% OS:** $771

Total cost of attendance including loan fees

- **In State:** $41,211
- **Out of State:** $52,355

*Tuition and fees are subject to change throughout the year.

**The projected costs are based on an average 25 credits (3 terms) for year one and 18 credits (2 terms) for year two (43 credits total for program). The actual cost of attendance will be based on the number of credits listed on a student's online application or the revised educational plan and confirmed enrollment. Students must notify Financial Aid of all changes in number of credits.

***Loan fees are subject to change for loans first disbursed on or after October 1.

For distance or hybrid programs, your aid will be released on the eighth day of the term (or next business day). All aid is released initially in as close to equal amounts as possible over the academic year to your student tuition account, subject to satisfactory academic progress.

Print this Page

Reproductive Clinical Science, MS

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains an admission process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

The 24-month program provides coursework and research opportunities that give students general and specialized biomedical sciences training. The program is designed to be completed in six semesters at an average of two to three courses per semester for a total of 16 online courses (36 credits). Those entering the program with no experience will be required to take elective internship courses in their second year to gain clinical IVF experience.

Students must attend two residential courses at Eastern Virginia Medical School's campus in Norfolk, Virginia. First-year students' five-day session is in the third week of July; second-year students take their seven-day course in the third week of June.

Course Sequence

Term 1 | Summer 2024 | 5 Credit Hours

- RCS 700 - Biochemistry and Molecular Cell Biology
- RCS 701 - Introduction IVF, Laboratory Tech and Skills Development

Term 2 | Fall 2024 | 7 Credit Hours

- RCS 702 - Molecular Biology and Genetics
- RCS 703 - Female Reproductive Endocrinology & Infertility
- RCS 704 - Current Topics In IVF

Term 3 | Spring 2025 | 8 Credit Hours

- RCS 705 - In Vitro Fertilization Technology
- RCS 706 - Gametes and Embryos
- RCS 707 - Research Methods and Capstone/Thesis: Project and Statistics

Term 4 | Summer 2025 | 3 Credit Hours

- RCS 708 - Advanced IVF, Laboratory Tech and Skills Development
- RCS 709 - Research Methods Capstone/Thesis: Project Proposal

Term 5 | Fall 2025 | 7 Credit Hours

- RCS 710 - Genetics of Reproduction and Infertility
- RCS 711 - Research Methods Capstone/Thesis: Master's Project
- RCS 712 - Male Reproductive Function and Dysfunction

Term 6 | Spring 2026 | 6 Credit Hours

*Students who do not have previous experience are required to take internship courses.

- RCS 713 - Research Methods Capstone/Thesis: Scientific Writing
- RCS 714 - Cryopreservation
- RCS 715 - Ethics, Society and ART
- RCS 717 - IVF Clinical Internship *

Additional Course

**Students who do not successfully complete the thesis requirement will be required to enroll in this extended writing course until it is completed. This course can only be repeated a select number of times.

- RCS 716 - Scientific Writing

Total Requirement: 36 Credit Hours

Faculty and Staff

Program Director
Liang Yu, PhD, Assistant Professor

Program Staff

Elizabeth Chute

Faculty
Alfred Z. Abuhamad, MD, Chairman

Marlane Angle, PhD, HCLD (ABB), Teacher

Minglie Bian, PhD, Assistant Professor

Silvina Bocca, MD, PhD, HCLD (ABB), Professor

Frank J. Castora, PhD, Professor

Eva Forgacs-Lonart, PhD, Associate Professor

Earl Godfry, PhD, Teacher

Thomas Kimble, MD, Associate Dean, Assistant Professor

Gyorgy Lonart, PhD, Professor

Jacob Mayer, PhD, HCLD (ABB), Professor April Pace, MLS, Instructor

Mahmood Morshedi, PhD, HCLD (ABB), CTBS, Professor

Kellie Robinson, EDD, Teacher

Helena Russell, MS, Assistant Professor

Laurel A. Stadtmauer, MD, PhD, Professor

Erin White, MS, Teacher

Jennifer Winters, PhD, Community Faculty

Hang Yin, PhD, HCLD (ABB), Teacher

Liang Yu, PhD, Assistant Professor

Reproductive Clinical Science, MS Information

Admission

Candidates must have completed all undergraduate degree requirements and have been issued a bachelor's degree prior to matriculating as an EVMS student. If the bachelor's degree was issued by a U.S. college or university, as a general rule, it should be from a regionally accredited institution. However, the program may grant exceptions on a case-by-case basis. Official transcripts from the awarding institution must specify the date upon which the degree was issued. Graduate level course transfer credits will be considered on a case-by-case basis.

The application cycle for Summer 2021 will open on October 1, 2020. The early admissions application deadline for entry into the Summer 2021 cohort is November 15, 2020, and for the regular admission is January 2, 2021.

Applicants must:

- Have a grade point average of 2.75 (B-) or better.
- Have successfully completed two semesters of college-level biology and chemistry with lab.
- Submit two letters of recommendation (submitted by the reference electronically) from individuals who are acquainted with you academically and/or professionally. References from close friends and family members are unacceptable.
- Submit a personal essay. Complete essay instructions are available inside the online application portal.

If you are applying as an experienced embryologist or andrologist, you must:

- Currently, work or have worked in clinical IVF or basic reproductive research as an embryologist, andrologist, nurse, physician or research scientist.
- Complete a Reproductive Clinical Science MS Degree Program Skills Report Form and submit to the RCS program after application submission.

If you are applying with no experience, you must:

- Shadow at an IVF facility and obtain a letter that lists what was observed.
- Contact the program for more details and assistance.

International students, or applicants whose native language is not English, must take the TOEFL and receive a score equal to or greater than 550 for the paper-based test, 213 for the computer-based test or 80 for the iBT exam.

Additional Requirements for International Applicants

In addition to meeting the admissions requirements above, international applicants are required to meet the following:

Foreign Transcripts

- Request a course by course evaluation of all foreign transcripts showing GPA calculation on a four point scale.
- Eastern Virginia Medical School does not endorse any particular evaluating and/or credentialing service. You can use the following agencies:
  - World Education Services
  - Educational Credential Evaluators

Translation: If the academic institution that you attended does not issue documents in English, the credentialing agency will require that you submit a word-for-word translation of your transcripts. You can contact University Language Services to submit your transcript for translation and instruct them to send the translated transcript to the credentialing agency you choose.

Transcript Evaluation: International students whose native language is not English may contact one of the following credentialing agencies to submit transcripts for official evaluation: WES or ECE. Instruct the credentialing agency to send the official evaluation (and translation) directly to GradCAS. You must provide both a course-by-course evaluation report along with an overall GPA calculation. Evaluations are mandatory even for transcripts from institutions that report grades in English. This provides EVMS with a U.S. credit equivalency and allows the transcripts to be reviewed accurately. WES and ECE are preferred credentialing services. If you wish to select a company other than these, please contact the program first.

TOEFL: International applicants whose native language is not English must take the TOEFL exam and receive a score as follows: Paper-based test: 550; Computer-based test: 213; iBT exam: 80. Please go to the ETS website to take the TOEFL exam, and request your TOEFL scores be sent directly to GradCAS. ETS reports scores for two years after the test date. If you have previously taken the TOEFL but the two-year period has expired, the program will accept a personal copy if available.

GradCAS: GradCAS will **ONLY** accept the evaluation report from the credentialing agency. **Do not send** your foreign transcript to GradCAS.

All other foreign transcript evaluations from the credentialing agency must be sent directly to GradCAS to the following address:

GradCAS Transcript Processing Center
P.O. Box 9217
Watertown, MA 02471

GRE School Code: 5729 TOEFL School Code is B886

Applicant Help Center

- Having trouble accessing the application? The preferred browsers are Google Chrome or Firefox
- Applicant Help Center
- If you have questions about your application status, please contact your GradCAS Customer Service Representative at tel:8573042086 or GradCASinfo@liaisonedu.com

Technical Standards

The abilities and skills candidates and students must possess in order to complete the education and training associated with the master's in Reproductive Clinical Science are referred to as technical standards. These abilities and skills are essential for clinical laboratory practice as an embryologist and/or andrologist.

1.0 Observation Skills Technical Standard

1.01 Demonstrate sufficient attention and accuracy in observation skills (visual, auditory and tactile) in the lecture hall, laboratory and/or online settings. Indicators include, but are not limited to, accurate visualization and discrimination of text, numbers, patterns, graphic illustrations and other imaging texts.

2.0 Communication Skills Technical Standard

2.01 Demonstrate effective communication skills with healthcare professionals and with people of varying cultures, ethnicities and personalities.

2.02 Indicators include, but are not limited to, these examples:

1. Clear, efficient and intelligible articulation of spoken English language.
2. Legible, efficient and intelligible written English language.
3. Accurate and efficient English language reading skills.
4. Accurate and efficient, expressive and receptive communication skills.
5. Ability to accurately follow directions (oral and written).

3.0 Critical Reasoning Skills Technical Standard

3.01 Demonstrate critical reasoning skills, including, but not limited to, intellectual, conceptual, integrative and quantitative abilities.

3.02 Indicators include, but are not limited to, these examples:

1. Demonstrate ability to measure, calculate, reason, analyze, integrate and synthesize information.
2. Demonstrate ability to acquire, retain and apply new and learned information.

4.0 Motor And Sensory Function Technical Standard

4.01 Demonstrate sufficient motor and sensory function to perform typical clinical laboratory duties.

4.02 Indicators include, but are not limited to, these examples:

1. Functional and sufficient sensory capacity (visual, auditory and tactile) to use laboratory equipment and perform procedures.
2. Execute motor movements that demonstrate safety and efficiency in the various learning settings (i.e., classroom, online and laboratories).
3. Physical stamina sufficient to complete the online didactic and some laboratory study, which will include prolonged periods of sitting.

5.0 Behavioral And Social Attributes Technical Standard

5.01 Demonstrate the behavioral and social attributes vital to participation in a professional program and service as a practicing laboratory professional.

5.02 Indicators include, but are not limited to, these examples:

1. Possess the emotional health required for full utilization of mental faculties (judgment, orientation, affect and cognition).
2. Ability to develop mature and effective professional relationships with faculty, patients, the public and other members of the healthcare team.
3. Possess personal qualities that facilitate effective therapeutic interactions (compassion, empathy, integrity, honesty, benevolence, confidentiality).
4. Demonstrate impartial motives, attitudes and values in roles, functions and relationships.
5. Ability to monitor and react appropriately to one's own emotional needs and responses.
6. Display appropriate flexibility and adaptability in the face of stress or uncertainty associated with clinical encounters and clinical environments.
7. Compliance with standards, policies and practices set forth in the EVMS Student Handbook and the program handbook.

Reproductive Clinical Science, MS Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Semester Four - Summer 2024

Student Registration Period: 3/1/2024 - 4/15/2024

Add/Drop Date*: 5/26/2024

Census Date: 5/28/2024

Start Date: 5/13/2024

End Date: 8/2/2024

Final Exams: 7/29/2024 - 8/2/2024

Semester Five - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Semester Six - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2024

Census Date: 1/28/2024

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

Class of 2026

Semester One - Summer 2024

Student Registration Period: 3/1/2024 - 4/15/2024

Add/Drop Date*: 5/26/2024

Census Date: 5/28/2024

Start Date: 5/13/2024

End Date: 8/2/2024

Final Exams: 7/29/2024 - 8/2/2024

Semester Two - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Semester Three - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2024 - 5/2/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Memorial Day: 5/26/2025

Junteenth: 6/19/2025

Fourth of July: 7/4/2025

Print this Page

Reproductive Clinical Science, MS Tuition and Fees

Tuition and Fees

EVMS' Reproductive Clinical Science tuition and fees are set annually in June by the Board of Visitors and are subject to change without notice. Questions about tuition and fee charges on student accounts should be directed to Financial Services.

Tuition

- In-state: $1,246 per credit hour
- Out-of-state: $1,610 per credit hour

Mandatory Fees

- Year 1: $632
- Year 2: $652

Full-Time Status

A student must maintain a full-time workload of 9 course credits (fall and spring terms) or 6 course credits (summer term) to receive financial aid.

Projected Cost of Attendance

Reproductive Clinical Science, MS | Year 1

Budget length: 12 mos.

Tuition*

- **In State ($1,246/credit):** $24,920
- **Out of State ($1,610/ credit):** $32,200

Fees*

- **Mandatory:** $632

Subtotal tuition and fees (direct costs)

- **In State (IS):** $25,552
- **Out of State (OS):** $32,832

Other allowances

- **Books & Equipment:** $1,500
- **Living (Room, Board & Misc.):** $23,016
- **Personal Expenses:** $1,056
- **Transportation:** $3,540

Cost of attendance without loan fees

- **In State:** $54,664
- **Out of State:** $61,944

Loan fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $1,444
- **Grad PLUS - 4.228% OS:** $1,752

Total cost of attendance including loan fees

- **In State:** $56,324
- **Out of State:** $63,912

Reproductive Clinical Science, MS | Year 2

Budget length: 12 mos.

Tuition*

- **In State ($1,246/credit):** $23,674
- **Out of State ($1,610/ credit):** $30,590

Fees*

- **Mandatory:** $652

Subtotal tuition and fees (direct costs)

- **In State (IS):** $24,362
- **Out of State (OS):** $31,242

Other allowances

- **Books & Equipment:** $100
- **Living (Room, Board & Misc.):** $23,016

- **Personal Expenses:** $1,056
- **Transportation:** $3,540

Cost of attendance without loan fees

- **In State:** $52,038
- **Out of State:** $58,954

Loan fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $1,333
- **Grad PLUS - 4.228% OS:** $1,626

Total cost of attendance including loan fees

- **In State:** $53,587
- **Out of State:** $60,796

*Tuition and fees are subject to change throughout the year.

**Loan fees are based on maximum $20,500 Direct Stafford Loan for graduate students and balance of projected cost of attendance in Grad PLUS, if applicable with approved credit. Loan fees will be adjusted for those students with scholarships or outside assistance to reflect accurate fee amounts.

The Reproductive Clinical Science Master's Program covers 36 credits over a 24-month period. The first year consists of 20 credits per academic year. The second year is 19 credits per academic year.

For distance or hybrid programs, your aid will be released on the eighth day of the term (or the next business day). All aid is released initially in as close to equal amounts as possible over the academic year to your student tuition account, subject to satisfactory academic progress.

Surgical Assisting, MSA

The EVMS Surgical Assisting program is the only CAAHEP-accredited surgical assistant program that does not require its students to be trained as surgical technicians. Our graduates earn a Master of Surgical Assisting degree and become certified in 22 months.

Our mission is to train competent surgical assistants in a dynamic academic environment and nurture future educators and leaders of the profession.

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuitio and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

Our 71-credit-hour program includes 36 credits of training in our 10 month didactic phase and 35 credits of clinical practice in the second year.

Didactic Phase

Our immersive experience allows for direct observation and active participation with the surgical team to develop the critical clinical skills surgical assistants need. Students are exposed to surgical services, including perioperative, intraoperative and postoperative patient care, and ancillary surgical services, such as central sterile services and pathology.

This training complements the hands-on instruction students receive in the surgical environment. Our students enter the clinical phase of the program with practical experience in the operating room and a strong foundation of surgical knowledge.

Clinical Phase

In contrast to other accredited programs, our program manages and assigns students' clinical placements. At the end of the clinical phase, students:

- Have completed eight clinical rotations.
- Have performed the duties of and served in the role of the surgical assistant in at least 240 cases.
- Have the equivalent competencies expected of a junior surgical resident.
- Are eligible to sit for a national certification exam.

Course Sequence

Term 1 | Fall 2024 | 18 Credit Hours

- MSA 502 - Medical Terminology
- MSA 503 - Surgical Microbiology with lab
- MSA 504 - Advanced Topics of Surgical Assisting I
- MSA 506 - Operative Practices
- MSA 510 - Advanced Surgical Pharmacology
- MSA 515 - Surgical Physiology
- MSA 517 - Principles of Surgical Assisting I Lecture
- MSA 518 - Principles of Surgical Assisting I Lab

Term 2 | Spring 2025 | 18 Credit Hours

- MSA 505 - Advanced Topics of Surgical Assisting II
- MSA 507 - Surgical Rounds
- MSA 508 - Clinical Anatomy for Health Professions
- MSA 513 - Minimally Invasive Surgery and Simulation Skills Lab
- MSA 519 - Principles of Surgical Assisting II Lecture
- MSA 520 - Principles of Surgical Assisting II Lab
- MSA 521 - Clinical Reasoning for Surgical Assisting

Term 3 | Summer 2025 (Clinical Year) | 9 Credit Hours

- MSA 602 - Medical Ethics of Surgical Assisting
- MSA 604 - Leadership in Healthcare
- MSAR 700 - Surgical Clinical Rotations

Term 4 | Fall 2025 (Clinical Year) | 14 Credit Hours

- MSA 600 - Trauma Surgery Rotation

- MSA 601 - Business of Surgical Assisting Services
- MSAR 700 - Surgical Clinical Rotations

Term 5 | Spring 2026 (Clinical Year) | 12 Credit Hours

- MSA 603 - Capstone Project
- MSAR 700 - Surgical Clinical Rotations

Total Requirement: 71 Credit Hours

Faculty and Staff

Program Director
R. Crews, MPH, Assistant Dean Admissions

Program Staff

Jennifer Land

Clinical Coordinator

Karen Owen, CSA, RSA, Instructor

Faculty

Daniel Baird, CSA, MSc, MBA, Teacher

Cynthia D. Ferguson, PA-C, MHS, Assistant Professor

David Jennette, CSA, LSA, RSA, Teacher

Michael Solhaug, MD, Vice Chair and Professor

Jessica Wilhelm, CSA, MSA, F-PRS, Assistant Professor

Jennifer M. Wohl, DHSc, PA-C, Associate Professor

Surgical Assisting, MSA Information

Admission

Candidates must have completed all undergraduate degree requirements and have been issued a bachelor's degree prior to matriculating as an EVMS student. If the bachelor's degree was issued by a U.S. college or university, as a general rule it should be from a regionally accredited institution. However, the program may grant exceptions on a case-by-case basis. Official transcripts from the awarding institution must specify the date upon which the degree was issued. All individuals must satisfy the admission requirements. Currently the program does not accept international students or medical graduates.

Candidates must:

- be a U.S. citizen or have proof of permanent residency status. Applicants born outside the U.S. must provide proof of U.S. citizenship or permanent residency status upon agreeing to accept a student position at EVMS.
- have a baccalaureate degree (in any area of study) and a qualifying grade point average of 3.0 (B) or better.
- have completed all prerequisite courses listed with a grade of B- or better.
- submit an online application
- pay a nonrefundable $125 application fee
- submit two (2) letters of recommendation
- submit a personal statement
- submit official transcripts of all college-level coursework

Applications will be accepted between October 1 and May 31.

Following the online instructions, applicants must contact every college or university attended and request transcripts to be sent directly to GradCAS. GradCAS only accepts electronic transcripts from:

- Credentials Solutions
- Parchment
- National Student Clearinghouse

To send transcripts to GradCAS by mail, download a transcript request form after you enter each institution in GradCAS. Send the transcript request form to the registrat at the institution and mail to:

GradCAS Transcript Processing Center
P.O. Box 9217
Watertown, MA 02471

The EVMS SA program will not accept applications from practicing or retired physicians as these individuals can enter the surgical assistant profession by taking the Certified Surgical Assistant (CSA) Exam.

The application review process takes approximately eight weeks. The program director will send letters to all applicants indicating the determination of the admissions review committee. The program has a capacity to admit a maximum of 24 students a year. New classes are admitted in August, and students are enrolled for 22 consecutive months.

Prerequisite Courses

All prerequisite courses must have been completed within the past 10 years with a B- or better for acceptance. Waivers may be granted based on experience and other factors.

- Anatomy and Physiology I and II with lab (human anatomy/physiology recommended): 6-8 credit hours
- General Biology with lab: 3 credit hours
- General or Intro Chemistry with lab: 3 credit hours
- Microbiology with lab: 3 credit hours

TOEFL Scores

All applicants who entered the U.S. after the age of 12, have a foreign degree and/or English as a second language are required to provide TOEFL scores. This requirement must be fulfilled before your application will be considered complete and eligible for review.

Due to the importance of communication in the English language for both learning and practicing, further demonstration of English proficiency may be requested as a condition of acceptance for applicants exhibiting difficulty with the written or spoken language.

To ensure an ability to function at the graduate level in this healthcare program, the following are acceptable TOEFL scores:

- Internet-based test (preferred): 85
- Computer-based test: 220
- Minimum of 25 in the speaking component

Early Assurance Program

The Early Assurance Program (EAP) offers early acceptance to undergraduate students in their junior year at a participating institution. Applicants must have expressed interest in Surgical Assisting, are in good academic standing and are enrolled at an accredited undergraduate institution. The following institutions are participating in the Early Assurance Program with the EVMS Surgical Assisting Program:

- Hampton University
- Norfolk State University
- Regent University
- Virginia Wesleyan University

Eligibility

To be eligible for the Early Assurance Program, a student must:

- Be at least in their Junior Year at participating institution, having been enrolled as a “career student” at the institution from Freshman year of college (this program is not available to students transferring into the institution) and with only one academic year left to complete in their undergraduate education. Interested students should meet with the institution EAP Advisor during their freshman year or within the first semester of coursework to express interest in the EAP.
- Meet citizenship requirements of the Program.
- Meet all undergraduate institutional and degree requirements to continue as a student in good standing.
- Maintain an overall (cumulative) GPA of 3.00 or better.
- Have satisfactorily completed, by the time of application, 4 or 5 prerequisite courses at the institution as indicated on the Program’s EAP website and not having withdrawn from or repeated any course(s) used to satisfy the prerequisites.
- Have no academic or other code of conduct violations.

Technical Standards

The abilities and skills students must possess in order to complete the education and training associated with surgical assistant education are referred to as technical standards. These abilities and skills are essential for clinical practice as a surgical assistant. These technical standards reflect five categorical areas - observation, communication, critical reasoning (intellectual), motor and sensory, and behavioral and social - and represent minimum competency levels.

Students must attest that they meet these technical standards prior to or at the time of matriculation into the surgical assisting program. Students found to be in violation of technical standards are at risk for dismissal from the program. Each standard is defined and includes examples of indicators of minimum competence in that area.

1.0 Observation Skills Technical Standard

1.01 Demonstrate sufficient attention and accuracy in observation skills (visual, auditory and tactile) in the lecture hall, laboratory and the operating room and or clinical settings.

1.02 Indicators include, but are not limited to, these examples:

1. Accurate identification of changes in color of fluids, skin and culture media.
2. Accurate visualization and discrimination of text, numbers, patterns, graphic illustrations and findings on X-ray and other imaging texts.

2.0 Communication Skills Technical Standard

2.01 Demonstrate effective communication skills with healthcare professionals and with people of varying cultures, ethnicities and personalities.

2.02 Indicators include, but are not limited to, these examples:

1. Clear, efficient and intelligible articulation of verbal language.
2. Legible, efficient and intelligible written English language.
3. Accurate and efficient English language reading skills.
4. Accurate and efficient expressive and receptive communication skills.
5. Ability to accurately follow oral and written directions.

3.0 Critical Reasoning Skills Technical Standard

3.01 Demonstrate critical reasoning skills, including, but not limited to, intellectual, conceptual, integrative and quantitative abilities.

3.02 Indicators include, but are not limited to, these examples:

1. Demonstrate ability to measure, calculate, reason, analyze, integrate and synthesize information.
2. Demonstrate ability to acquire, retain and apply new and learned information.

4.0 Motor and Sensory Function Technical Standard

4.01 Demonstrate sufficient motor and sensory function to perform typical surgical assistant duties.

4.02 Indicators include, but are not limited to, these examples:

1. Functional and sufficient sensory capacity (visual, auditory and tactile) to use surgical tools and perform procedures.
2. Execute motor movements that demonstrate safety and efficiency in the various learning settings, (i.e., classroom, laboratories and clinical settings) including appropriate negotiation of self and patient’s in-patient care environments.
3. Proper use of clinical instruments and devices for clinical intervention including, but not limited to, suturing needles, catheters, retractors, etc.
4. Ability to lift over 50 lbs. with good body mechanics or 25-50 lbs. with improper body mechanics.
5. Physical stamina sufficient to complete the rigorous course of didactic and clinical study, which may include prolonged periods of sitting, standing, rapid ambulation and/or wearing personal protective equipment, such as lead aprons, for extended periods of time.

5.0 Behavioral and Social Attributes Technical Standard

5.01 Demonstrate the behavioral and social attributes vital to participation in a professional program and service as a practicing professional surgical assistant.

5.02 Indicators include, but are not limited to, these examples:

1. Possess the emotional health required for full utilization of mental faculties (judgment, orientation, affect and cognition).
2. Ability to develop mature and effective professional relationships with faculty, patients, the public and other members of the healthcare team.
3. Possess personal qualities that facilitate effective therapeutic interactions (compassion, empathy, integrity, honesty, benevolence, confidentiality).
4. Demonstrate impartial motives, attitudes and values in roles, functions and relationships.
5. Ability to monitor and react appropriately to one’s own emotional needs and responses.
6. Display appropriate flexibility and adaptability in the face of stress or uncertainty associated with clinical encounters and clinical environments.
7. Compliance with standards, policies and practices set forth in the EVMS Student Handbook and the SA Academic Student Handbook.

Surgical Assisting, MSA Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 8/25/2024

Census Date: 8/27/2024

Start Date: 8/12/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date: 1/19/2025

Census Date: 1/21/2025

Start Date: 1/6/2025

End Date: 5/9/2025

Final Exams: 5/5/2025 - 5/9/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2026

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 6/1/2025

Census Date: 6/3/2025

Start Date: 5/19/2025

End Date: 8/8/2025

Final Exams: 8/4/2025 - 8/8/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

*Last day to add/drop classes without penalty

Print this Page

Surgical Assisting, MSA Tuition and Fees

Print this Page

Tuition and Fees

EVMS' Surgical Assisting tuition and fees are set annually in June by the Board of Visitors and are subject to change without notice. Questions about tuition and fee charges on student accounts should be directed to Financial Services. Students may apply for Financial Aid.

Tuition

- In-state: $18,000
- Out-of-state: $24,129

Mandatory Fees

- Year 1: $2,560
- Year 2: $4,328

Projected Cost of Attendance

Master of Surgical Assisting | Year 1

Budget length: 9 mos.

Tuition*

- **In State:** $18,000
- **Out of State:** $24,129

Fees*

- **Mandatory:** $2,560
- **Health Insurance:** $3,830

Subtotal tuition and fees (direct costs)

- **In State (IS):** $24,390
- **Out of State (OS):** $30,519

Other allowances

- **Books & Equipment:** $1,040
- **Living (Room, Board & Misc.):** $17,262
- **Personal Expenses:** $792
- **Transportation:** $3,986

Cost of attendance without loan fees

- **In State:** $47,470
- **Out of State:** $53,599

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $1,140
- **Grad PLUS - 4.228% OS:** $1,399

Total cost of attendance including loan fees

- **In State:** $48,826
- **Out of State:** $55,214

Master of Surgical Assisting | Year 2

Budget length: 12 mos.

Tuition*

- **In State:** $18,000
- **Out of State:** $24,129

Fees*

- **Mandatory:** $4,328
- **Health Insurance:** $3,830

Subtotal tuition and fees (direct costs)

- **In State (IS):** $26,158
- **Out of State (OS):** $32,287

Other allowances

- **Books & Equipment:** $788
- **Living (Room, Board & Misc.):** $23,016
- **Personal Expenses:** $1,056
- **Transportation:** $5,195

Cost of attendance without loan fees

- **In State:** $56,213
- **Out of State:** $62,342

Loan fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $1,510
- **Grad PLUS - 4.228% OS:** $1,769

Total cost of attendance including loan fees

- **In State:** $57,939
- **Out of State:** $64,327

*Tuition and fees are subject to change throughout the year.

**Loan fees are based on maximum direct unsubsidized for graduate program and balance of projected cost of attendance in Grad PLUS, if applicable. Loan fees are subject to change for loans first disbursed on or after October 1.

Year 1 has two equal disbursements at the beginning of each term; year 2 has three equal disbursements at the beginning of each term.

Print this Page

Biomedical Sciences, PhD

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

The Biomedical Sciences PhD program curriculum contains multidisciplinary training that prepares students for careers in research. Core coursework and lab rotations provide students with a broad background in the biomedical sciences, while advanced training is individualized depending on the student's interests. Fields of study focus on the molecular, cellular or organismal basis of human diseases, including cancer biology, cardiovascular physiology, endocrinology, infectious disease, neurobiology and reproduction.

Our program aims to develop graduates who will pursue careers as independent investigators with an appreciation for both basic and clinical aspects of biomedical research.

Course Sequence - 1st Year

Term 1 | Fall 2024

- BP 700 - Molecules to Cells
- BP 701 - Molecular and Cellular Techniques
- BP 703 - Cell Communication and Signaling
- BP 704 - Molecular Genetics
- BP 708 - Oral Communication Forum
- BP 819 - Biomedical Sciences Lab Rotation I

Term 2 | Spring 2025

- BP 706 - Cell Energetics and Organ Function
- BP 708 - Oral Communication Forum
- BP 781 - Applied Bioinformatics and Biostatistics
- BP 820 - Biomedical Sciences Lab Rotation II
- BP 821 - Biomedical Sciences Lab Rotation III

Term 3 | Summer 2025

- BP 898 - Research

Course Sequence - 2nd Year

Term 4 | Fall 2025

- BP 708 - Oral Communication Forum
- BP 709 - Scientific Writing and Research Design
- BP 771 - Methods and Logic in Translational Biology
- BP 773 - Responsible Conduct in Science
- BP 898 - Research

  *Electives (2-3 credits, as available)

Term 5 | Spring 2026

- BP 708 - Oral Communication Forum
- BP 898 - Research

  *Electives (2-6 credits, as available)

Term 6 | Summer 2026

- BP 898 - Research

  *Electives (2-6 credits, as available)

Course Sequence - 3rd and Subsequent Years

This part of the curriculum consists of original dissertation research, writing of the dissertation and the oral defense of the dissertation.

- Fall semesters: Oral Communication Forum, Research
- Spring semesters: Oral Communication Forum, Research
- Summer sessions: Research

*Electives (2-6 credits, as available)

Advanced Electives

This listing is a sample of advanced electives that may be chosen. Additional electives are developed based on the interests of students:

- Other EVMS Courses**
- Old Dominion University (ODU) Courses**

Biomedical Sciences Graduate Courses

- BP 795 - Special Topics

Other EVMS Courses

- MHPE 501 - Instructional Methods
- MLAS 513 - Comparative Anatomy and Physiology
- MPH 614 - Principles Of Epidemiology
- MPHE 624 - Data Management with SAS
- MPHE 727 - Organizational Management
- MPHE 737 - Infectious and Chronic Disease Epidemiology
- RCS 806 - Developmental Biology

Old Dominion University Courses (ODU)

- BIOL 701 - Practical Computing for Biology (ODU) 3 Credit Hours
- MDTS 730 - Chromosome Biology and Human Disease (ODU) 3 Credit Hours

or

- MDTS 830 - Chromosome Biology and Human Disease (ODU) 3 Credit Hours
- CS 723 - Introduction of Bioinformatics (ODU) 3 Credit Hours

or

- CS 823 - Introduction of Bioinformatics (ODU) 3 Credit Hours

Note

*Not all elective courses are offered every term and year

**Courses offered are subject to change - please make sure to inquire with the program

Total Requirement: 57 - 62.5 Credit Hours

Faculty and Staff

Program Director

David Taylor-Fishwick, PhD

Program Staff

Diana Colon

Faculty

Frank Castora, PhD, Professor

Diane Duffy, PhD, Professor

Eva Forgacs-Lonart, PhD, Associate Professor

Frank Lattanzio, PhD, Professor

Gerald Pepe, PhD, Chair

Howard White, PhD, Professor

Biomedical Sciences, PhD Information

Admission

The Biomedical Sciences, PhD program is now participating in the Graduate Centralized Application Service (GradCAS).

The application deadline is February 1. Applications are reviewed annually in the spring for the following fall semester, which begins in mid-August each year.

Applicants to the program must have:

- A bachelor's degree prior to matriculating as an EVMS student.
  - If the bachelor's degree was issued by a U.S. college or university, as a general rule it should be from a regionally accredited institution. However, the program may grant exceptions on a case-by-case basis.
  - Official transcripts from the awarding institution must specify the date upon which the degree was issued.
- An overall grade point average (GPA) of 3.0 or higher (undergraduate and graduate GPA combined).
  - Admission is competitive; most accepted applicants have a cumulative GPA of 3.3 or higher.
- Graduate Record Examination (GRE) score submission is optional and no longer required.
- Completed the Test of English as a Foreign Language (TOEFL)
  - This applies to international applicants only.
- Successfully completed the following courses:
  - General Biology (1 semester with lab)
  - Additional Biology (1 semester with lab)
  - Calculus and/or statistics (1 year)
  - General Chemistry (1 year with lab)
  - Organic Chemistry I (1 semester with lab)
  - Organic Chemistry II or Biochemistry (1 semester, lab not required)
  - Physics (one semester; one year preferred)
    - An additional course in mathematics, computer science or chemistry may substitute for the second semester of physics.

  Applicants must also have previous laboratory research experience, and we recommend that they take additional courses in biology, chemistry, and physics.
- Completed the online application including a personal statement, along with the $125 application fee:
- Official transcripts from all colleges and universities attended, sent by the registrar at those institutions
  - Official transcripts from the awarding institution must specify the date upon which the degree is issued.
  - Transcripts must be sent to GradCAS only. GradCAS only accepted electronic transcripts from Credentials Solutions, Parchment, and National Student Clearinghouse. If your school does not offer either of these services, your transcripts must be sent via mail. Please use the information below to send your transcripts.
- Sending transcripts to GradCAS electronically:
  - Credentials Solutions - http://www.transcriptsplus.net/order
  - Parchment - https://www.parchment.com/order/
  - National Student Clearinghouse - http://www.studentclearinghouse.org
- Sending transcripts to GradCAS by mail:
  - Download a transcript request form after you enter each institution in GradCAS.
  - Send the transcript request form to the institution registrar to send the transcript by mail to the address below:

    GradCAS Transcript Processing Center
    P.O. Box 9217
    Watertown, MA 02471
- Three letters of recommendation submitted using the form provided within the online application
  - At least two letters should be written by faculty at colleges attended by the applicant who are familiar with the student's academic and research capabilities
  - Only professional references are acceptable. Letters from personal friends and family members will not be considered.

Additional Requirements for International Applicants

Sending International Transcripts to GradCAS

- GradCAS will ONLY accept the evaluation report from the credentialing agency. Do not send your foreign transcript to GradCAS.
- All other foreign transcript evaluations from the credentialing agency must be sent directly to GradCAS.

Transcript evaluation: International applicants who attended any institution outside of the United States must contact one of the following credentialing agencies to submit transcripts for official evaluation:

- World Education Services
- Educational Credential Evaluators

These are preferred credentialing services. If you wish to select a company other than these, please contact us first.

Note: It can take 4 to 6 weeks for transcript evaluations to arrive at EVMS after the agency receives transcripts. Plan ahead and request these documents early. Incomplete applications will not be reviewed.

Translation: If the academic institution that you attended does not issue documents in English, the credentialing agency may require that you submit a word-for-word translation of your transcripts if they do not have this service available for purchase. You can contact University Language Services to submit your transcript for translation and instruct them to send the translated transcript to the credentialing agency.

TOEFL: International applicants whose native language is not English must take the TOEFL exam and receive a score as follows:

- Paper-based test: 550
- Computer-based test: 213
- IBT exam: 80

the TOEFL School Code is B886.

Please take the TOEFL exam online through the Education Testing Service (ETS), and request your TOEFL scores be sent directly to EVMS Admissions and Enrollment for Health Professions. ETS reports scores for two years after the test date. If you have previously taken the TOEFL but the two-year period has expired, the program will accept a personal copy if available.

Transfer Credit Policy

Transfer of credit may be allowed for courses comparable to those offered in our program. Courses must have been taken at an accredited biomedical or biological sciences graduate program in the U.S. Grades of B or higher or a passing grade in a pass/fail course are required. The Biomedical Sciences PhD program may accept up to 12 transfer credits. Transfer credit will be determined by the program director in consultation with program faculty after matriculation of a student into the program.

Official transcripts must be sent to GradCAS. Test scores and supportive application documents should be electronically submitted or mailed to EVMS Admissions and Enrollment for Health Professions.

Technical Standards

The abilities and skills candidates and students must possess in order to complete the education and training of the Biomedical Sciences PhD program are referred to as technical standards. These abilities and skills are essential for entry into most professional practice settings associated with these degree programs.

1.0 Observation Skills Technical Standard

1.01 Demonstrate sufficient attention and accuracy in observation skills (visual, auditory and tactile) in the lecture hall, laboratory and/or online settings.

1.02 Indicators include, but are not limited to, this example:

1. Accurate visualization and discrimination of text, numbers, patterns, graphic illustrations and other imaging texts.

2.0 Communication Skills Technical Standard

2.01 Demonstrate effective communication skills with other students, faculty members, laboratory staff members and scientific colleagues.

2.02 Indicators include, but are not limited to, these examples:

1. Clear, efficient and intelligible articulation of verbal language.
2. Legible, efficient and intelligible written English language.
3. Accurate and efficient English language reading skills.
4. Accurate and efficient expressive and receptive communication skills.
5. Ability to accurately follow oral and written directions.

3.0 Critical Reasoning Skills Technical Standard

3.01 Demonstrate critical reasoning skills, including, but not limited to, intellectual, conceptual, integrative and quantitative abilities.

3.02 Indicators include, but are not limited to, these examples:

1. Demonstrate ability to measure, calculate, reason, analyze, integrate and synthesize information.
2. Demonstrate ability to acquire, retain and apply new and learned information.
3. Demonstrate ability to pursue a course of independent research in a laboratory setting, including the ability to plan and execute experiments.

4.0 Motor And Sensory Function Technical Standard

4.01 Demonstrate sufficient motor and sensory function to perform typical research laboratory duties.

4.02 Indicators include, but are not limited to, these examples:

1. Functional and sufficient sensory capacity (visual, auditory and tactile) to use laboratory equipment and perform experiments.
2. Execute motor movements that demonstrate safety and efficiency in the various learning settings (i.e., classroom and laboratories).
3. Physical stamina sufficient to complete the didactic and laboratory requirements, including prolonged periods of sitting or standing.

5.0 Behavioral And Social Attributes Technical Standard

5.01 Demonstrate the behavioral and social attributes vital to participation in a professional program and service as a practicing laboratory professional.

5.02 Indicators include, but are not limited to, these examples:

1. Possess the emotional health required for full utilization of mental faculties (judgment, orientation, affect and cognition).
2. Ability to develop mature and effective professional relationships with faculty, students and other members of the research team.
3. Demonstrate impartial motives, attitudes and values in roles, functions and relationships.
4. Ability to monitor and react appropriately to one's own emotional needs and responses.
5. Display appropriate flexibility and adaptability in the face of stress or uncertainty associated with technical difficulties in research or scientific review (e.g., criticism of ideas shared in written or oral presentations, manuscripts, etc.).
6. Compliance with standards, policies and practices set forth in the EVMS Student Handbook and the program handbook.

Biomedical Sciences, PhD Academic Calendar

Print this Page

Academic Calendar 2024-2025

2nd Year & Beyond

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/26/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/15/2025

Final Exams: 8/11/2025 - 8/15/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

1st Year

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/26/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/15/2025

Final Exams: 8/11/2025 - 8/15/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

*Last day to add/drop classes without penalty

Print this Page

Biomedical Sciences, PhD Tuition and Fees

Tuition and Fees

Biomedical Sciences PhD students receive annual stipends ($30,800 for 2024-2025 AY). Fees are paid by the program. Annual program costs include books and living expenses. Health insurance is available for matriculated students.

Tuition

Full-time students receive full tuition waivers.

Financial Aid

Financial aid may be available for students in this program. Please visit Financial Aid for more information.

Projected Cost of Attendance

Biomedical Sciences, PhD Year 1

Budget Length: 12mos.

Tuition*

- **In State ($477/credit):** $13,356
- **Out of State ($619/credit):** $17,332

Fees*

- **Mandatory:** $1,301
- **Health Insurance:** $3,830

Subtotal Tuition & Fees (Direct Costs)

- **In State (IS):** $18,487
- **Out of State (OS):** $22,463

Other Allowances

- **Books & Equipment:** $200
- **Living (Room, Board & Misc.):** $23,016
- **Personal Expenses:** $1,056
- **Transportation:** $5,149

Cost of Attendance w/o Loan Fees

- **In State:** $47,908
- **Out of State:** $51,884

Loan Fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $1,159
- **Grad PLUS - 4.228% OS:** $1,325

Total Cost of Attendance with Loan Fees

- **In State:** $49,283
- **Out of State:** $53,425

Biomedical Sciences, PhD Year 2

Budget Length: 12mos.

Tuition*

- **In State ($477/credit):** $11,448
- **Out of State ($619/credit):** $14,856

Fees*

- **Mandatory:** $1,301
- **Health Insurance:** $3,830

Subtotal Tuition & Fees (Direct Costs)

- **In State (IS):** $16,579
- **Out of State (OS):** $19,987

Other Allowances

- **Books & Equipment:** $100
- **Living (Room, Board & Misc.):** $23,016
- **Personal Expenses:** $1,056
- **Transportation:** $5,149

Cost of Attendance w/o Loan Fees

- **In State:** $45,900
- **Out of State:** $49,308

Loan Fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $1,074
- **Grad PLUS - 4.228% OS:** $1,218

Total Cost of Attendance with Loan Fees

- **In State:** $47,190
- **Out of State:** $50,742

Biomedical Sciences, PhD Year 3

Budget Length: 12mos.

Tuition*

- **In State ($477/credit):** $11,448
- **Out of State ($619/credit):** $14,856

Fees*

- **Mandatory:** $1,301
- **Health Insurance:** $3,830

Subtotal Tuition & Fees (Direct Costs)

- **In State (IS):** $16,579
- **Out of State (OS):** $19,987

Other Allowances

- **Books & Equipment:** $100
- **Living (Room, Board & Misc.):** $23,016
- **Personal Expenses:** $1,056
- **Transportation:** $5,149

Cost of Attendance w/o Loan Fees

- **In State:** $45,900
- **Out of State:** $49,308

Loan Fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $1,074
- **Grad PLUS - 4.228% OS:** $1,218

Total Cost of Attendance with Loan Fees

- **In State:** $47,190
- **Out of State:** $50,742

Biomedical Sciences, PhD Final Year

Budget Length: 12mos.

Tuition*

- **In State ($477/credit):** $11,448
- **Out of State ($619/credit):** $14,856

Fees*

- **Mandatory:** $1,301
- **Health Insurance:** $3,830

Subtotal Tuition & Fees (Direct Costs)

- **In State (IS):** $16,579
- **Out of State (OS):** $19,987

Other Allowances

- **Books & Equipment:** $100
- **Living (Room, Board & Misc.):** $23,016
- **Personal Expenses:** $1,056
- **Transportation:** $5,149

Cost of Attendance w/o Loan Fees

- **In State:** $45,900
- **Out of State:** $49,308

Loan Fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $1,074
- **Grad PLUS - 4.228% OS:** $1,218

Total Cost of Attendance with Loan Fees

- **In State:** $47,190

- **Out of State:** $50,742

*Tuition and fees are subject to change throughout the year.

**Cost of attendance projection for the first year is based on 27 credits (11 in fall, 12 in spring and 4 in summer). The second year is based on 24 credits (9 in fall, 9 in spring and 6 in summer). The actual cost of attendance is based on the education plan, which must be updated for any changes during the academic year. Please view the sample curriculum for second through fourth years to identify number of credit hours.

***Loan fees are based on maximum direct unsubsidized for graduate program and balance of projected cost of attendance in Grad PLUS, if applicable. Loan fees are subject to change for loans first disbursed on or after October 1.

Year 1 disbursements: Two equal installments in Fall and Spring.

Year 2 disbursements: Three equal installments in fall, spring and summer.

Doctor of Occupational Therapy

Print this Page

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admissions requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

The Doctor of Occupational Therapy program consists of 36 courses for a total of 105 credit hours, delivered in nine consecutive semesters with classes being taught onsite and with asynchronous online instruction.

Course Sequence - 1st Year

Term 1 | Summer 2024 | 8 Credit Hours

- OCCT 721 - Foundations of Occupational Therapy Practice
- OCCT 749 - Occupations I

Term 2 | Fall 2024 | 16 Credit Hours

- OCCT 750 - Occupations II
- OCCT 752 - Occupation, Health and Wellness across the Life span
- OCCT 754 - Professional Reasoning and the Occupational Therapy Process
- OCCT 756 - Professional Identity and Ethical Formation
- OCCT 821 - Elements of Research I: Theories of Inquiry and Scholarly Literature

Term 3 | Spring 2025 | 16 Credit Hours

- OCCT 751 - Occupations III
- OCCT 753 - Pediatric Habilitation and Rehabilitation: Theory and Practice
- OCCT 755 - OT Evaluation of Occupational Performance
- OCCT 768 - Field Work I: Pediatrics
- OCCT 822 - Elements of Research II: Using Evidence to Inform Practice

Course Sequence - 2nd Year

Term 4 | Summer 2025 | 8 Credit Hours

- OCCT 841 - Education and Learning in Healthcare and Health Education
- OCCT 843 - Leadership and Advocacy in Occupational Therapy Practice
- OCCT 845 - Health Care Policy and Program Management
- OCCT 847 - Therapeutic Relationship and Client Collaboration

Term 5 | Fall 2025 | 16 Credit Hours

- OCCT 850 - Adult Rehabilitation: Theory and Practice
- OCCT 854 - OT Technology and Context Adaptation
- OCCT 856 - Interprofessional Telehealth Care
- OCCT 858 - Elements of Research III: Critical Analysis of Occupational Therapy Practice
- OCCT 868-V1 - Field Work I: Adults

Term 6 | Spring 2026 | 15 Credit Hours

- OCCT 851 - Productive Aging and Rehabilitation: Theory and Practice
- OCCT 853 - Mental Health Promotion and Recovery: Theory and Practice
- OCCT 855 - Occupational and Activity Analysis
- OCCT 857 - Field Work I: Psychosocial
- OCCT 859 - Elements of Research IV: Scholarship of Practice Approaches and Design
- OCCT 890 - Practice Scholar Seminar I

Course Sequence - 3rd Year

Term 7 | Summer 2026 | 8 Credit Hours

- OCCT 868-V2 - Field Work II: A
- OCCT 870 - Community and Population Health
- OCCT 891 - Practice Scholar Seminar II

Term 8 | Fall 2026 | 9 Credit Hours

- OCCT 869 - Field Work II: B
- OCCT 871 - Professional Development Planning
- OCCT 892 - Practice scholar Seminar III

Term 9 | Spring 2027 | 9 Credit Hours

- OCCT 893 - Capstone
- OCCT 894 - Practice Scholar Symposium

Total Requirement: 105 Credit Hours

Faculty and Staff

Program Director, Assistant Professor

Patricia Laverdure, OTD, OTR/L, BCP, FAOTA

Assistant Professor, Capstone Coordinator

Peggy Galdini, OTD, OTR/, CHT

Assistant Professor, Academic Fieldwork Coordinator

Nancy Krolikowski, OTD, OTR/L, CHT

Assistant Professor

Michelle Thompson, PhD, OTR/L

Print this Page

Doctor of Occupational Therapy Information

Admission

- A completed application through the Occupational Therapy Centralized Application Service (OTCAS) that includes transcripts, a statement of interest, and three professional and/or academic recommendations.
- A bachelor's degree and official transcripts from each regionally accredited institution or foreign equivalent undergraduate and graduate program attended. We accept students with a wide variety of undergraduate backgrounds
- A minimum overall grade point average of 3.0 in undergraduate coursework
- Completion of the following prerequisite coursework:
  - **Anatomy and Physiology -** 8 credit hours with labs; the course content must address the organization of cells, tissues, organs, and organ systems in humans
  - **Developmental Psychology -** 3 credit hour child development or a lifespan course that includes learning principles and motor, language, cognitive, emotional, and social development
  - **Abnormal Psychology or Psychopathology -** 3 credit hour course addressing psychopathology
  - **Social Science -** 6 credit hours in courses that can include psychology, sociology, anthropology, political science, public health, epidemiology, gerontology, and urban studies
  - **Statistics -** 3 credit hour course addressing behavioral, educational, psychological, or mathematical statistics. Business statistics does not fulfill this requirement.
- Documentation of current Emergency Cardiac Care (CPR/AED Certification) at the level of a Health Professional
- Attestation of acknowledgment of the National Board for Certification in Occupational Therapy Character Review (page 8) eligibility requirements for certifying occupational therapy practitioners
- No standardized achievement tests are required.
- A virtual interview with faculty and practitioners.
- Participation in the Occupational Therapy virtual observation experience.

Technical Standards

Occupational therapy is a mentally, physically, and psychologically demanding profession. Throughout the Doctor of Occupational Therapy (OTD) program, students acquire the knowledge, attitudes, skills, and behaviors that are necessary to provide safe and effective service to individuals, communities, and populations. Technical standards are the skills, knowledge and experience the student must possess with or without accommodation upon admission to and graduation from the OTD Program and reflect the abilities that an occupational therapist must possess in clinical practice.

The OTD program, like the profession and the university, is committed to inclusive opportunities for all. Individuals with unique backgrounds and needs are encouraged to apply and are not required to disclose the nature of their educational and participation needs. However, any applicant with questions about the required technical standards is encouraged to discuss their concerns with the University's Office of Educational Accessibility at (757) 683-4655. Deficiencies in knowledge, skill, judgment, integrity, character, and/or professional deportment which may jeopardize patient safety and/or care, may influence academic and fieldwork success, application and acceptance to take the national certifying examination and possible dismissal from the Program.

Applicants/Students admitted to the OTD program must possess aptitudes, abilities, and skills in the following domains:

Communication Skills

The ability to communicate is a cornerstone in the effective implementation of occupational therapy service. Occupational therapists must be able to understand others and be understood and use communication skills to gather and share information. Doctor of Occupational Therapy students must be able to effectively:

- Respectively communicate in oral and written English with diverse populations (e.g., speech volume, articulation, cultural sensitivity).
- Interpret nonverbal communication of others and understand how one's own nonverbal communication is understood by others.
- Understand and follow verbal and written instructions (e.g., learning activities, patient care, infection control and prevention protocol).
- Quickly gather information and convey meaning in academic, clinical, and scholarly settings individually and in small and large groups (e.g., communicating efficiently and clearly with the medical team; communicating data appropriately to clients and team members [fellow students, physicians, nurses, aides, therapists, social workers, and others]).
- Establish rapport and convey compassion and empathy for clients (e.g., gathering a thorough occupational profile from clients, employing client-centered care, maintaining therapeutic relationship).
- Communicate accurately and legibly in writing (e.g., student learning outcome products [papers, exams], client observations, plans of care, progress notes).

Observation and Interpretation

Observation and interpretation require the functional use and analysis of visual, auditory, and somatic information. Doctor of occupational therapy students must be able to attend to, observe, and interpret:

- Live and virtual class instruction including associated printed reading, illustrated, graphic, and projected materials.
- Lab demonstrations (e.g., clinical techniques, anatomical structures, and body movements).
- Laboratory specimens (e.g., donor bodies, laboratory-dissected prosections).
- Clinical instrumentation and observation of assessment results (e.g., dials and digital displays [sphygmomanometers and stethoscope], digital and waveform readings [electrocardiograms], graphic images, human performance).
- Safety and accessibility of clients' physical environment and the interaction within it (e.g. visual acuity and depth perception for scanning safety considerations within the physical environment and changes in patient condition [lines and leads, color changes, facial changes], auditory capacity to respond to electronic signaling and faint body sounds, and tactile skills to detect vibration, temperature and texture changes, and differences in surface/tissue characteristics(e.g., skin integrity).
- Observe client function near and at a distance.
- Emotional affect, nonverbal cues, and responses to interaction and intervention of both individual clients and groups of clients.

Intellectual Abilities and Critical Reasoning Skills

Conceptual, integrative, and quantitative abilities in critical reasoning and problem solving are required for academic and clinical success in occupational therapy. Occupational therapy students must synthesize, analyze, and interpret large volumes of information from multiple sources and form decisions efficiently and effectively in academic and clinical environments. Doctor of occupational therapy students must be able to effectively:

- Attend to and analyze concrete, abstract, and theoretical information to inform and articulate rational for sound decision making in academic and clinical environments.

- Identify, measure, calculate, and synthesize information to establish and test clinical and scholarly hypotheses.
- Acquire, merge, retain, and apply information learned from instruction, literature, written material, peers, practitioners, and clients to support patient care (e.g., conduct evaluation and gather assessment data, develop plan of care, safely implement intervention).
- Critically evaluate one's own performance and communicate the limits of one's knowledge to others.
- Recognize potentially dangerous situations and equipment and proceed safely to minimize risk of injury to self or others.
- Engage in self-reflection and apply the feedback of others to promote personal and professional growth and development.

Motor Skills

Occupational therapy students require sufficient sensory motor function to safely engage clients in evaluation and therapeutic activity. Doctor of occupational therapy students must be able to effectively:

- Engage for up to eight hours in prolonged sitting, standing, and mobilizing within academic and clinical settings (e.g., traverse uneven terrain, balance, twist, lean, lift arms over shoulders, pull, push)
- Execute movements required to engage in active classroom learning and provide therapeutic care (e.g., setting up and moving equipment, positioning clients for engagement in therapeutic activities, lifting and transferring clients, facilitating client mobility using mobility aids, orthotics, and prosthetics, provide emergency treatment [fall guarding, rescue breathing, cardiopulmonary resuscitation]).
- Lift and carry up to 25 pounds.
- Manipulate assessment tools (e, g., goniometer), adaptive equipment, and therapeutic media of varying size and weight (e.g., grasp with hands/fingers, twist, manipulate small objects, orthotic fabrication).
- Safely handle lab and patient materials and fluids (e.g., lab specimens, wound care, urine, blood)

Professionalism

Effective interpersonal skills and ethical reasoning are required of occupational therapy professionals. Honesty, integrity, compassion, and respect for the concerns of others are key aspirational values of the occupational therapy program. Doctor of occupational therapy students must be able to effectively:

- Demonstrate compliance with standards, policies, and practices set forth in the Catalog, the OTD Academic Student Handbook, and the Occupational Therapy Code of Ethics.
- Respect the dignity, rights, property, and confidentiality of others.
- Collaborate respectfully with peers, faculty, staff, colleagues, and care team.
- Take responsibility for professional competence, conduct, and growth.
- Demonstrate consistent, professional work behaviors in academic and clinical settings.
- Monitor and react appropriately to one's own emotional needs and responses.
- Engage appropriately in advisory and supervisory processes.
- Display appropriate flexibility and adaptability in the face of stress or uncertainty.
- Establish interpersonal rapport with academic and clinical faculty, peers, and clients to promote the development of productive and trusting relationships.

Doctor of Occupational Therapy Academic Calendar

Class of 2027

Term 1 - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Term 2 - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Term 3 - Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 6/15/2025

Census Date: 6/17/2025

Start Date: 6/2/2025

End Date: 7/25/2025

Final Exams: 7/21/2025 - 7/25/2025

Commencement Class of 2027

Commencement Rehearsal: 5/14/2027

Commencement Ceremony: 5/15/2027

Degree Conferral: 5/15/2027

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

Class of 2028

Term 3 - Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 6/15/2025

Census Date: 6/17/2025

Start Date: 6/2/2025

End Date: 7/25/2025

Final Exams: 7/21/2025 - 7/25/2025

Commencement Class of 2028

Commencement Rehearsal: 5/19/2028

Commencement Ceremony: 5/20/2028

Degree Conferral: 5/20/2028

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Doctor of Occupational Therapy Tuition and Fees

Print this Page

Tuition and Fees

EVMS' Doctor of Occupational Therapy tuition and fees are set annually in June by the Board of Visitors and are subject to change without notice. Questions about tuition and fee charges on student accounts should be directed to Financial Services. Students may apply for financial aid.

Tuition

- In-state: $22,840 ($571/credit)
- Out-of-state: $55,760 ($1394/credit)

Mandatory fees

- Mandatory: $2,357
- Health Insurance: $3,830

Projected Cost of Attendance

Doctor of Occupational Therapy| Year 1

Budget length: 12 mos.

Tuition*

- **In State:** $22,840
- **Out of State:** $55,760

Fees*

- **Mandatory**: $2,357
- **Health Insurance:** $3,830

Subtotal tuition and fees (direct costs)

- **In State (IS):** $29,027
- **Out of State (OS):** $61,947

Other allowances

- **Books & Article Packet:** $1,000
- **Living (Room, Board & Misc.):** $16,800
- **Board:** $6,216
- **Personal Expenses:** $1,056
- **Transportation:** $5,023

Cost of attendance without loan fees

- **In State:** $59,122
- **Out of State:** $92,042

Loan fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $1,633
- **Grad PLUS - 4.228% OS:** $3,025

Total cost of attendance including loan fees

- **In State:** $60,971
- **Out of State:** $95,283

Doctor of Occupational Therapy| Year 2

Budget length: 12 mos.

Tuition*

- **In State:** $22,840
- **Out of State:** $55,760

Fees*

- **Mandatory**: $2,198
- **Health Insurance:** $3,830

Subtotal tuition and fees (direct costs)

- **In State (IS):** $28,868
- **Out of State (OS):** $61,788

Other allowances

- **Books & Article Packet:** $1,000
- **Living (Room, Board & Misc.):** $16,800
- **Board:** $6,216
- **Personal Expenses:** $1,056
- **Transportation:** $5,023

Cost of attendance without loan fees

- **In State:** $58,963
- **Out of State:** $91,883

Loan fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $1,626
- **Grad PLUS - 4.228% OS:** $3,018

Total cost of attendance including loan fees

- **In State:** $60,805
- **Out of State:** $95,117

Print this Page

Health Sciences, DHSc

Print this Page

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

The program consists of 14 courses for a total of 42 credit hours, delivered in eight consecutive semesters via online, asynchronous instruction. The online format allows students anywhere to earn the degree while balancing work and other responsibilities.

Course Sequence - 1st Year

Term 1 | Fall 2024 | 6 Credit Hours

- DSHC 700 - Strategic Communication
- DHSC 702 - Healthcare Delivery Systems

Term 2 | Spring 2025 | 6 Credit Hours

- DHSC 701 - Management of Organizational Change
- DHSC 703 - Conflict Analysis and Negotiations

Term 3 | Summer 2025 | 3 Credit Hours

- DHSC 805 - Population Health and Preventive Care

Course Sequence - 2nd Year

Term 4 | Fall 2025 | 6 Credit Hours

- DHSC 704 - Introduction to Healthcare Analytics
- DHSC 800 - Essentials of Financial Management

Term 5 | Spring 2026 | 6 Credit Hours

- DHSC 706 - Research Methods
- DHSC 803 - Program Evaluation

Term 6 | Summer 2026 | 3 Credit Hours

- DHSC 804 - Leadership and Professionalism

Course Sequence - 3rd Year

Term 7 | Fall 2026 | 6 Credit Hours

- DHSC 900 - Policy and Politics of Healthcare
- DHSC 901 - Healthcare Strategy

Term 8 | Spring 2027 | 6 Credit Hours

- DHSC 705 - Effective Information Technology for Healthcare Organizations
- DHSC 903 - Leading Innovation

Total Requirement: 42 Credit Hours

Faculty and Staff

Program Director
Gregory T. Scott, PhD

Program Staff

Angel Baker

Kathy Gabana

Faculty
C. Donald Combs, PhD, Vice President & Dean, School Health Professions

Tina D. Cunningham, PhD, Associate Professor

Vincent A. Rhodes, PhD, APR, Assistant Vice President of Marketing and Communications

Gregory Scott, PhD, MHA, CMRP, FAHRMM, Assistant Professor

Glenn A. Yap, PhD, MBA, MS, Assistant Professor

Print this Page

Health Sciences, DHSc Information

Admission

- A master's or doctoral degree awarded by a regionally accredited institution in the field of healthcare, education, management, or related disciplines.
- Qualifying grade point average (GPA) of 3.0 or better (on a 4-point scale), taken from the highest of the following two possible calculations:
  - Completed Undergraduate GPA (foreign degrees considered on a case by case basis)
  - Completed U.S. graduate degree GPA
- Two letters of recommendation from individuals who can reasonably assess the applicant's ability to successfully complete our doctoral program. Make sure your recommenders submit this form through the GradCAS Evaluator portal.
- Personal essay of approximately 300-500 words describing how the Doctor of Health Sciences program will enhance the applicant's academic and/or professional career goals.
- Current resume/CV documenting professional experience and educational achievements.
- Applicants must report all institutions attended and send all official transcripts to GradCAS. If you do not list or send official transcripts for all institutions attended, processing of your application may be delayed.
- Following the online instructions, applicants must contact every college or university attended and request transcripts be sent directly to GradCAS.
  - GradCAS accepts electronic transcripts from:
    - Credential Solutions
    - Parchment
    - National Student Clearinghouse
  - Sending transcripts to GradCAS by mail
    - Download a transcript request form after you enter each institution in GradCAS
    - Send the transcript request form to the institution registrar to send transcript by mail to the address below:

      GradCAS Transcript Processing Center
      P.O. Box 9217
      Watertown, MA 02471

Additional Requirements for International Applicants

English Proficiency Exams – Competitive applicants should achieve or surpass the following scores for the Test of English as a Foreign Language (TOEFL):

- 80 for the iBT (preferred),
- 213 for CBT or
- 550 for the PBT.

Scores must have been obtained within two years of the application date. This requirement will be waived for applicants who have completed an undergraduate or graduate degree from a regionally accredited institution in the United States.

- TOEFL School Code: B886

Transcript Evaluation – In addition to providing official transcripts, applicants must provide both a transcript evaluation and translation, including a course-by-course evaluation and an overall GPA calculation, through one of the following credentialing agencies:

- World Education Services
- Educational Credential Evaluators

Sending International Transcripts to GradCAS – GradCAS will ONLY accept the evaluation report from the credentialing agency. DO NOT SEND your foreign transcript to GradCAS.

All foreign transcript evaluations from a credentialing agency must be sent directly to GradCAS to the following address:

GradCAS Transcript Processing Center
P.O. Box 9217
Watertown, MA 02471

Applicant Help Center

- Having trouble accessing the application? The preferred browsers are Google Chrome or Firefox
- Applicant Help Center
- If you have questions about your application status, please contact your GradCAS Customer Service Representative at 857.304.2086 or GradCASinfo@liaisonedu.com.

Technical Standards

The essential abilities and skills that candidates and students must possess in order to complete the education and training associated with the Doctor of Health Sciences program are referred to as technical standards.

1.0 Observation Skills Technical Standard

1.01 Demonstrate sufficient attention and accuracy in observation skills (visual, auditory and tactile) in the lecture hall, in clinical and educational settings and online.

2.02 Indicators include, but are not limited to, this example:

1. Accurate visualization and discrimination of text, numbers, patterns, graphic illustrations and other imaging texts.

2.0 Communication Skills Technical Standard

2.01 Demonstrate effective communication skills with professionals of varying cultures, ethnicities and personalities.

2.02 Indicators include, but are not limited to, these examples:

1. Clear, efficient and intelligible articulation of spoken English language.
2. Legible, efficient and intelligible written English language.

3. Accurate and efficient English language reading skills.
4. Accurate and efficient, expressive and receptive communication skills.
5. Ability to accurately follow directions (oral and written).

3.0 Critical Reasoning Skills Technical Standard

3.01 Demonstrate critical reasoning skills, including but not limited to intellectual, conceptual, integrative and quantitative abilities.

3.02 Indicators include but are not limited to these examples:

1. Demonstrate ability to measure, calculate, reason, analyze, integrate and synthesize information.
2. Demonstrate ability to acquire, retain and apply new and learned information.

4.0 Motor and Sensory Function Technical Standard

4.01 Demonstrate sufficient motor and sensory function.

4.02 Indicators include, but are not limited to, these examples:

1. Execute motor movements that demonstrate safety and efficiency in the various learning settings (i.e., classroom, online).
2. Physical stamina sufficient to complete online didactic study, which will include prolonged periods of sitting.

5.0 Behavioral and Social Attributes Technical Standard

5.01 Demonstrate the behavioral and social attributes vital to participation in a graduate-level academic program.

5.02 Indicators include, but are not limited to, these examples:

1. Possess the emotional health required for full utilization of mental faculties (judgment, orientation, affect and cognition).
2. Ability to develop mature and effective professional relationships with faculty and other members of the educational and healthcare team.
3. Possess personal qualities that facilitate effective therapeutic interactions (compassion, empathy, integrity, honesty, benevolence, confidentiality).
4. Demonstrate impartial motives, attitudes, and values in roles, functions and relationships.
5. Ability to monitor and react appropriately to one's own emotional needs and responses.
6. Display appropriate flexibility and adaptability in the face of stress or uncertainty in teaching and learning environments.
7. Compliance with standards, policies and practices set forth in the program handbook.

Health Sciences, DHSc Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Semester 7

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Semester 8

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/28/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2026

Semester 4

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Semester 5

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Semester 6

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2027

Semester 1

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Semester 2

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Semester 3

Student Registration: 3/1/2025 - 4/15/2025

Add/Drop Date: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2027

Commencement Rehearsal: 5/14/2027

Commencement Ceremony: 5/15/2027

Degree Conferral: 5/15/2027

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Health Sciences, DHSc Tuition and Fees

Print this Page

Tuition and Fees

Tuition and fees for the Doctor of Health Sciences program are set annually in June by the Board of Visitors and are subject to change without notice. Questions about tuition and fee charges on student accounts should be directed to Financial Services.

Tuition

- In-state and out-of-state: $1,015 per credit hour

Mandatory Fees

- Year 1: $207
- Year 2: $132
- Year 3: $227

Projected Cost of Attendance

Health Sciences, DHSc | Year 1

Budget length: 12mos.

Tuition*

- **In State ($1,015credit):** $15,225
- **Out of State ($1,015/credit):** $15,225

Fees*

- **Mandatory:** $207
- **Health Insurance:** N/A

Subtotal tuition and fees (direct costs)

- **In State (IS):** $15,432
- **Out of State (OS):** $15,432

Other allowances

- **Books & Equipment:** $440
- **Living (Room, Board & Misc.):** $23,016
- **Personal Expenses:** $1,056
- **Transportation:** $1,717

Cost of attendance without loan fees

- **In State:** $41,661
- **Out of State:** $41,661

Loan fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $895
- **Grad PLUS - 4.228% OS:** $895

Total cost of attendance including loan fees

- **In State:** $42,772
- **Out of State:** $42,772

Health Sciences, DHSc | Year 2

Budget length: 12mos.

Tuition*

- **In State ($1,015/credit):** $15,225
- **Out of State ($1,015/credit):** $15,225

Fees*

- **Mandatory:** $132
- **Health Insurance:** N/A

Subtotal tuition and fees (direct costs)

- **In State (IS):** $15,357
- **Out of State (OS):** $15,357

Other allowances

- **Books & Equipment:** $390
- **Living (Room, Board & Misc.):** $23,016

- **Personal Expenses:** $1,056
- **Transportation:** $1,717

Cost of attendance without loan fees

- **In State:** $41,536
- **Out of State:** $41,536

Loan fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $889
- **Grad PLUS - 4.228% OS:** $889

Total cost of attendance including loan fees

- **In State:** $42,641
- **Out of State:** $42,641

Health Sciences, DHSc | Year 3

Budget length: 9 mos.

Tuition*

- **In State ($1,015/credit):** $12,180
- **Out of State ($1,015/credit):** $12,180

Fees*

- **Mandatory:** $227
- **Health Insurance:** N/A

Subtotal tuition and fees (direct costs)

- **In State (IS):** $12,407
- **Out of State (OS):** $12,407

Other allowances

- **Books & Equipment:** $190
- **Living (Room, Board & Misc.):** $17,262
- **Personal Expenses:** $792
- **Transportation:** $1,287

Cost of attendance without loan fees

- **In State:** $31,938
- **Out of State:** $31,938

Loan fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $484
- **Grad PLUS - 4.228% OS:** $484

Total cost of attendance including loan fees

- **In State:** $32,638
- **Out of State:** $32,638

*Tuition and fees are subject to change throughout the year.

**Loan fees are based on maximum direct unsubsidized for graduate program and balance of projected cost of attendance in Grad PLUS, if applicable. Loan fees are subject to change for loans first disbursed on or after October 1.

First-year students will enroll in 15 credit hours over three terms. Second-year students will enroll in 15 credit hours over three terms. Third-year students will enroll in 12 credit hours over two terms. Students who transfer credits into or within the program may have an amended cost of attendance.

Funds will be released in equal disbursements on the eighth day each term (or next business day) subject to continued satisfactory academic progress.

Print this Page

Medical and Health Professions Education, PhD

MHPE Mission Statement

EVMS's Medical and Health Professions Education (MHPE) Programs are dedicated to building a diverse, interprofessional learning community of scholars committed to advancing diversity, inclusion, equity and socially responsible education, research and service in the health professions.

Program Goals (PGs) and Student Learning Outcomes (SLOs) Overview

Students who enroll in the MHPE programs will engage in transformational learning that connects their experiences, coursework, and knowledge to develop a more sophisticated understanding of the world that informs their teaching, research and professional practice.

DMHPE Program Goals and Student Learning Outcomes

PG 1: Health professions educators who exhibit cultural humility and sensitivity who are able to

- SLO 1.1 Consider the diverse backgrounds of learners
- SLO 1.2 Design accessible learning environments
- SLO 1.3 Communicate educational content effectively to diverse student populations
- SLO 1.4 Assess educational outcomes
- SLO 1.5 Evaluate program effectiveness

PG 2: Contemporary health professions scholars who are able to

- SLO 2.1 Consider the diverse backgrounds and perceptions of human subjects research populations
- SLO 2.2 Assess research quality for rigor and bias
- SLO 2.3 Adhere to legal and ethical research practices
- SLO 2.4 Communicate results effectively using bias-free language
- SLO 2.5 Successfully defend a culminating research study (PhD)/program evaluation (EdD)

PG 3: Community engaged health professions practitioners who are able to

- SLO 3.1 Connect local, national, and global events with their teaching and leadership
- SLO 3.2 Apply principles of leadership in health professions education
- SLO 3.3 Participate in voluntary professional service at the institutional, regional, and/or national level

What does socially responsible education, research & service mean?

As future educators, graduates of the MHPE programs are dedicated to using education as a driver of economic opportunity and social justice. The MHPE students' learning experiences will be facilitated by curricula that:

- examine the sociocultural contexts of teaching and learning
- facilitate access through online learning
- consider the role of social and structural determinants of health in medical and health education
- develop cultural humility and compassion for the human condition
- foster an action orientation
- explore unconscious bias as educators and scholars

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

The 48-credit hour distance learning program is designed to be completed in 3.5 - 4 years: Seven (12-16 week) terms of coursework over two academic years with 6 - 7 credit hours per term and one year for research and dissertation completion.

The curriculum for the MHPE Doctoral Program has been constructed with the input from the course and program directors. The curriculum is designed to prepare educational leaders in various medical and health professions' organizational settings. The PhD is a research-based terminal degree that allows individuals to work in academia or research at the university level. The EdD is a practice-based professional degree designed for educators looking to create change at an administrative level.

The plan of study will include coursework in the following areas*:

1. Teaching and Learning Core Courses

- MHPE 808 - Sociocultural Contexts of Teaching and Learning
- MHPE 809 - Designing Educational Experiences
- MHPE 810 - Practicum

2. Research Core Courses

- MHPE 702 - Program Evaluation
- MHPE 715 - Educational Scholarship Methods
- MHPE 806 - Mixed Methods Research Designs

- MHPE 807 - Emergent Research Methods (PhD)
- MHPE 825 - Data-based Decision Making

3. Dissertation Courses

- MHPE 804 - Educational Scholarship Seminar
- MHPE 830 - Candidacy Seminar
- MHPE 900 - Research
  or
- CHAE 900 - Research
  or
- USIE 900 - Research

4. Concentration Courses

Contemporary Human Anatomy Education Concentration Courses (PhD)

- CHAE 800 - Advanced Anatomical Sciences
- CHAE 801 - Advanced Medical Imaging in the Digital Environment
- CHAE 803 - Contemporary Approaches to Teaching Anatomy

Higher Education Concentration Courses (PhD or EdD)

- MHPE 720 - Diversity in Higher Education
- MHPE 814 - Organization and Management in Higher Education
- MHPE 815 - Current Issues in Higher Education

Ultrasound and Imaging Education Concentration Courses (PhD)

- USIE 800 - Advanced Imaging, Physics and Instrumentation
- USIE 801 - Ultrasound Competency and Assessment
- USIE 802 - POCUS Scanning and Educational Approaches: Limbs, Head and Neck
- USIE 803 - POCUS Scanning and Educational Approaches: Cavities and Program Management

Note

*Detailed course schedules for each concentration can be found in the Blackboard Resource Center.

Students complete coursework and interact with instructors and classmates through a distance education format utilizing the Blackboard (Bb) Learning Management System. Upon successful completion of the program, students are awarded the Doctor of Philosophy or Doctor of Education degree and may use the initials PhD or EdD after their name.

Course Sequence - 1st Year

Term 1 | Fall 2024 | 7 Credit Hours

- MHPE 715 - Educational Scholarship Methods
- MHPE 804 - Educational Scholarship Seminar
- MHPE 808 - Sociocultural Contexts of Teaching and Learning

Term 2 | Spring 2025 | 7 Credit Hours

- MHPE 804 - Educational Scholarship Seminar
- MHPE 809 - Designing Educational Experiences
- MHPE 814 - Organization and Management in Higher Education

Concentration Courses

- CHAE 800 - Advanced Anatomical Sciences (Contemporary Human Anatomy, PhD)
- MHPE 814 - Organization and Management in Higher Education (Higher Education PhD/EdD)
- USIE 800 - Advanced Imaging, Physics and Instrumentation (Ultrasound and Imaging Education PhD)

Term 3 | Summer 2025 | 6 Credit Hours

- MHPE 810 - Practicum

Concentration Courses

Concentration Courses

- USIE 801 - Ultrasound Competency and Assessment (Ultrasound and Imaging Education PhD)

Course Sequence - 2nd Year

Term 4 | Fall 2025 | 7 Credit Hours

- MHPE 702 - Program Evaluation
- MHPE 804 - Educational Scholarship Seminar
- MHPE 815 - Current Issues in Higher Education

Concentration Courses

- MHPE 815 - Current Issues in Higher Education (Higher Education PhD/EdD)
- CHAE 801 - Advanced Medical Imaging in the Digital Environment (Contemporary Human Anatomy Education PhD)
- USIE 802 - POCUS Scanning and Educational Approaches: Limbs, Head and Neck (Ultrasound and Imaging Education PhD)

Term 5 | Spring 2026 | 6 Credit Hours

- MHPE 806 - Mixed Methods Research Design
- MHPE 825 - Data-based Decision Making

Concentration Courses

- MHPE 720 - Diversity in Higher Education (Higher Education PhD/EdD)
- CHAE 803 - Contemporary Approaches to Teaching Anatomy (PhD-CHAE)
- USIE 803 - POCUS Scanning and Educational Approaches: Cavities and Program Management (Ultrasound and Imaging Education PhD)

Term 6 | Summer 2026 | 6 Credit Hours

- MHPE 720 - Diversity in Higher Education
- MHPE 807 - Emergent Research Methods (PhD)

Course Sequence - 3rd Year

Term 7 | Fall 2026 | 3 Credit Hours

- MHPE 830 - Candidacy Seminar

Term 8 | Spring 2027 | 2 - 6 Credit Hours

- MHPE 900 - Research
  or
- CHAE 900 - Research
  or
- USIE 900 - Research

Term 9 | Summer 2027 | 2 - 6 Credit Hours

- MHPE 900 - Research
  or
- CHAE 900 - Research
  or
- USIE 900 - Research

Course Sequence - 4th Year

Term 10 | Fall 2027 | 2 - 6 Credit Hours

- MHPE 900 - Research
  or
- CHAE 900 - Research
  or
- USIE 900 - Research

Note

Students are admitted into one of three concentrations: Higher Education PhD, or EdD, or Contemporary Human Anatomy Education PhD, or Ultrasound and Imaging Education PhD. Students must remain in their admitted concentration throughout the duration of the program. Students wishing to take courses in a second concentration may do so only after completing all coursework in their admitted concentration. Graduate students enrolled in the program are required to maintain continuous enrollment after initial matriculation. If a leave of absence is needed, students must follow the institution's leave of absence policy.

Faculty and Staff

Program Director
Peggy E. Gesing, PhD, Assistant Professor

Program Staff

R. Jason Lynch, PhD, Teacher

Kathleen Gabana, MEd, Program Administrator

Angela Schlender, Distance Learning Specialist, Program Coordinator

Tyrah Vann, MPH, Distance Learning Specialist

Faculty

Robert Armstrong, Assistant Professor

Amanda Burbage, PhD, Assistant Professor

Mekbib Gemeda, Vice President, Diversity

Richard Gonzalez, PhD, Associate Professor

Gyorgy Lonart, PhD, Professor

Alberto Musto, MD, PhD, FAES, Associate Professor

Heather Newton, EdD, Director, GME Educational Programs

Michelle Rogers-Johnson, PhD, Assistant Dean, Assessment and Learning Outcomes

Jennifer Styron, PhD, Assistant Professor

Felicia Toreno, PhD, RDMS, RDCS, RVT, Director of Ultrasound Education

Medical and Health Professions Education, PhD Information

Print this Page

Admission

The Doctoral Program in Medical and Health Professions Education (DMHPE) evaluates applicants using a variety of items submitted by the applicant. All components of an application are reviewed prior to making an admission decision.

- Application opens **October 1.** Application deadline is **May 1.** Applicants will be accepted after May 1 on a rolling basis.
- A master's degree from a regionally accredited institution with a cumulative grade point average of 3.00 or better prior to matriculating at EVMS
  - For those applying to the **Contemporary Human Anatomy Education (CHAE) concentration**, the master's degree must be comprised of a minimum of 30 graduate-level credits and should include Clinical Gross Anatomy, Embryology and Histology at the master's level. Applicants must provide proof of proficiency in cadaver dissection. Supervisors can provide proof of proficiency via letter of recommendation.
  - Preference is given to **Ultrasound and Imaging Education (USIE) concentration** applicants who have achieved an RDMS certification. Those applicants without RDMS certification must have some prior ultrasound experience and provide a letter of recommendation from a mentor/employer stating that they have approval to develop their portfolio of scans working toward RDMS in a HIPPA compliant manner. The USIE program will launch Fall 2020.
- One year of teaching experience in medical health professions/higher education preferred.
- One-page personal essay outlining how the MHPE Doctoral degree will help the applicant reach their professional goals. The Personal Essay should include a brief discussion of the applicant's research interest related to health professions education. We recommend that applicants explore sample sample personal essays or personal statements found on the internet.
- An original two-page single-spaced academic writing sample providing an introduction and brief review of the literature related to the applicant's research interest related to health professions education. The writing sample should follow the APA 7 style guide and include five - eight scholarly references.
- Curriculum vitae and/or resume
- Recommendations from two academic references (electronic form provided in GradCAS).

Official transcripts from each college/university attended, including an official transcript from any degree-granting institution that specifies the date upon which the degree was issued. Transcripts must be sent electronically or by mail directly to GradCAS. Any **official transcript** received by the program or the School of Health Professions Admissions and Enrollment department will not be accepted. If you do not list or send official transcripts for all institutions attended, processing of your application will be delayed.

- Click here to send transcripts electronically
- GradCAS only accepts electronic transcripts from:
  - National Student Clearinghouse
  - Parchment
  - Credentials Solutions
- To send transcripts to GradCAS by mail:
- Provide the registrar with the following items:
  - GradCAS Transcript Request Form. Ask the registrar to attach it to your official transcripts. This form is not required but strongly recommended as it helps ensure your official transcripts are properly matched to your application.
  - If you cannot use this form, make sure the registrar prints "GradCAS" and your full GradCAS ID# on the transcript before mailing it.
  - Any school-specific forms required by the registrar.
  - Any transcript fees required by the registrar.
  - All information needed by the registrar to properly identify you in the school's database including any name changes.
  - Your GradCAS ID#.
- Institutions must send transcripts directly to GradCAS to the following address:

GradCAS Transcript Processing Center
P.O. Box 9217
Watertown, MA 02471

Submit an application to the Doctoral Program in Medical & Health Professions Education program.

Transfer Credits

Requests to transfer graduate credits from another accredited U.S. or Canadian institution are considered on an individual basis **after** students are admitted to the EVMS MHPE Doctoral program. International credits are reviewed on a case-by-case basis.

A student may transfer up to 12 graduate credit hours, if all of the following conditions hold:

- Graduate course credits were completed at an accredited U.S. or Canadian institution and are reflected on an official transcript
- Transfers can feasibly occur within the five-year matriculation limit of this MHPE program
- Grade earned is a B or better

All requests must be made no later than one full term prior to graduation from the program.

Students who wish to request that graduate credits be transferred into the DMHPE program must submit a copy of the syllabus for the course to the program director who will consult with teaching faculty as appropriate and render a decision. Approved transfer grades are included on student's transcript; however, transfer grades are not included in semester or cumulative GPA calculations.

Additional Requirements for International Applicants

Requirements for admission include:

- English proficiency exams (may be waived)
  - TOEFL Minimum Scores: Paper 550, Computer 213, iBT 80
  - IELTS Minimum Scores: Total 6.5, Subscores 6
- A transcript evaluation and translation
  - Please refer to Educational Credential Evaluators or World Education Services.
  - Applicants must supply a course-by-course evaluation and an overall GPA calculation

- GradCAS will ONLY accept the evaluation report from the credentialing agency. Do not send your foreign transcript to GradCAS.
  - All other foreign transcript evaluations from the credentialing agency must be sent directly to GradCAS to the following address:

    GradCAS Transcript Processing Center
    P.O. Box 9217
    Watertown, MA 02471

TOEFL School Code is B886

Technical Standards

The essential abilities and skills that candidates and students must possess in order to complete the education and training associated with this program are referred to as Technical Standards.

1.0 Observation Skills Technical Standard

1.01 Demonstrate sufficient attention and accuracy in observation skills (visual, auditory and tactile) in the lecture hall, in clinical and educational settings and online. Indicators include but are not limited to accurate visualization and discrimination of text, numbers, patterns, graphic illustrations and other imaging texts.

2.0 Communication Skills Technical Standard

2.01 Demonstrate effective communication skills with professionals of varying cultures, ethnicities and personalities.

2.02 Indicators include, but are not limited to, these examples:

1. Clear, efficient and intelligible articulation of spoken English language.
2. Legible, efficient and intelligible written English language.
3. Accurate and efficient English language reading skills.
4. Accurate and efficient, expressive and receptive communication skills.
5. Ability to accurately follow directions (oral and written).

3.0 Critical Reasoning Skills Technical Standard

3.01 Demonstrate critical reasoning skills, including but not limited to intellectual, conceptual, integrative and quantitative abilities.

3.02 Indicators include but are not limited to these examples:

1. Demonstrate ability to measure, calculate, reason, analyze, integrate and synthesize information.
2. Demonstrate ability to acquire, retain and apply new and learned information.

4.0 Motor and Sensory Function Technical Standard

4.01 Demonstrate sufficient motor and sensory function.

4.02 Indicators include but are not limited to these examples:

1. Execute motor movements that demonstrate safety and efficiency in the various learning settings (i.e., classroom, online).
2. Physical stamina sufficient to complete online didactic study, which will include prolonged periods of sitting.

5.0 Behavioral and Social Attributes Technical Standard

5.01 Demonstrate the behavioral and social attributes vital to participation in a graduate-level academic program.

5.02 Indicators include but are not limited to these examples:

1. Possess the emotional health required for full utilization of mental faculties (judgment, orientation, affect and cognition).
2. Ability to develop mature and effective professional relationships with faculty and other members of the educational and healthcare team.
3. Possess personal qualities that facilitate effective therapeutic interactions (compassion, empathy, integrity, honesty, benevolence, confidentiality).
4. Demonstrate impartial motives, attitudes and values in roles, functions and relationships.
5. Ability to monitor and react appropriately to one's own emotional needs and responses.
6. Display appropriate flexibility and adaptability in the face of stress or uncertainty in teaching and learning environments.
7. Compliance with standards, policies and practices set forth in the program handbook.

Print this Page

Medical and Health Professions Education, PhD Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2026

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2027

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2027

Commencement Rehearsal: 5/14/2027

Commencement Ceremony: 5/15/2027

Degree Conferral: 5/15/2027

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

*Last day to add/drop classes without penalty

Print this Page

Medical and Health Professions Education, PhD Tuition and Fees

Print this Page

Tuition and Fees

EVMS' Medical and Health Professions Education tuition and fees are set annually in June by the Board of Visitors and are subject to change without notice. Questions about tuition and fee charges on student accounts should be directed to Financial Services.

Tuition

- In-state and out-of-state: $1,015 per credit hour

Mandatory Fees

- Year 1: $207
- Year 2: $132
- Year 3: $132
- Year 4: $227

Projected Cost of Attendance

Doctor Medical & Health Professions Education | Year 1

Budget Length: 12 mos.

Tuition*

- **In State ($1,015/credit)**:** $21,315
- **Out of State ($1,015/credit)**:** $21,315

Fees*

- **Mandatory:** $207

Subtotal Tuition & Fees (Direct Costs)

- **In State (IS):** $21,522
- **Out of State (OS):** $21,522

Other Allowances

- **Books & Equipment*:** $414
- **Living (Room, Board & Misc.):** $23,016
- **Personal Expenses:** $1,056
- **Transportation:** $1,717

Cost of Attendance w/o Loan Fees

- **In State:** $47,725
- **Out of State:** $47,725

Loan Fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $1,151
- **Grad PLUS - 4.228% OS:** $1,151

Total Cost of Attendance with Loan Fees

- **In State:** $49,092
- **Out of State:** $49,092

Doctor Medical & Health Professions Education | Year 2

Budget Length: 12 mos.

Tuition*

- **In State ($1,015/credit)**:** $19,285
- **Out of State ($1,015/credit)**:** $19,285

Fees*

- **Mandatory:** $132

Subtotal Tuition & Fees (Direct Costs)

- **In State (IS):** $19,417
- **Out of State (OS):** $19,417

Other Allowances

- **Books & Equipment*:** $349
- **Living (Room, Board & Misc.):** $23,016
- **Personal Expenses:** $1,056

- **Transportation:** $1,717

Cost of Attendance w/o Loan Fees

- **In State:** $45,555
- **Out of State:** $45,555

Loan Fees **

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $1,059
- **Grad PLUS - 4.228% OS:** $1,059

Total Cost of Attendance with Loan Fees

- **In State:** $46,830
- **Out of State:** $46,830

Doctor Medical & Health Professions Education | Year 3

Budget Length: 12 mos.

Tuition*

- **In State ($1,015/credit)**:** $15,225
- **Out of State ($1,015/credit)**:** $15,225

Fees*

- **Mandatory:** $132

Subtotal Tuition & Fees (Direct Costs)

- **In State (IS):** $15,347
- **Out of State (OS):** $15,347

Other Allowances

- **Books & Equipment*:** $27
- **Living (Room, Board & Misc.):** $23,016
- **Personal Expenses:** $1,056
- **Transportation:** $1,717

Cost of Attendance w/o Loan Fees

- **In State:** $41,173
- **Out of State:** $41,173

Loan Fees **

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $874
- **Grad PLUS - 4.228% OS:** $874

Total Cost of Attendance with Loan Fees

- **In State:** $42,263
- **Out of State:** $42,263

Doctor Medical & Health Professions Education | Year 4

Budget Length: 4 mos.

Tuition*

- **In State ($1,015/credit)**:** $4,060
- **Out of State ($1,015/credit)**:** $4,060

Fees*

- **Mandatory:** $227

Subtotal Tuition & Fees (Direct Costs)

- **In State (IS):** $4,287
- **Out of State (OS):** $4,287

Other Allowances

- **Books & Equipment*:** $0
- **Living (Room, Board & Misc.):** $7,672
- **Personal Expenses:** $352
- **Transportation:** $572

Cost of Attendance w/o Loan Fees

- **In State:** $12,883
- **Out of State:** $12,883

Loan Fees **

- **Direct Unsubsidized - 1.057%:** $136
- **Grad PLUS - 4.228% IS:** $0
- **Grad PLUS - 4.228% OS:** $0

Total Cost of Attendance with Loan Fees

- **In State:** $13,019
- **Out of State:** $13,019

*includes computer purchase

The DMHPE Program consists of 48 credits total. First year students will enroll in 20-21 credit hours. Second year students will enroll in 18-19 credit hours. Third year students will enroll in 9 credit hours,which may not qualify for federal aid.

**Loan fees are based on maximum Direct Unsubsidized student loans for graduate program and balance of projected Cost of Attendance in Grad PLUS, if applicable. Loan fees are subject to change for loans first disbursed on or after October 1.

Funds will be released in equal disbursements on the 8th day each term subject to continued satisfactory academic progress.

Tuition and fees are subject to change throughout the years.

Print this Page

Medical Sciences, DMSC

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

Clinical Leadership and Administration

Course Sequence - One Year Program

Term 1 | Fall 2024 | 10 Credit Hours

- DMSC 704 - Quality Improvement in Healthcare
- DHSC 800 - Essentials of Financial Management
- DMSC 802 - Capstone I

Term 2 | Spring 2025 | 10 Credit Hours

- DMSC 705 - Advanced Clinical Practicum I
- DHSC 804 - Leadership and Professionalism
- DMSC 805 - Capstone II

Term 3 | Summer 2025 | 10 Credit Hours

- DMSC 801 - Advanced Clinical Practicum II
- DMSC 806 - Capstone III
- DMSC 808 - Healthcare Policy for PAs

Total Requirement: 30 Credit Hours

Educational Leadership and Administration

Course Sequence - One Year Program

Term 1 | Fall 2024 | 10 Credit Hours

- MHPE 715 - Educational Scholarship Methods
- DHSC 800 - Essentials of Financial Management
- DMSC 802 - Capstone I

Term 2 | Spring 2025 | 10 Credit Hours

- DHSC 804 - Leadership and Professionalism
- DMSC 805 - Capstone II
- DMSC 809 - Teaching and Learning in PA Education

Term 3 | Summer 2025 | 10 Credit Hours

- DMSC 806 - Capstone III
- DMSC 807 - Learning Assessment and Evaluation
- DMSC 808 - Healthcare Policy for PAs

Total Requirement: 30 Credit Hours

Faculty and Staff

Program Directors

Kimberly K. Dempsey, EdD, MPA, PA-C, Program Director

Richard Conran, PhD, MD, JD, Medical Director

Jayne R. Penne, MSPAS, PA-C, Admissions Director

Shannon M. Morris, MPA, PA-C, Admissions Director

Angela J. Cerezo, MPA, PA-C, Academic Director and Clinical Director

Program Staff

Elise E. DeWitt

Tiffany L. Smith

Erin L. Suit

Core Faculty

Courtney C. Anderson, MPA, PA-C, Associate Professor

Bradford N. Boyette, MBA, MPA, PA-C, Assistant Professor

Amy P. Fantaskey, MD, Assistant Professor

W. Travis Kirby, MPAS, PA-C, Associate Professor

Arun M. Ram, MBBS, MD, Associate Professor

Lori S. Shelton, MMS, PA-C, Assistant Professor

Jennifer M. Wohl, DHSc, PA-C, Associate Professor

Additional Faculty

Paul F. Aravich, PhD, Professor

Craig W. Goodmurphy, PhD, Professor

Tom G. Parish, DHSc, PA-C Emeritus, DFAAPA, Professor Emeritus

Dan T. Thibodeau, MHP, PA-C, DFAAPA, Associate Professor

Medical Sciences, DMSC Information

Admission

- A master's degree awarded by a regionally accredited institution in healthcare, education, management, or related disciplines.
- Graduation from an ARC-PA certified PA Program.
- Certification from the NCCPA. Submit this form through the GradCAS
- State Licensure as a Physician as a Physician Assistant
- Applicant must report all institutions attended and send all official transcripts to GradCAS. If you do not list or send official transcripts for all institutions attended, processing of your application may be delayed.
- 2 letters of Reference submitted directly to GradCAS. Submit this form through the GradCAS Evaluator Portal.
- A personal statement, submitted with GradCAS application.
- Following the online instructions, applicants must contact every college or university attended and request transcripts be sent directly to GradCAS.
  - GradCAS accepts electronic transcripts from:
    - Credential Solutions
    - Parchment
    - National Student Clearinghouse
- Sending transcripts to GradCAS by mail
  - Download a transcript request form after you enter each institution in GradCAS
  - Send the transcript request form to the institution registrar to send transcript by mail to the address below:

    GradCAS Transcript Processing Center
    P.O. Box 9217
    Watertown, MA 02471

Applicant Help Center

- Having trouble accessing the application? The preferred browsers are Google Chrome or Firefox
- Applicant Help Center
- If you have questions about your application status, please contact your GradCAS Customer Service Representative at 857.304.2086 or GradCASinfo@liaisonedu.com.

Technical Standards

The essential abilities and skills that candidates and students must possess in order to complete the education and training associated with the Doctor of Medical Sciences program are referred to as technical standards.

Observational Skills

Demonstrate sufficient attention and accuracy in observation skills (visual, auditory, and tactile) in the lecture hall, in clinical and education settings and online. Indicators include but are not limited to: accurate visualization and discrimination of text, numbers, patterns, graphic illustrations and other imaging texts.

Communication Skills

Demonstrate effective communication skills with professionals and with people of varying cultures, ethnicities and personalities.

Indicators include, but are not limited to, these examples:

- Clear, efficient and intelligible articulation of spoken English language.
- Legible, efficient and intelligible written English language.
- Accurate and efficient English language reading skills.
- Accurate and efficient, expressive and receptive communication skills.
- Ability to accurately follow directions (oral and written).

Critical Reasoning Skills

Demonstrate critical reasoning skills including, but not limited to intellectual, conceptual, integrative and quantitative abilities.

Indicators include, but are not limited to these examples:

- Demonstrate ability to measure, calculate, reason, analyze, integrate and synthesize information.
- Demonstrate ability to acquire, retain and apply new and learned information.

Motor and Sensory Function

Demonstrate sufficient motor and sensory function.

Indicators include, but are not limited to, these examples:

- Execute motor movements that demonstrate safety and efficiency in the various learning settings (i.e., classroom, online).
- Physical stamina sufficient to complete online didactic study, which will include prolonged periods of sitting.

Behavioral and Social Attributes Technical Standard

Demonstrate the behavioral and social attributes vital to participation in a graduate-level academic program.

Indicators include, but are not limited to, these examples:

- Possess the emotional health required for full utilization of mental faculties (judgment, orientation, affect and cognition).
- Ability to develop mature and effective professional relationships with faculty and other members of the educational and healthcare team.
- Possess personal qualities that facilitate effective therapeutic interactions (compassion, empathy, integrity, honesty, benevolence, confidentiality).

- Demonstrate impartial motives, attitudes, and values in roles, functions and relationships.
- Ability to monitor and react appropriately to one's own emotional needs and responses.
- Display appropriate flexibility and adaptability in the face of stress or uncertainty in teaching and learning environments.
- Compliance with standards, policies and practices set forth in the program handbook.

Medical Sciences, DMSC Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2026

Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Class of 2027

Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2027

Commencement Rehearsal: 5/14/2027

Commencement Ceremony: 5/15/2027

Degree Conferral: 5/15/2027

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Print this Page

Medical Sciences, DMSC Tuition and Fees

Tuition and Fees

Tuition

Year 1:

- In-state: ($926/credit) $16,668
- Out-of-state: ($926/credit) $16,668

Year 2:

- In-state: ($926/credit) $16,668
- Out-of-state: ($926/credit) $16,668

Mandatory Fees

- Year 1: $207
- Year 2: $302

Projected Cost of Attendance

Doctor of Medical Sciences

Budget length: 12 mos. - Year 1

Tuition*

- **In State:** $16,668
- **Out of State:** $16,668

Fees*

- **Mandatory:** $207

Subtotal tuition and fees (direct costs)

- **In State (IS):** $16,875
- **Out of State (OS):** $16,875

Other allowances

- **Books & Equipment:** $750
- **Living (Room, Board & Misc.):** $23,016
- **Personal Expenses:** $1,056
- **Transportation:** $1,717

Cost of attendance without loan fees

- **In State:** $43,414
- **Out of State:** $43,414

- **Direct Unsubsidized - 1.059%:** $216
- **Grad PLUS - 4.228% IS:** $969
- **Grad PLUS - 4.228% OS:** $969

Total cost of attendance including loan fees

- **In State:** $44,599
- **Out of State:** $44,599

Budget length: 12 mos. - Year 2

Tuition*

- **In State:** $16,668
- **Out of State:** $16,668

Fees*

- **Mandatory:** $302

Subtotal tuition and fees (direct costs)

- **In State (IS):** $16,970
- **Out of State (OS):** $16,970

Other allowances

- **Books & Equipment:** $600
- **Living (Room, Board & Misc.):** $23,016
- **Personal Expenses:** $1,056
- **Transportation:** $1,717

Cost of attendance without loan fees

- **In State:** $43,359
- **Out of State:** $43,359

- **Direct Unsubsidized - 1.059%:** $216
- **Grad PLUS - 4.228% IS:** $966
- **Grad PLUS - 4.228% OS:** $966

Total cost of attendance including loan fees

- **In State:** $44,541
- **Out of State:** $44,541

Reproductive Clinical Science, PhD

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains an admission process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

This is an online program that has been designed for adult learners and working professionals who are in the workforce while they are enrolled in this program, with the exception of one on-campus course during the program. This 49 credit-hour program is projected to be completed in 32 months; however, due to the nature of independent research, more time may be needed.

The program starts in the fall. Students take two years of graduate-level didactic and research development courses and must pass a comprehensive qualifying exam at the end of their third semester to advance to candidacy. The final year of the program focuses on dissertation research. During the final semester, the students will prepare and defend their dissertation projects. Six students are accepted each year to this three-year online program.

Course Sequence | 1st Year

Term 1 | Fall 2024 | 7 Credit Hours

- RCS 801 - Advanced Statistics
- RCS 802 - Assisted Reproduction Evidence-Based Practice Journal Club
- RCS 803 - Comparative Anatomy and Physiology of Reproduction

Term 2 | Spring 2025 | 7 Credit Hours

- RCS 804 - Experimental Design
- RCS 805 - Advanced Topics IVF
- RCS 806 - Developmental Biology

Term 3 | Summer 2025 | 4 Credit Hours

- RCS 815 - Dissertation Research Proposal Development

Course Sequence | 2nd Year

Term 4 | Fall 2025 | 7 Credit Hours

- RCS 809 - Toxicology and Infertility
- RCS 810 - Research Literature Review
- RCS 811 - Advanced Topics Male Infertility Research Literature

Term 5 | Spring 2026 | 7 Credit Hours

- RCS 812 - Clinical Laboratory Management
- RCS 814 - ART and Genetics
- RCS 816 - Dissertation Research

Term 6 | Summer 2026 | 3 Credit Hours

- RCS 816 - Dissertation Research

Course Sequence | 3rd Year

Term 7 | Fall 2026 | 7 Credit Hours

- RCS 816 - Dissertation Research
- RCS 819 - The Business of IVF

Term 8 | Spring 2027 | 7 Credit Hours

- RCS 816 - Dissertation Research

Total Requirement: 49 Credit Hours

Faculty and Staff

Program Director
Liang Yu, PhD, Assistant Professor

Program Staff

Elizabeth Chute

Faculty
Alfred Z. Abuhamad, MD, Chairman

Marlane Angle, PhD, HCLD (ABB), Teacher

Minglie Bian, PhD, Assistant Professor

Silvina Bocca, MD, PhD, HCLD (ABB), Professor

Frank J. Castora, PhD, Professor

Eva Forgacs-Lonart, PhD, Associate Professor

Earl Godfry, PhD, Teacher

Thomas Kimble, MD, Associate Dean, Assistant Professor

Gyorgy Lonart, PhD, Professor

Jacob Mayer, PhD, HCLD (ABB), Professor April Pace, MLS, Instructor

Mahmood Morshedi, PhD, HCLD (ABB), CTBS, Professor

Kellie Robinson, EDD, Teacher

Helena Russell, MS, Assistant Professor

Laurel A. Stadtmauer, MD, PhD, Professor

Erin White, MS, Teacher

Jennifer Winters, PhD, Community Faculty

Hang Yin, PhD, HCLD (ABB), Teacher

Liang Yu, PhD, Assistant Professor

Reproductive Clinical Science, PhD Information

Print this Page

Admission

Candidates must have completed all master's degree requirements and have been issued a master's degree prior to matriculating as an EVMS student. If the master's degree was issued by a U.S. college or university, as a general rule it should be from a regionally accredited institution. However, the program may grant exceptions on a case-by-case basis. Official transcripts from the awarding institution must specify the date upon which the degree was issued. Graduate-level transfer credits will be considered on a case-by-case basis.

Listed below are the requirements for application and admission into the RCS PhD program. If you have any questions or concerns about these requirements, please contact the program.

Applicants must:

- Have a Master of Science degree in one of the following areas: Clinical Embryology, Biology, Molecular Biology, Developmental Biology, Reproductive Sciences or Biochemistry. Other Master of Science Degrees may be acceptable; contact the program to inquire.
- Have a grade point average (GPA) of 3.0 (B) or higher in the master's degree.
- Prerequisites: Have successfully completed a master's in Clinical Embryology and Andrology or in an acceptable master's with one semester of each of the following:
  - Biochemistry
  - Introductory Biostatistics
  - Molecular Cellular Biology
  - Genetics or Developmental Biology
- Be an established clinical embryologist/andrologist with at least three years of embryology experience. Submit letters of support from employers indicating level of experience and willingness to allow applicant to perform research projects in their current position.
- Submit three letters of recommendation (submitted by the reference electronically) from individuals who are acquainted with you academically and/or professionally. References from close friends and family members are not acceptable.
- Submit GRE scores
- Letters of Support to Conduct Research
  - Submit a letter of support from your employer, lab director or medical director stating that you will be allowed to conduct research where you work as part of the PhD in RCS.
  - This letter is a separate letter from the letters of Recommendation.
- Submit a personal essay that will persuade the faculty that your past experiences will provide the foundation for success in graduate school. The statement will also be reviewed as an example of your ability to communicate effectively.

International students, or applicants whose native language is not English, must take the TOEFL exam.

Additional Requirements for International Applicants

In addition to meeting the admissions requirements above, international applicants are required to meet the following:

Foreign Transcripts

- Request a course by course evaluation of all foreign transcripts showing GPA calculation on a four point scale.
- Eastern Virginia Medical School does not endorse any particular evaluating and/or credentialing service. You can use the following agencies:
  - World Education Services
  - Educational Credential Evaluators

Translation: If the academic institution that you attended does not issue documents in English, the credentialing agency will require that you submit a word-for-word translation of your transcripts. You can contact University Language Services to submit your transcript for translation and instruct them to send the translated transcript to the credentialing agency you choose.

Transcript Evaluation: International students whose native language is not English may contact one of the following credentialing agencies to submit transcripts for official evaluation: WES or ECE. Instruct the credentialing agency to send the official evaluation (and translation) directly to GradCAS. You must provide both a course-by-course evaluation report along with an overall GPA calculation. Evaluations are mandatory even for transcripts from institutions that report grades in English. This provides EVMS with a U.S. credit equivalency and allows the transcripts to be reviewed accurately. WES and ECE are preferred credentialing services. If you wish to select a company other than these, please contact the program first.

TOEFL: International applicants whose native language is not English must take the TOEFL exam and receive a score as follows: Paper-based test: 550; Computer-based test: 213; iBT exam: 80. Please go to the ETS website to take the TOEFL exam, and request your TOEFL scores be sent directly to GradCAS. ETS reports scores for two years after the test date. If you have previously taken the TOEFL but the two-year period has expired, the program will accept a personal copy if available.

GradCAS: GradCAS will **ONLY** accept the evaluation report from the credentialing agency. Do not send your foreign transcript to GradCAS.

All other foreign transcript evaluations from the credentialing agency must be sent directly to GradCAS to the following address:

GradCAS Transcript Processing Center
P.O. Box 9217
Watertown, MA 02471

GRE School Code: 5729 TOEFL School Code is B886

Applicant Help Center

- Having trouble accessing the application? The preferred browsers are Google Chrome or Firefox
- Applicant Help Center
- If you have questions about your application status, please contact your GradCAS Customer Service Representative at 857.304.2086 or GradCASinfo@liaisonedu.com.

Technical Standards

The abilities and skills candidates and students must possess in order to complete the education and training associated with Reproductive Clinical Science PhD program are referred to as technical standards. These abilities and skills are essential for clinical laboratory practice as an embryologist and/or andrologist.

1.0 Observation Skills Technical Standard

1.01 Demonstrate sufficient attention and accuracy in observation skills (visual, auditory and tactile) in the lecture hall, laboratory and/or online settings. Indicators include, but are not limited to, accurate visualization and discrimination of text, numbers, patterns, graphic illustrations and other imaging texts.

2.0 Communication Skills Technical Standard

2.01 Demonstrate effective communication skills with healthcare professionals and with people of varying cultures, ethnicities and personalities.

2.02 Indicators include, but are not limited to, these examples:

1. Clear, efficient and intelligible articulation of spoken English language.
2. Legible, efficient and intelligible written English language.
3. Accurate and efficient English language reading skills.
4. Accurate and efficient, expressive and receptive communication skills.
5. Ability to accurately follow directions (oral and written).

3.0 Critical Reasoning Skills Technical Standard

3.01 Demonstrate critical reasoning skills, including, but not limited to, intellectual, conceptual, integrative and quantitative abilities.

3.02 Indicators include, but are not limited to, these examples:

1. Demonstrate ability to measure, calculate, reason, analyze, integrate and synthesize information.
2. Demonstrate ability to acquire, retain and apply new and learned information.

4.0 Motor And Sensory Function Technical Standard

4.01 Demonstrate sufficient motor and sensory function to perform typical clinical laboratory duties.

4.02 Indicators include, but are not limited to, these examples:

1. Functional and sufficient sensory capacity (visual, auditory and tactile) to use laboratory equipment and perform procedures.
2. Execute motor movements that demonstrate safety and efficiency in the various learning settings (i.e., classroom, online and laboratories).
3. Physical stamina sufficient to complete the online didactic and some laboratory study, which will include prolonged periods of sitting.

5.0 Behavioral And Social Attributes Technical Standard

5.01 Demonstrate the behavioral and social attributes vital to participation in a professional program and service as a practicing laboratory professional.

5.02 Indicators include, but are not limited to, these examples:

1. Possess the emotional health required for full utilization of mental faculties (judgment, orientation, affect and cognition).
2. Ability to develop mature and effective professional relationships with faculty, patients, the public and other members of the healthcare team.
3. Possess personal qualities that facilitate effective therapeutic interactions (compassion, empathy, integrity, honesty, benevolence, confidentiality).
4. Demonstrate impartial motives, attitudes and values in roles, functions and relationships.
5. Ability to monitor and react appropriately to one's own emotional needs and responses.
6. Display appropriate flexibility and adaptability in the face of stress or uncertainty associated with clinical encounters and clinical environments.
7. Compliance with standards, policies and practices set forth in the EVMS Student Handbook and the program handbook.

Print this Page

Reproductive Clinical Science, PhD Academic Calendar

Print this Page

Academic Calendar 2024-2025

Class of 2025

Semester Seven - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Semester Eight - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2026

Semester Four - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Semester Five - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Semester Six - Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2027

Semester One - Fall 2024

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 9/8/2024

Census Date: 9/10/2024

Start Date: 8/26/2024

End Date: 12/13/2024

Final Exams: 12/9/2024 - 12/13/2024

Semester Two - Spring 2025

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/26/2025

Census Date: 1/28/2025

Start Date: 1/13/2025

End Date: 5/2/2025

Final Exams: 4/28/2025 - 5/2/2025

Semester Three - Summer 2025

Student Registration Period: 3/1/2025 - 4/15/2025

Add/Drop Date*: 5/25/2025

Census Date: 5/27/2025

Start Date: 5/12/2025

End Date: 8/1/2025

Final Exams: 7/28/2025 - 8/1/2025

Commencement Class of 2027

Commencement Rehearsal: 5/14/2027

Commencement Ceremony: 5/15/2027

Degree Conferral: 5/15/2027

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Reproductive Clinical Science, PhD Tuition and Fees

Print this Page

Tuition and Fees

EVMS' Reproductive Clinical Science tuition and fees are set annually in June by the Board of Visitors and are subject to change without notice. Questions about tuition and fee charges on student accounts should be directed to Financial Services.

Tuition

- In-state: $1,450 per credit hour
- Out-of-state: $1,662 per credit hour

Mandatory Fees

- Year 1: $282
- Year 2: $207
- Year 3: $227

Full-Time Status

A student must maintain a coursework load considered full-time - 7 credit hours per semester for this program - to continue receiving financial aid previously awarded.

Projected Cost of Attendance

Reproductive Clinical Science, PhD | Year 1

Budget length: 12 mos.

Tuition*

- **In State ($1,450/credit):** $26,100
- **Out of State ($1,662/ credit):** $29,916

Fees*

- **Mandatory:** $282

Subtotal tuition and fees (direct costs)

- **In State (IS):** $26,382
- **Out of State (OS):** $30,198

Other allowances

- **Books & Equipment:** $1,925
- **Living (Room, Board & Misc.):** $23,016
- **Personal Expenses:** $1,056
- **Transportation:** $1,717

Cost of attendance without loan fees

- **In State:** $54,096
- **Out of State:** $57,912

Loan fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $1,420
- **Grad PLUS - 4.228% OS:** $1,582

Total cost of attendance including loan fees

- **In State:** $55,732
- **Out of State:** $59,710

Reproductive Clinical Science, PhD | Year 2

Budget length: 12 mos.

Tuition*

- **In State ($1,450/credit):** $24,650
- **Out of State ($1,662/credit):** $28,254

Fees*

- **Mandatory:** $207

Subtotal tuition and fees (direct costs)

- **In State (IS):** $24,857
- **Out of State (OS):** $28,461

Other allowances

- **Books & Equipment:** $900
- **Living (Room, Board & Misc.):** $23,016
- **Personal Expenses:** $1,056
- **Transportation:** $1,717

Cost of attendance without loan fees

- **In State:** $51,546
- **Out of State:** $55,150

Loan fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.228% IS:** $1,313
- **Grad PLUS - 4.228% OS:** $1,465

Total cost of attendance including loan fees

- **In State:** $53,075
- **Out of State:** $56,831

Reproductive Clinical Science, PhD | Year 3

Budget length: 8 mos.

Tuition*

- **In State ($1,450/credit):** $20,300
- **Out of State ($1,662/ credit):** $23,268

Fees*

- **Mandatory:** $227

Subtotal tuition and fees (direct costs)

- **In State (IS):** $20,527
- **Out of State (OS):** $23,495

Other allowances

- **Books & Equipment:** $900
- **Living (Room, Board & Misc.):** $15,344
- **Personal Expenses:** $704
- **Transportation:** $1,145

Cost of attendance without loan fees

- **In State:** $38,620
- **Out of State:** $41,588

Loan fees**

- **Direct Unsubsidized - 1.057%:** $216
- **Grad PLUS - 4.248% IS:** $766
- **Grad PLUS - 4.248% OS:** $892

Total cost of attendance including loan fees

- **In State:** $39,602
- **Out of State:** $42,696

*Tuition and fees are subject to change throughout the year.

**Loan fees are subject to change for loans first disbursed on or after October 1.

Print this Page

Medicine, MD

Admission

This program maintains an admission process unique to the program. Prospective students are encouraged to review the admission requirements in order to best prepare themselves for a successful future at EVMS.

Academic Calendar

This program maintains an academic calendar unique to the program that includes exam schedules. All students are encouraged to review the academic calendar in order to be successful at EVMS.

Tuition and Fees Process

This program maintains a tuition and fees process unique to the program. All students are encouraged to review the tuition and fees process in order to best prepare themselves for a successful future at EVMS.

Curriculum

The mission of Eastern Virginia Medical School is deeply rooted in the education and training of truly caring and competent physicians, equipping them with the requisite scientific, academic and humanistic skills most relevant to today's practice of medicine.

CareForward Overview

EVMS' newly reformed CareForward Curriculum (CFC) is designed to enhance learning through integration and innovation. The purpose of the CFC is to educate caring, compassionate, skillful caregivers, with an emphasis on preparing students to easily transition into residency training with the knowledge and understanding to competently navigate the complexities of the healthcare system.

Recognizing the importance of effectively managing care for the aging American population and the predominant challenge of caring for patients with multiple chronic conditions, we empower our future healthcare providers with the skillsets necessary to address these issues.

What the CFC offers students:

Integration

- Learning opportunities are fully integrated with appropriate and contemporaneous foundational and clinical science principles delivered at an appropriate level.
- Foundational science principles are augmented by early access to clinical practice.
- Compassion and care, not only for patients but for fellow learners and educators, are a significant focus of the curriculum.

In-depth focus

- Active learning is promoted in the curriculum to advance students' ability to solve problems, communicate effectively and work independently as well as in a team environment.
- Opportunities are made readily available to systematically and scientifically strengthen the knowledge, skills and paradigms that produce strong, community-oriented physicians.
- The organ- and systems-based approach to medical education accurately reflects the real-life performance pattern of a practicing physician.

Preparation for the future

- The emphasis on foundational sciences, clinical sciences and clinical skills, combined with a robust program in careers in medicine, helps prepare students for residency selection and beyond.
- By providing a true understanding of the nuances of healthcare, students are exposed to the importance of making cost-conscious decisions while providing the safest and highest-quality care.
- Principles of evidence-based medicine and best practices are taught to ensure students can develop comprehensive care plans for elderly patients and patients with multiple chronic conditions.
- The curriculum, by design, cultivates a lifelong love of learning.

Using cutting-edge concepts in technology and the science of learning, CFC will use longitudinal clinical cases drawn from virtual families to simulate real-life clinical scenarios and complexities. These cases will be used as an important tool for integrating basic and clinical sciences and also contents across various organ systems modules.

Class of 2028 - Course Sequence

Fall 2024 | Pre-Clerkship | Term 1 | 24 Credit Hours

- CFC 100 - Human Structure
- CFC 101 - Foundations of Disease

Spring 2025 | Pre-Clerkship | Term 2 | 27 Credit Hours

- CFC 102 - Introduction to Organ Systems
- CFC 103 - Hormones and Reproductive Health

Fall 2025 | Pre-Clerkship | Term 3 | 22 Credit Hours

- CFC 200 - Heart, Lung and Kidney
- CFC 201 - Brain, Mind and Behavior

Spring 2026 | Clerkship Phase | Term 4 and Term 5 | 42 Credit Hours

- FAM 301 - Family Medicine
- INT 303 - Internal Medicine
- ITD 301 - Career Exploration
- OBG 301 - Obstetrics and Gynecology Clerkship
- PED 301 - Pediatrics
- PSY 301 - Psychiatry
- SUR 301 - Surgery

Elective

- ITD 495 - Foundational Sciences III

M4 | Clinical & Elective Phase | Term 6 & Term 7 | 34 Credit Hours

The fourth year of this program maintains a curriculum structure that is unique to the program. Students are encouraged to review the requirements for the fourth year of medical school in order to best prepare themselves for a successful future at EVMS.

The Elective Phase of the 4th year consists of the following course catagory requirements:

- Acting Intership - 4 weeks/credits
- Ambulatory - 4 weeks/credits
- Critical Care - 4 weeks/credits
- Electives - 14 weeks/credits
- Clinical Capstone - 2 weeks/credits
- Residency Tips - 2 weeks/credits
- Community-Engaged Learning Capstone - 4 weeks/credits

The full list of M4 Year requirements is available online.

Total Requirement: 149 Credit Hours

School of Medicine: Fourth Year

In contrast to the first three years of the medical school curriculum, during which students follow a fixed schedule, the M4 year provides considerable flexibility. Although the M4 curriculum contains some required elements, students have considerable latitude to design their educational programs to fit their individual needs and interests. The M4 year is intended to provide each student with a well-rounded educational experience, building on the knowledge and experiences of the first three years and preparing the student for postgraduate training.

Descriptions of electives appearing in this catalog were prepared by the faculty of the department offering the elective and by the Office of Medical Education. At present, the information in this book is accurate to the best of our knowledge. However, policies, procedures, and faculty listings may change from time to time. Any questions regarding descriptive material of a particular elective should be directed to the appropriate departmental elective course director.

Role of the Student

Each student should have identified a clinical faculty advisor. It is the responsibility of the student to contact the advisor to discuss possible career choices and other factors that might directly or indirectly affect the 4th year elective schedule. Each student is responsible for developing a 4th year schedule that is a well-rounded educational experience meeting all graduation and site compliance requirements. The student should be proactive in communicating in a timely and honest manner with the M4 coordinator and Office of Medical Education regarding scheduling of interviews and elective rotations.

Role of the Faculty Advisor

The advisor should play more than a passive or permissive role and should be able to supply perspective to developing the student's educational program. In most instances the most satisfying programs result from a strong collaboration between student and advisor. The role of the advisor is dual, combining personal, supportive counseling with study and career guidance; helping the student to develop an overall plan for the entire elective year and assisting with interviewing skills and evaluating residency programs. The advisor should be available for periodic consultation and should take an active interest in the success of the elective program and the student's performance.

Role of the Elective Course Director(s)

The student must negotiate with the intended directors to reach agreement on the extent of supervision and the resources required to achieve the objectives. If the directors cannot provide the resources or feel that the objectives for the elective are unable to be obtained due to time needed away from the rotation for interviews, the student must seek an alternative elective course. The Course Director is responsible for completing the final evaluation for the student. At the director's discretion another faculty member can be assigned to this role.

Role of the Department Chairman

The Department Chairmen have an important role in ensuring that the resources - faculty, space, time and interest - are available for both intramural and extramural electives. The Elective Course Director must notify his/her department chairman prior to agreeing to supervise an elective to ensure that there is no infringement on the educational or other resources required for the core curriculum.

Role of the Associate Dean for Clinical Education

The Associate Dean for Clinical Education, in cooperation with the Vice Dean for Academic Affairs and the Medical Education Committee (MEC), oversees the operation of the electives program. The Associate Dean for Clinical Education will review and approve each student's planned program, and may return an unsatisfactory program to the student for revision, or may prohibit a student from taking an extramural elective if it is felt to be inappropriate. When necessary, the Associate Dean of Clinical Education will seek the advice and counsel of the Vice Dean for Academic Affairs and the Medical Education Committee.

Role of the Director of Experiential Learning Education

The Director of Experiential Learning Education develops and maintains relationships with our clinical education partners to facilitate course offerings and student onboarding. The Director will work with sites and students to ensure appropriate course development and pre-rotation compliance activities have been completed, allowing students to earn credit for their elective experiences. Non-compliant students and activities will be escalated to the Associate Dean for Clinical Education for formal attention to deficiencies. The Director facilitates the course scheduling process and approves scheduling changes in coordination with the Associate Dean. All schedule changes require approval prior to the start of the course.

Role of the Career Advisor

The Career Advisor develops, maintains, and/or gives access to resources such as specialty sheets, residency databases and information on where students have completed extramural electives. The Career Advisor provides students professional development counseling including CV review, personal statement review, and specialty advisor selection.

Role of the Manager of Clinical Student Scheduling

The Clinical Student Scheduling Manager manages the student placement processes for M4 elective phase rotations. The Manager of Clinical Scheduling facilitates the application process for EVMS students applying to away electives through VSAS as well as the process of visiting students applying to EVMS electives. The Manager of Clinical Student Scheduling should be contacted with any questions about the application process and assistance needed with obtaining application requirements.

United Competency Objectives for the MD Degree

The civic and medical leaders who founded Eastern Virginia Medical School envisioned an institution that would champion improving the health of the region. Decades later the school celebrated its record of training physicians who are committed to knowledge and skill and doubly committed to the service of others.

Distinctive characteristics of the institution have evolved over its lifetime:

- Education is central to its mission, not peripheral to the research and clinical enterprises.
- Principles of humanism in medicine and the biophysical model of disease and health are emphasized, promoting the values of altruism and duty.
- An ethic of community service moves students beyond formalized educational settings.
- The learning atmosphere emphasizes cooperation among students, faculty, other health care professionals, local and international care providers and policy makers.
- Lifelong learning and the practice of evidence based medicine are accepted as professional responsibilities.
- The environment promotes collaboration, creativity, leadership and service.

Within the context of this institutional philosophy and culture, the faculty have articulated the following Unified Competency Objectives as the goals and objectives of the curriculum: unified competency objectives

Requirements for Promotion to M4

- All clerkships must be completed with a passing score prior to beginning the M4 year
  - Family Medicine
  - Internal Medicine
  - Psychiatry
  - Obstetrics & Gynecology
  - Pediatrics
  - Surgery
- Advanced Cardiac Life Support Course (ACLS)
- Compliance with EVMS health requirements

The M4 Year

The M4 year is designed to promote a well-rounded educational experience (NOT a preliminary internship). Use the M4 year as an opportunity to broaden your horizons, not to get an early start on specialty training.

- Includes 34 weeks of full-time, scheduled, supervised, and evaluated educational experiences.
  - **26 weeks of electives (Minimum of 14 weeks MUST be clinical rotations)**
    - Acting Internship (4 weeks)
    - Ambulatory Care (4 weeks)
    - Critical Care (4 weeks)
    - Maximum of 8 weeks of longitudial electives
    - Minimum of 4 weeks in clinical or non-clinical elective outside of specialty
    - Minimum of 4 weeks in a live patient-care clinical elective in spring semester
  - **8 weeks of required courses**
    - Community-Engaged Learning Capstone (4 weeks)
    - Clinical Skills Capstone (2 weeks)
    - Transition in Practice Series: Residency (2 weeks)
  - **12 weeks of unscheduled time for professional development and personal use**
    - Includes 12 weeks of unscheduled time for professional development and personal use:
      - Additional clinical or basic science rotations
      - USMLE Step 2 study
      - Interviews
      - Vacations/Travel/Personal Time
      - Students are allowed to work with faculty to design clinical experiences other than those in this catalog. The process for creating an individualized experience or away rotation is described in detail below in the non-catalog course process. Please plan ahead as there are multiple onboarding requirements and deadlines that must be met.
      - Students MUST TAKE USMLE Step 2 Clinical Knowledge (CK) and USMLE Step 2 Clinical Skills (CS) and must PASS in order to graduate.

Elective Rotations

Many of the electives in the catalog meet the requirements of multiple categories. Requirements can overlap to meet graduation requirement. **Example:** ERM400 meets the requirements of Acting Internship, Ambulatory and Critical Care. By taking that one 4-week course, all three requirements are met. The remaining 22 weeks of electives would not need to meet specific category requirements.

- 2-week or 4-week rotations can be used to satisfy the category requirement (AI, AMB, CC, Elective) AND the clerkship clinical makeup requirement.
- An M4 rotation MAY NOT be used to remediate a failed M3 clerkship.
- Students may not schedule electives in which they will be directly supervised or graded by preceptors with whom they have any clinical, personal, or familial relationship, including providing health services. See the Non-Involvement of Student Healthcare Providers in Education Policy in the MD Student Handbook.
- Students should plan "full-time" electives based on four-week sessions whenever possible. Some electives have two-week options which can be scheduled anytime during a four-week session in coordination with the course coordinator. Electives may not be planned for less than two weeks in duration. (NOTE: Two-week rotations should include AT LEAST 10 scheduled work days.)
- Other electives that meet the definition of the listed course categories may be submitted for approval to fulfill a requirement using the M4 Non-Catalog Course Request.

Away Electives

Your critical care, ambulatory and elective courses may be completed at sites other than EVMS-affiliated institutions; however, your Acting Internship and Clinical Clerkship Makeup Requirement must be completed at an EVMS-affiliated institution listed previously. In planning for these rotations, you should be aware of the following rules:

Students may do a maximum of 16 weeks of away electives (xxx999 courses)

Away rotations must be done at an LCME accredited U.S. Medical School or under the supervision of a physician holding a faculty appointment at an LCME accredited US Medical School.

If your desired rotation is described in the catalog of the host school, that description can be used to complete the EVMS Non-Catalog Course Request form. If the elective is not described in the host school's catalog, students should follow the instructions for developing elective rotations below.

The majority of U.S. medical schools now require that applications from visiting students be submitted through the Visiting Student Learning Opportunities service (VSLO) managed by the Associate of American Medical Schools (AAMC). Information is available from the Manager of Clinical Student Scheduling (Jill Haught) or directly from the AAMC. Some medical schools use their own individual applications. Information for each school can be obtained from the school's website.

Most schools accept applications from visiting students in the spring, but may not confirm your acceptance until late spring or early summer. Most schools, including EVMS, make every effort to accommodate their own students before accepting visiting students. Once you accept an away elective, please submit the EVMS Non-Catalog Course Request for review and approval.

Creating Your Own Away Elective

Identify the site. All non-VSLO away electives require an affiliation agreement between EVMS and the site. Obtaining agreements can be a lengthy process spanning several months. Please plan accordingly and have a back-up plan should the legal teams of EVMS and the proposed site not be able to agree on the terms of the agreement. VSLO electives do not require an affiliation agreement unless the school you are applying to requests one be executed.

Consult with your advisor, the appropriate department chair, Associate Dean of Clinical Education, or the Vice Dean for Academic Affairs regarding your goals and objectives.

- Complete a Non-Catalog Course Request Form describing the skills, knowledge or values/attitudes the student wishes to achieve. Use the following links to help you write objectives: New Bloom's Taxonomy and Learning Objectives Easy Generator.
- Review the objectives with the proposed course director, who must be a board certified physician or other comparably credentialed individual and must hold a faculty appointment with EVMS or another LCME accredited institution.
- Complete a Non-Catalog Course Request by selecting a 998/999 course code in the M4 catalog. You will need to upload a document describing the skills, knowledge or values/attitudes the student wishes to achieve along with documentation of your acceptance. Once submitted the proposed elective will be routed for review. The affiliation agreement and faculty status will be verified during the review process.
- This process should be completed more than 30 days prior to the start of the elective.
- An email notification of final approval must be received prior to participating in any non-catalog elective at EVMS or any other LCME accredited school. If you do not receive an approval for your elective, you may not receive credit for the experience and your graduation date could be affected.

Please note that submission of the Non-Catalog course request is not an automatic approval for you to receive credit for the experience. It is one step in a multi-step review and approval process.

Schedule Submission and Approval

In reviewing a student's proposed program, the Associate Dean of Clinical Education, Vice Dean for Academic Affairs, and the Medical Education Committee will use the following guidelines:

a. The program shall be well conceived and consistent with respect to fulfillment of the educational needs of the student.
b. The program shall be commensurate with the capabilities of the student.
c. The educational opportunities selected shall be of a quality sufficient to justify the expenditure of time requested.
d. The required rotations listed must be included in each student's planned program.

Schedule Changes

- Drop requests must be submitted no less than 30 days in advance of the scheduled rotation start date unless there are extenuating circumstances approved by the Associate Dean for Clinical Education. Last minute drops are unprofessional as the preceptors may have made adjustments to their schedule to have you rotate with them. Last minute drops have also prevented another student from completing that elective.
- Courses dropped after the course has begun will receive an "I" for incomplete. The course will either need to be completed at a later date or the student will receive a "W" for withdrawn.
- Add requests other than Sentara must be submitted at least 45 days in advance of the course start date. This allows time for the multi-step review and approval process as well as the student onboarding processes at our affiliated sites (which require their process to be COMPLETED 30 days in advance of your placement). Exceptions are made for short notice VSLO acceptances with minimal compliance requirements.
- Do not begin an elective that has not been added to your official schedule. Credit for rotations will not be given to students who fail to follow the proper procedures for changing an elective.
- Requested changes are reviewed and approved or disapproved based on the:
  - balance of the student's schedule and requirements
  - faculty status of the preceptor
  - status of the affiliation agreement with the site
  - appropriateness of the course category to the course request
  - approval from the course coordinator/course director
- If the request is approved, the student may then proceed to change the rotation. The student must forward confirmation that the elective supervisors for both the elective being dropped and the rotation being added have been notified.

No changes to schedules will be allowed after December 2, 2023.

Grading System

The requirements for Honors, High Pass, and Pass are based on departmental policy that will be discussed with the students at the initiation of the clerkship or elective. Honors, High Pass, Pass, or Fail are the only notations sent to the Registrar's Office and appearing on transcripts.

Implications of the Grade Fail: In the event a student fails a clerkship/elective, the Course Director shall recommend both to the student and the Student Progress Committee, an appropriate remedial program. The remedial program may include taking an examination and/or repeating all or a portion of the clerkship. The recommendation is reviewed by the Student Progress Committee, which makes the final decision regarding the student's academic progress. The Student Progress Committee uses guidelines outlined in the Policies and Procedures for Student Evaluation and Progress regarding promotion of students through the education program at the medical school. At the completion of the approved remedial activity, the student will be given a grade of pass or fail. Both grades (e.g., F/P) remain part of the student's record and transcript.

Some departments allow students who fail the written examination but have passed other portions of the clerkship to remediate the examination before receiving a final grade for the clerkship. Remediation must occur within 2 months or a grade of "Fail" will be assigned.

Clinical Education Site Compliance

All fourth year EVMS students will be required to complete pre-rotation compliance requirements for EVMS and Sentara facilities before April 15, 2023. Students will be communicated with via Blackboard to facilitate completion. For electives taking place at facilities other than Sentara, students are required to complete all site-specific requirements a minimum of 45 days prior to the start of the elective. An email announcement will be sent out through Blackboard when the compliance requirements are available for completion.

Any student who has not completed the required compliance activities will be prohibited from starting their elective year and will be required to formally address the dereliction. This delay may impact your ability to complete the scheduled electives and may impact your ability to graduate on time.

Visiting Students

All visiting students must apply online through the AAMC Visiting Student Learning Opportunities. If a student contacts a department, the student must be referred to the Manager of Clinical Student Scheduling in the Experiential Learning Office. Confirmation for Electives is granted through VSLO by the Experiential Learning Office. Only persons currently enrolled in an LCME accredited U.S. medical school or COCA accredited U.S. osteopathic schools, are eligible to apply for electives at EVMS. At this time, EVMS does not accept applications from international medical students.

Visiting students may take only senior year electives. Third year clerkships are not open to any visiting students. A visiting student must have satisfactorily completed all basic science courses (including physical diagnosis) and, by the start date of the requested elective, the applicant must have completed satisfactorily a minimum of thirty-six (36) weeks of full-time clinical experience during which the student's primary responsibility was to follow patients on a teaching service. This experience must include at least four (4) separate disciplines from among the following: Family Medicine; General Internal Medicine; Obstetrics and Gynecology; Pediatrics; Psychiatry; and General Surgery. Experience in each discipline must be at least four (4) weeks in duration. No elective will be approved for a discipline in which the requisite core clinical experience has not been satisfactorily completed.

A complete elective application in VSLO must be submitted for each elective requested and verified by the visiting student's medical school official, authorizing these experiences. Applications must be submitted no later than 45 days prior to the beginning of an elective in order to be considered. Only completed application packets will be reviewed.

All elective requests must receive departmental approval before an offer can be extended. This is completed internally, once we have we have verified that your application meets the eligibility requirements. Any communication outside of VSLO is not considered an official request for an elective or confirmed placement in an elective. After a decision has been made, the Visiting Student Coordinator will notify applicants in VSLO of their acceptance or denial. Within 10 days from the date your acceptance notification is sent, you must accept or decline the offer in VSLO. Within 3-5 days of your acceptance, you will receive a welcome letter via email from the Visiting Students Coordinator. This email will provide further instructions regarding completing the post-decision requirements in VSLO before your rotation begins.

EVMS students have priority for all EVMS elective opportunities.

Visiting students are limited to a maximum of twelve weeks of electives at EVMS, except under special circumstances. (Requires approval from the Vice Dean for Academic Affairs)

A non-refundable fee of $200.00 must be submitted at least 30 days PRIOR to the start of the rotation. Each visiting student must attend a brief administrative orientation with the Visiting Student Coordinator prior to beginning the elective. A student identification card will be issued by Eastern Virginia Medical School, following orientation.

Each student is responsible for obtaining accommodations during his/her stay here.

No stipend will be paid by EVMS to visiting students taking electives for credit.

EVMS will provide evaluations to the sponsoring institutions, but credit for elective experiences will be given by the institution granting the M.D. degree to the student.

4th Year Requirements

MD Electives 2023-2024 Catalog

Medicine, MD Information

Admission

As a medical school dedicated since its inception to the healthcare needs of eastern Virginia, EVMS shows preference to applicants from the Commonwealth of Virginia, especially legal residents of Hampton Roads. For an applicant to be considered as an in-state Virginia resident for tuition purposes, the applicant must have legally domiciled in the Commonwealth of Virginia for a least one year prior to matriculation and must fulfill other requirements to confirm Virginia residency.

Applications from out-of-state students who have strong academic credentials and the personal traits valued by EVMS are also encouraged to apply. Applicants from rural or other underserved regions and those who have been disadvantaged or underrepresented for economic, racial or social reasons, and possess the motivation and aptitude required for the study of medicine, are also strongly encouraged to apply.

Applicants who are enrolled or are planning to enroll in a degree-seeking graduate program must fulfill the degree requirements for that program prior to matriculating at EVMS.

Applicants interested in the MD program must have taken the Medical College Admission Text (MCAT) and completed a minimum of 100 semester hours, including the below required prerequisite courses, at an accredited university in the United States or Canada. Online/internet-based courses are now acceptable.

Prerequisite Courses

- Biology (with labs) 1 year
- General chemistry (with labs) 1 year
- Organic chemistry (with labs) 1 year
- Physics (with labs) 1 year

(Biochemistry is highly recommended.)

Applicants must have grades of C or better in all required courses. Credits earned through advanced placement programs or passing College Level Examination Program (CLEP) are acceptable. Applicants may enhance their chances of acceptance by taking graduate coursework in the natural sciences. In recent years, students matriculating at EVMS have had a mean GPA of 3.50 and a mean MCAT of 511. Due to the COVID-19 pandemic, we will accept pass/fail grades for the spring and summer 2020 semesters.

MCAT

The Medical College Admissions Test (MCAT) is a computer-based exam which is offered multiple times throughout the year and must be taken by the prospective student before the application can be processed.

In light of the recent MCAT test date cancellations, EVMS will extend the MCAT deadline an additional year for the 2020-2021 application cycle. We will now accept test scores taken in 2017 through 2020.

We have provided this courtesy as a result of the COVID-19 pandemic. The Association of American Medical Colleges (AAMC) is monitoring and assessing the rapid challenges that impact students; if there are any other changes, updates will be provided as needed.

The MCAT tests academic competencies in the natural sciences, reasoning and analysis skills, and concepts from psychology, sociology and biology that provide the foundation for learning in medical school about the behavioral and socio-cultural determinants of health, according to the Association of American Medical Colleges (AAMC). An applicant may wish to take the MCAT more than once to ensure the best possible performance. If an applicant intends to take the MCAT for the first time in the fall, review of his or her application will not take place until the score has been received. Information and registration may be accessed online.

International Students

Only U.S. citizens or permanent residents of the U.S. will be considered for admission into the MD program at EVMS.

Initial Application

EVMS is highly competitive, and each year, the medical school receives more than 6,000 applications from which approximately 151 students are selected. The admissions process begins on June 1 and ends in August of the following year. Initial applications are received through the American Medical College Application Service (AMCAS) of the Association of American Medical Colleges (AAMC).

The MD admissions process begins after a completed application is received from the AMCAS. Electronic applications and the instructions for completing the AMCAS application can be accessed through the AAMC website.

This application contains information about the applicant, including a personal comments section and a record of the applicant's academic performance. In addition to academic information, the application should include other life experiences such as previous healthcare work, volunteerism and employment history.

Supplemental Application

Once the prospective student's AMCAS application has been received by EVMS, MD Admissions may request that a secondary application be completed. This will be sent to the applicant via the email address supplied to AMCAS when the primary application was submitted.

Veterans are eligible for reimbursement of these fees through the Veterans I-SERVED Program.

Letters of Recommendation

- If your school has a premedical advisory committee, we strongly urge you to have a letter sent by that committee. Otherwise, you may submit three individual letters, including: two letters from natural and physical sciences faculty and one letter from a non-science faculty (courses in Mathematics will be considered in the realm of a non-science letter).
- Applicants currently or previously enrolled in a graduate program must submit another letter of recommendation from their thesis or graduate advisor. (Do not duplicate letters. You should have a minimum of four separate letters, including undergraduate letters listed above, if you are required to submit a graduate letter of reference.)
- You may submit additional letters other than the required minimum listed above.
- If you have just begun or are planning to begin a one-year master's degree program this fall, you are required to submit a letter from your program adviser verifying your enrollment and the program completion date. (A letter of your progress in the program will be requested at a later date.)

Transfer Applicants

EVMS will only consider applicants for transfer into the third year (clerkship phase) of the MD program, when vacancies occur from the withdrawal of previously enrolled students. In order to be considered for transfer, student must meet all of the following criteria:

- Must be a U.S. Citizen or U.S. permanent resident.
- Currently enrolled in, and in good standing at, an LCME-accredited allopathic medical school. Students attending non-LCME accredited allopathic medical schools (with Step-1 USMLE boards scores above the national average and in good academic standing) are also eligible to apply.
- Must have completed a minimum of 100 undergraduate semester hours from an accredited college or university in the United States or Canada, including 1 year of biology, 2 years of chemistry (including organic chemistry), and 1 year of physics. A lab component must accompany all courses listed above.
- Must have a grade of "C", "pass" or better in all required courses.
- Must have completed the MCAT.

All transfer applications must include the following:

- Official copies of undergraduate and medical school transcripts.
- Official copy of MCAT scores.
- Official copy of USMLE Step 1 scores.
- Three letters of evaluation, including one from the Dean of the transferring institution, and two from medical school faculty members.
- A completed interview evaluation.

All offers of acceptance are made prior to May 1. Transfer students should be ready to start the first clerkship the last week of June.

In most years, there are few positions available. If there are more acceptable candidates than positions available, selection will be based on the strength of the application. The decision on whether seats are available in the upcoming third year medical school class and if resources and clinical experiences are adequate to support a transfer student is at the discretion of the Vice Dean for Academic Affairs. If a seat is available the EVMS MD Program Admissions Committee reviews applications and determines whether to offer acceptance as a transfer student.

Acceptance Protocol for Eastern Virginia Medical School

Protocol Procedures:

Feb. 19 - April 15: Accepted applicants may select the **"Plan to Enroll"** option in AMCAS.

April 15 - April 30: Accepted applicants should narrow their offers of acceptance to three medical schools.

April 30 - July 17: Accepted applicants may select the **"Commit to Enroll"** option in AMCAS. This selection indicates that you are withdrawing your application from consideration at other medical schools.

July 18: Accepted students are **required** to select the **"Commit to Enroll"** option in AMCAS. If commit to enroll is not selected by July 18, your offer of acceptance may be rescinded.

Application Deadline

Applications for regular admission may be submitted to EVMS through AMCAS between June 1 and Nov. 15, although applicants are strongly encouraged to submit all application materials as early as possible.

Early Decision Program

EVMS participates in the Early Decision Program (EDP) with the Association of American Medical Colleges. The application period is June 1 through August 1, with applicants being notified of a decision no later than October 1. Early decision or not, all applicants are encouraged to submit materials to AMCAS and EVMS as early as possible. Applicants are strongly urged to contact Admissions prior to applying to the Early Decision Program.

Notifications of Acceptance

Applicants applying through the Early Decision Program (EDP) are notified as soon as possible but no later than Oct. 1. General pool applicants are notified on a rolling basis beginning Oct. 15.

Applicants offered positions must respond to the letter from the dean within two weeks of acceptance. This time may be shortened as the starting date for classes approaches. An applicant accepting a position at EVMS must sign and return the Conditions of Acceptance form and a $100 acceptance deposit (which will be applied toward tuition) to hold a place in the class. The acceptance deposit is refundable prior to May 1.

Accepted students are required to select the "Commit to Enroll" option in AMCAS. If commit to enroll is not selected by July 18, your offer of acceptance may be rescinded.

Non-Discrimination Policy

EVMS does not discriminate in the recruitment and admission of students on the basis of race, color, national origin, gender, age, sexual orientation, citizenship, religion, political affiliation or handicap as required by Title VI, Title IX and Section 504.

Interview Day

The interview is a very important part of the application process as it allows the MD Admissions Committee to assess an applicant's compassion and dedication to the field of medicine.

It also provides interviewers an opportunity to examine your motivation, sensitivity, cultural awareness and interpersonal skills. The interview helps the MD Admissions Committee see from your lens, the understanding of a physician's role and their contribution to health and wellness.

MD Interviews at EVMS

EVMS interviews applicants for the MD program on Wednesdays and Fridays beginning in September and ending in March.

Due to COVID-19 all interviews this cycle will be held virtually. EVMS uses BlueJeans for video conferencing. BlueJeans provides an interoperable cloud-based video conferencing service that connects participants across a wide range of devices and conferencing platforms.

Applicants will be provided a BlueJeans link that will correspond to their interviewers on the designated day and time of their interview. This platform is versatile. If a student/interviewer is unable to log in using the link provided, they can call into the interview with the telephone number, meeting ID and passcode that will also be provided for each video conference. Details will be included in all interview confirmations.

All interviews begin at 2 p.m. and are scheduled in 45 minute increments: 2 p.m., 2:45 p.m. and 3:30 p.m.

Each Wednesday during the interview season, interviewees scheduled during their designated week (whether it be on a Wednesday or Friday) will have an opportunity for a face-to-face engagement with members from the EVMS academic enterprise community via BlueJeans.

This may include, but not be limited to the Associate Dean of Admissions and Enrollment, Director of Admissions, Assistant Dean of Diversity and Inclusion, Associate Dean of Student Affairs, Director of Financial Aid and/or currently enrolled EVMS MD students. Details will be included in all interview confirmations.

Technical Standards

Students who graduate from the EVMS Doctor of Medicine program must be prepared for entry into the practice of medicine within post-graduate medical education training programs. As such, in addition to meeting academic criteria, each applicant to and student in the EVMS Doctor of Medicine program must demonstrate that they possess independent ability, aptitude, and skills to meet the non-academic criteria. These Technical Standards must be met with or without accommodation and are essential for admission to, promotion within and graduation from the EVMS Doctor of Medicine program.

Observation Skills Technical Standard

Demonstrate sufficient attention and accuracy in observation skills (visual, auditory and tactile) in the lecture hall, laboratory, patient's bedside and outpatient settings.

Indicators include, but are not limited to, the following examples:

1. Accurate observation and participation in the lecture hall, laboratory and clinic with patients at a distance and close at hand, including nonverbal and verbal signals.
2. Accurate identification of changes in color of fluids, skin and diagnostic media examinations (including microscopy).
3. Accurate visualization, discrimination and interpretation of text, numbers, patterns, graphic illustrations and findings on all imaging modalities and diagnostic procedures.

Communication Skills Technical Standard

Demonstrate effective verbal and non-verbal communication skills with other students, faculty, patients and healthcare providers from different social and cultural backgrounds, varying degrees and types of infirmities and varying cultures and personalities.

Indicators include, but are not limited to, the following examples:

1. Clear, efficient and intelligible articulation of English language.
2. Legible, efficient and intelligible written English language.
3. Ability to prepare and communicate concise oral and written summaries of patient encounters.
4. Ability to provide appropriate patient counseling and instruction to patients.
5. Record examination and diagnostic results clearly, accurately and efficiently.

Critical Reasoning Skills Technical Standard

Demonstrate critical reasoning skills required to undertake the full curriculum, achieve the level of competency required by the faculty and meet the demands of total patient care in a timeframe appropriate to the clinical or educational situation. These skills include, but are not limited to, intellectual, conceptual, integrative and quantitative abilities.

Indicators include, but are not limited to, these examples:

1. Accurate and efficient reading skills (English language).
2. Ability to utilize computer technology to access and complete instructional modules and to perform patient care.
3. Demonstrate ability to measure, calculate, reason, analyze, integrate and synthesize information.
4. Comprehend the spatial relationships of structures (e.g. three-dimensional relationships).
5. Demonstrate ability to acquire, retain, assimilate and apply large amounts of complex, technical and detailed information.
6. Demonstrate ability to synthesize and apply concepts and information from various disciplines in order to formulate diagnostic and therapeutic plans.
7. Demonstrate appropriate judgment in patient assessment, diagnosis, monitoring, evaluation and intervention, including planning, time management and use of resources.

Motor and Sensory Function Technical Standard

Demonstrate sufficient motor and sensory function to perform typical functions of physicians, including, but not limited to, physical examinations, treatment interventions and general care of patients.

Indicators include, but are not limited to, the following examples:

1. Functional and sufficient sensory capacity (visual, auditory and tactile) to adequately perform a complete physical examination and elicit information gained from proper use of examination tools and maneuvers (inspection, palpation, percussion and auscultation).
2. Execute fine and gross motor movements with sufficient coordination, postural control and hand-eye coordination to safely participate in foundation sciences laboratory sessions, use standard medical/surgical instruments, assess patients, provide patient care and participate in basic diagnostic and therapeutic maneuvers and procedures.
3. Execute motor movements that demonstrate safety and efficiency in the various learning settings (i.e., classroom, laboratories and clinical settings, including appropriate negotiation of self and patients in various patient care environments).
4. Accurately discern and evaluate various components of the spoken voice (pitch, intensity and timbre), percussive notes and auscultatory findings.
5. Physical stamina sufficient to complete the rigorous course of didactic and clinical study, which may include prolonged periods of sitting, standing and/or rapid ambulation.
6. Coordination of motor skills necessary to respond to emergency situations quickly and appropriately.
7. Ability to perform routine or emergent technical procedures including, but not limited to:
    - Complete H&P (adult and pediatric including developmental milestone determination)
    - Verbalize understanding of and demonstrate one-provider CPR
    - Venipuncture for blood analysis
    - Arterial puncture for blood gas analysis
    - Nasogastric tube insertion
    - Foley catheter insertion
    - Pap smear
    - Sterile cleaning/debridement of a dirty wound
    - Simple suture single-layer laceration repair
    - Act as a first assistant for simple surgical or obstetrical procedures
    - Apply an extremity splint correctly
    - Give an injection/immunization
    - Verbalize understanding of and demonstrate proper use of PPE
    - Control compressible external hemorrhage with and without a tourniquet
    - Maintain an open airway and demonstrate proper use of a bag mask valve
    - Establish a peripheral intravenous line
    - Apply a sterile dressing to a wound
    - Drain a simple subcutaneous abscess
    - Perform an ECG
    - Have the stamina and physical capability to work continuously for 24-28 hours in a patient care environment
    - Verbalize understanding of informed consent and its components, i.e., the intended procedure, benefits, risks and alternatives

Behavioral and Social Attributes Technical Standard

Demonstrate the behavioral and social attributes vital to participation in a professional program and service as a practicing physician.

Indicators include, but are not limited to, the following examples:

1. Possess personal qualities that facilitate effective therapeutic interactions (e.g., compassion, empathy, integrity, honesty, benevolence, confidentiality).
2. Possess the emotional health required for full utilization of mental faculties (including judgment, orientation, affect and cognition).
3. Ability to establish rapport and develop mature and effective professional relationships with faculty, patients, the public and other members of the healthcare team.
4. Demonstrate impartial motives, attitudes and values in roles, functions and relationships. Communicate and care for, in a non-judgmental way, persons who differ from oneself and one's beliefs in a variety of ways, including but not limited to gender, age, race, ethnicity, socio-economic status, culture, creed, military status, sexual orientation and identity and religious or spiritual beliefs.
5. Ability to monitor and react appropriately to one's own emotional needs and responses.
6. Display appropriate flexibility, adaptability, composure and emotional stability during periods of high stress or uncertainty associated with didactic and clinical encounters and environments.
7. Ability to accurately follow oral and written directions with prompt completion of all responsibilities in the classroom and clinical setting.
8. Compliance with standards, policies and practices set forth in the program handbook.

Applicants or students who may have questions regarding these technical standards or who believe they may need to request reasonable accommodation in order to meet the standards are encouraged to consult the EVMS Disability Guide and/or the EVMS Disability Officer.

Medicine, MD Academic Calendar

Academic Calendar 2024-2025

Class of 2025 - M4 (Elective Phase)

Fall 2024

Student Registration Period: 4/15/2024 - 5/19/2024

Add/Drop Date*: 6/2/2024

Census Date: 6/4/2024

Start Date: 5/20/2024

End Date: 11/15/2024

Spring 2025

Student Registration Period: 9/1/2024 - 10/01/2024

Add/Drop Date*: 12/1/2024

Census Date: 12/3/2024

Start Date: 11/18/2024

End Date: 5/16/2025

Commencement Class of 2025

Commencement Rehearsal: 5/16/2025

Commencement Ceremony: 5/17/2025

Degree Conferral: 5/17/2025

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/25/2024 - 12/1/2024

Winter Break: 12/23/2024 - 12/30/2024

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2026 - M3 (Clerkship Phase)

Fall 2024

Student Registration Period: 4/15/2024 - 5/19/2024

Add/Drop Date*: 6/2/2024

Census Date: 6/4/2024

Orientation: 5/13/2024 - 5/17/2024

Start Date: 5/20/2024

End Date: 11/1/2024

Spring 2025

Student Registration Period: 9/1/2024 - 10/01/2024

Add/Drop Date*: 11/17/2024

Census Date: 11/19/2024

Start Date: 11/4/2024

End Date: 3/28/2025

Commencement Class of 2026

Commencement Rehearsal: 5/15/2026

Commencement Ceremony: 5/16/2026

Degree Conferral: 5/16/2026

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/25/2024 - 12/1/2024

Winter Break: 12/21/2024 - 1/5/2025

Martin Luther King, Jr. Day: 1/20/2025

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Fourth of July: 7/4/2025

Class of 2027 - M2 (Clerkship Phase)

Term 4 - MD2027

Student Registration Period: 2/1/2025 - 3/1/2025

Add/Drop Date*: 4/20/2025

Census Date: 4/22/2025

Orientation: 3/31/2025 - 4/4/2025

Start Date: 4/7/2025

End Date: 9/19/2025

Commencement Class of 2027

Commencement Rehearsal: 5/21/2027

Commencement Ceremony: 5/22/2027

Degree Conferral: 5/22/2027

Holidays and Breaks

Memorial Day: 5/26/2025

Juneteenth: 6/19/2025

Independence Day: 7/4/2025

Labor Day: 9/1/2025

Class of 2027 - M2 (Pre-Clerkship Phase)

Term 3 - MD2027

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 8/19/2024

Census Date: 8/21/2024

Orientation: 8/5/2024

Start Date: 8/6/2024

End Date: 12/13/2024

Commencement Class of 2027

Commencement Rehearsal: 5/21/2027

Commencement Ceremony: 5/22/2027

Degree Conferral: 5/22/2027

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Winter Break: 12/16/2024 - 1/5/2025

Class of 2028 - M1 (Pre-Clerkship Phase)

Term 1 - MD2028

Student Registration Period: 6/1/2024 - 7/15/2024

Add/Drop Date*: 8/25/2024

Census Date: 8/27/2024

Orientation: 8/7/2024 - 8/9/2024

Start Date: 8/12/2024

End Date: 12/13/2024

Term 2 - MD2028

Student Registration Period: 10/15/2024 - 11/15/2024

Add/Drop Date*: 1/19/2025

Census Date: 1/21/2025

Start Date: 1/6/2025

End Date: 5/28/2025

Commencement Class of 2028

Commencement Rehearsal: 5/19/2028

Commencement Ceremony: 5/20/2028

Degree Conferral: 5/20/2028

Holidays and Breaks

Labor Day: 9/2/2024

Thanksgiving Break: 11/28/2024 - 11/29/2024

Winter Break: 12/16/2024 - 1/5/2025

Martin Luther King, Jr. Day: 1/20/2025

Spring Break: 3/17/2025 - 3/21/2025

*Last day to add/drop classes without penalty

Medicine, MD Tuition and Fees

Tuition & Fees

EVMS' Doctor of Medicine tuition and fees are set annually in June by the Board of Visitors and are subject to change without notice. Questions about tuition and fee charges on student accounts should be directed to Financial Services.

Tuition

- In-state: $35,834
- Out-of-state: $57,510

Mandatory Fees

- Year 1: $3,743
- Year 2: $3,074
- Year 3: $3,400
- Year 4: $2,864

Projected Cost of Attendance

Cost of attendance (COA) discloses expenses for first- through fourth-year medical school students for the current academic year.

For those students dually enrolling in the Doctor of Medicine and Master of Public Health programs, the course of study extends over five years. In the first two years, students complete their Master of Public Health degree and the first year of their medical school studies. Students will follow the MD/MPH budget, plus one half of medical school tuition each year. The latter three years will consist of year two through year four of medical school studies; during this time, students follow the regular MD budget.

Typically finalized for an academic year during the June Board of Visitors meeting, the governing board reserves the right to change tuition and fees as required during the academic year without prior notice.

Financial aid is disbursed in equal amounts at the beginning of each term.

Your actual cost of attendance budget will be viewable when you log in to your EVMS Online Financial Aid System via your student portal. The cost of attendance budget includes loan fees based on in-state or out-of-state budgets. A student's individual cost of attendance may be slightly different from what appears on this page based on approved adjustments. Review your budget closely and only borrow what you truly need.

As part of the Higher Education Act, as amended, regulations governing elements were established. Federal regulation requires that all need determinations be based on a single student budget for a program. If you demonstrate unusual expenses, see the guidelines to request a budget increase. All requests will be considered on a case-by-case basis within federal regulations.

MD1

Budget length: 9 months

Tuition*

- **In-state:** $35,834
- **Out-of-state:** $57,510

Fees*

- **Mandatory:** $3,743
- **Health Insurance:** $3,830

Subtotal tuition and fees (direct costs)

- **In-state:** $43,407
- **Out-of-state:** $65,083

Other allowances

- **Books and equipment:** $1,500
- **USMLE exam:** $0
- **Room:** $12,600
- **Board:** $4,662
- **Personal expenses:** $792
- **Transportation:** $3,539

Cost of attendance without loan fees

- **In-state:** $66,500
- **Out-of-state:** $88,176

Loan fees**

- **Direct Unsubsidized - 1.057%:** $428
- **Grad PLUS - 4.228% in-state:** $1,099
- **Grad PLUS - 4.228% out-of-state:** $2,016

Total cost of attendance including loan fees

- **In-state:** $68,027
- **Out-of-state:** $90,620

MD2

Budget length: 9 months

Tuition*

- **In-state:** $35,834
- **Out-of-state:** $57,510

Fees*

- **Mandatory:** $3,074
- **Health Insurance:** $3,830

Subtotal tuition and fees (direct costs)

- **In-state:** $42,738
- **Out-of-state:** $64,414

Other allowances

- **Books and equipment:** $900
- **USMLE exam:** $660
- **Room:** $12,600
- **Board:** $4,662
- **Personal expenses:** $792
- **Transportation:** $3,539

Cost of attendance without loan fees

- **In-state:** $65,891
- **Out-of-state:** $87,567

Loan fees**

- **Direct Unsubsidized - 1.057%:** $428
- **Grad PLUS - 4.228% in-state:** $1,074
- **Grad PLUS - 4.228% out-of-state:** $1,990

Total cost of attendance including loan fees

- **In-state:** $67,393
- **Out-of-state:** $89,985

MD3

Budget length: 12 months

Tuition*

- **In-state:** $35,834
- **Out-of-state:** $57,510

Fees*

- **Mandatory:** $3,400
- **Health Insurance:** $3,830

Subtotal tuition and fees (direct costs)

- **In-state:** $43,064
- **Out-of-state:** $64,740

Other allowances

- **Books and equipment:** $480
- **USMLE exam:** $660
- **Room:** $14,000
- **Board:** $5,180
- **Personal expenses:** $880
- **Transportation:** $3,932

Cost of attendance without loan fees

- **In-state:** $68,196
- **Out-of-state:** $89,872

Loan fees**

- **Direct Unsubsidized - 1.057%:** $452
- **Grad PLUS - 4.228% in-state:** $1,077
- **Grad PLUS - 4.228% out-of-state:** $1,994

Total cost of attendance including loan fees

- **In-state:** $69,725
- **Out-of-state:** $92,318

MD4

Budget length: 12 months

Tuition*

- **In-state:** $35,834
- **Out-of-state:** $57,510

Fees*

- **Mandatory:** $2,864
- **Health Insurance:** $3,830

Subtotal tuition and fees (direct costs)

- **In-state:** $42,528
- **Out-of-state:** $64,204

Other allowances

- **Books and equipment:** $400
- **USMLE exam:** $0
- **Room:** $16,800
- **Board:** $6,216
- **Personal expenses:** $1,056
- **Transportation:** $6,437

Cost of attendance without loan fees

- **In-state:** $73,437
- **Out-of-state:** $95,113

Loan fees**

- **Direct Unsubsidized - 1.057%:** $499
- **Grad PLUS - 4.228% in-state:** $1,111
- **Grad PLUS - 4.228% out-of-state:** $2,027

Total cost of attendance including loan fees

- **In-state:** $75,047
- **Out-of-state:** $97,639

*Tuition and fees are subject to change without notice.

**Loan fees are based on maximum direct unsubsidized for graduate program and balance of projected cost of attendance in Grad PLUS, if applicable. Loan fees are subject to change for loans first disbursed on or after October 1.

Admissions

- Admission to the School of Health Professions & School of Medicine
- Degree-Seeking Application Requirements
- Non-Degree-Seeking Application Requirements
- Other Application Supporting Documents
- Graduate Entrance Exams
- Deferred Applications
- Reapplication
- Readmission
- Transfer Applicants
- Admission Status: Degree-Seeking Students
- Admission Status: Non-Degree-Seeking Students
- Application Deadlines
- International Students

Admission to the School of Health Professions & School of Medicine

All applications must go through a Centralized Application Service (CAS). If you are applying to the:

- Doctor of Medicine Program, complete your application through the American Medical College Application Service (AMCAS).
- Medical Master's Program, complete your application through the Post Baccalaureate Centralized Application Service (PostBACCAS).
- Occupational Therapy Program, complete your application through the Occupational Therapist Centralized Application Service (OTCAS)
- Physician Assistant Program, complete your application through the Central Application Service for Physician Assistants (CASPA).
- All other programs complete your application through the Graduate Central Application Service (GradCAS).

Applicants must read the information regarding their program of interest for specific admission and academic requirements. Applicants are encouraged to apply and submit all documents well in advance of the admission deadline corresponding to the semester in which they plan to enroll.

The program admissions committee determines admissions decisions to admit an applicant. The committee comprises faculty, community faculty, alumni, and or students in the academic department(s). The CAS service collects the application and application materials, and the Admissions & Enrollment Office assigns the complete application with all required documentation to the appropriate Program Administrative Support Coordinator (PASC). The PASC then assigns the application to the committee members. Once the committee members review the application, the program director will make a final decision and notify the admissions office. An electronic admission decision is sent to the applicant via email.

Degree-Seeking Application Requirements

1. Application and Fees: Applicants must electronically submit a completed CAS Application and the appropriate non-refundable application fee. The CAS Applications are online and available via each program homepage. These can be found on the Admissions website. The application fees for each CAS System are as follows:
    - AMCAS Fees and Waivers: AMCAS charges $175 for the first program you apply to and $45 for each additional program. For more information about application fees and fee waivers, please review the information on the fee assistance program webpage.
    - CASPA Fees and Waivers: CASPA charges $184 for the first program you apply to and $61 for each additional program. For more information about application fees and fee waivers, please review the information provided on the CASPA application fees webpage.
    - GradCAS Fees and Waivers: GradCAS charges $125 for EVMS programs. The Admissions & Enrollment Office may provide coupons that offset the application fees on a case-by-case basis. The program must request fee waiver requests before Admissions & Enrollment sends out a coupon code.
    - OTCAS Fees and Waivers: OTCAS charges $154 for the first program you apply to and $69 for each additional program. For more information about application fees and fee waivers, please review the information provided on the OTCAS application fees and fee waivers webpage.
    - PostbacCAS Fees and Waivers: PostBacCAS charges $139 for the first program you apply to and $54 for each additional program. For more information about application fees and fee waivers, please review the information provided on the Postbac CAS application fees webpage.
2. Supplemental Applications: The Doctor of Medicine is the only program that requires a $100 supplemental application fee. The admissions office will review primary applications, and qualified applicants will be notified via email to submit a supplemental application.
3. Official Transcripts: Applicants must submit all official transcripts for all institutions attended to the CAS systems. Degree awarding transcripts must indicate the date the degree was conferred. Transcripts with in-progress grades must be resubmitted once the grades have finally been posted.
4. Grade Point Average: All degree-seeking, certificate, and non-degree applicants must have a baccalaureate degree and/or graduate degree from a regionally accredited college or university and meet the program minimum grade point average (GPA) on a 4.00 scale. Applicants who do not meet the minimum program GPA requirement may be considered on a case-by-case basis by the program director.
5. Academic and Professional References: Degree-seeking applicants must provide two letters of recommendation except for the following programs, which require three letters of recommendation - Biomedical Sciences, Ph.D., Doctor of Medicine, Reproductive Clinical Sciences, Ph.D., Pathologists' Assistant, and Physician Assistant. The letters of recommendation and/or forms must be completed by faculty at colleges attended by the applicant who is familiar with the student's academic and research capabilities and who is qualified to judge (e.g., supervisor) the applicant's potential to complete the graduate program successfully. References from close friends and family members are unacceptable. Premedical Advisory Committee letters and Interfolio letters are also accepted. The letters of recommendation are part of the electronic application and may vary by the CAS system. If a recommendation form is submitted on paper, it must be received by the Admissions & Enrollment Office in a sealed envelope with the recommender's signature written across the envelope flap. The Admissions & Enrollment Office may accept letters of recommendation for the School of Health Professions via email at hpadmissions@evms.edu. Graduate Certificate applicants are not required to submit letters of recommendation.
6. Prerequisite Courses: Specific programs require prerequisite courses to be completed prior to enrolling. Applicants are encouraged to review the prerequisite requirements on the program of interest homepage.
7. Personal Statement: Applicants are required to submit a personal statement about their interests and future goals with their application. Applicants are encouraged to review the personal statement requirements before applying.
8. Resume: A resume or curriculum vitae may be required by some programs.

Non-Degree-Seeking Application Requirements

Applicants who are not seeking a degree may, on a space-available basis, take courses offered by the program. Non-degree-seeking applicants must contact the program director and get approval before applying for non-degree status. Applicants who do not meet program admissions requirements may be asked to apply for non-degree status. Credit received as a non-degree student may be applied to a graduate degree if and when the student be¬comes a degree-seeking graduate student. A maximum of 9 - 12 credits may be earned while in non-degree status depending on the program. Students in non-degree status do not qualify for financial aid.

1. Application and Fees: Applicants must electronically submit a completed GradCAS Application and the appropriate non-refundable application fee. Application information is available online on the Education website and the application homepage. The application fee information is as follows:
    - GradCAS Fees and Waivers: GradCAS charges $125 for EVMS programs. The Admissions & Enrollment Office may provide coupons that offset the application fees on a case-by-case basis. Fee Waiver requests must be submitted to the program before Admissions & Enrollment will send out a coupon code.
2. Official Transcripts: Applicants must submit all official transcripts for all institutions attended to the CAS systems. Degree awarding transcripts must indicate the date the degree was conferred. Transcripts with in-progress grades must be resubmitted once the grades have finally posted.
3. Grade Point Average: All non-degree applicants must have a baccalaureate degree and or graduate degree from a regionally accredited college or university and meet the program minimum grade point average (GPA) on a 4.00 scale. Applicants who do not meet the minimum program GPA requirement may be considered on a case-by-case basis by the program director.
4. Resume: Applicants are required to submit a copy of their resume or curriculum vitae.

Other Application Supporting Documents

Specific programs require additional application documents be submitted. Below are some additional supporting documents:

- Writing Sample - Art Therapy & Counseling, Doctoral Program in Medical and Health Professions Education
- Emergency Cardiac Care (CPR/AED Certification) at the level of a Health Professional - Occupational Therapy, OTD
- Advisor Meeting & Program Form - Early Assurance Physician Assistant
- Reproductive Clinical Sciences MS Program Skills Report Form - Reproductive Clinical Sciences, MS
- NCCPA Certification - Physician Assistant Fellowship programs
- Surgical Assisting Certification - Surgical Assisting Bridge program
- RDMS Certification - Doctor of Medical & Health Professions Education - Ultrasound and Imaging
- Laparoscopic Case Experience Form - Surgical Assisting Bridge program
- Current Surgical Assisting Certification - Surgical Assisting Bridge program

Graduate Entrance Exams

Specific programs require entrance exams. These exams are used as one of several indicators of the applicant's ability to succeed in a graduate program. Below are some of the entrance exams accepted:

- Graduate Management Admission Test (GMAT) - The Pathologists' Assistant program can accept the GMAT in place of the GRE
- Graduate Record Examination (GRE) - Required by the Pathologists' Assistant program.
- International English Language Testing System (IELTS) - Can be used in place of the TOEFL test for some programs
- Medical College Admission Test (MCAT) - Required by the Doctor of Medicine and Medical Master's programs. Please note that the Pathologists' Assistant program can accept the MCAT in place of the GRE.
- Test of English as a Foreign Language (TOEFL) - International Students are required to take the TOEFL

Deferred Applications

Print this Page

Applicants who were accepted in a program, but did not enroll and requested a deferment need not reapply. Deferred status can only be for one application cycle. Students who do not enroll after the initial deferment will be required to reapply as a new applicant. Deferred applicants to the MD program will need to reapply through AMCAS. However, they will not have to complete a secondary application.

Print this Page

Reapplication

Print this Page

Applicants who are not accepted are encouraged to meet with the program director or coordinators to learn how to strengthen their applications. In the CAS systems, a repeat applicant can transfer previous application details and certain supporting materials to the new cycle and make additional updates. Transcripts do not need to be resent. AMCAS requires official transcripts and letters of evaluation for each application cycle, although some information may roll over should you reapply.

Print this Page

Readmission

Students who withdraw or are withdrawn from EVMS and wish to reapply as students in the School of Health Professions or School of Medicine must go through the admissions process as new applicant.

Transfer Applicants

Print this Page

There are program specific requirement for transfer applicants. Applicants are encouraged to contact their program of interest for guidance before applying as a transfer student. For the Doctor of Medicine program, applicants can be considered for transfer into the second or third year of our curriculum only to fill vacancies that may arise with the withdrawal of previously enrolled students.

Print this Page

Admission Status: Degree-Seeking Students

Applicants accepted to the School of Health Professions or the School of Medicine will be admitted as degree-seeking students. Certificate students must follow the same process as degree-seeking students. Degree-seeking students qualify for financial aid and must consult the Financial Aid Office. Not all certificate students qualify for financial aid, and they should inquire with the Financial Aid Office before applying.

Pre-matriculation Requirements for Degree-Seeking Students

- Electronically pay a non-refundable deposit fee of $300 for all programs except for the following:
  - School of Medicine requires a $100 deposit fee (refundable up until April 30 per AMCAS guidelines)
  - Physician Assistant Program requires a non-refundable $500 deposit fee
  - Certificate Programs: Students are not required to pay a deposit fee
- Electronically acknowledge the Program Conditions of Acceptance (Certificate Students are not required to complete this requirement)
- Electronically acknowledge the Program Technical Standards (Certificate Students are not required to complete this requirement)
- School of Health Professions criminal background check - All students residing in the United States and Canada must submit a criminal background check as part of their Conditions of Acceptance within 10 days of accepting the offer. Visit the Criminal Background Check site to complete this process.
- School of Medicine criminal background check - Certiphi Screening Inc. will email accepted applicants in order to begin criminal background checks. After you receive the email from Certiphi, you have (7) days to reply to Certiphi, so they may begin your check. This check is mandatory, as informed within the “Conditions of Acceptance”..
- Electronically complete the Immunization Requirements: EVMS adheres to the Centers for Disease Control and Prevention recommendations for immunizations and tuberculosis surveillance and the immunization requirements of Virginia law as described under EVMS Student Health Requirements for Incoming Students. Applicants accepted will have 3 weeks from the date of confirming acceptance to complete all health requirements. To complete your student health requirement, please use your EVMS credentials to access the Occupational Health Portal. For additional information about the immunization requirements, please visit the Occupational Health website. Questions related to these requirements should be directed to Occupational Health via e-mail or telephone at 757-446-7105.
  - Distance learning students are not required to complete the immunization requirement except for the Reproductive Clinical Sciences, MS program.
- Submit Final Transcripts: Accepted students are required to submit final transcripts missing grades and with the degree conferral date. The Doctor of Medicine, the Medical Master’s, and the Physician Assistant programs require all official transcripts sent through the CAS systems to be resent to the Admissions & Enrollment Office. Official Electronic Transcripts must be sent directly from the institution via email to hpadmissions@evms.edu to any program in the School of Health Professions or evms_admissions@evms.edu for the Doctor of Medicine program. If your institution does not offer electronic transcripts, then the official transcript **MUST BE IN A SEALED ENVELOPE** and sent directly from the institution you attended to the address below:

  School of Health Professions Mailing Address:
  Eastern Virginia Medical School
  Admissions and Enrollment
  Attn: School of Health Professions
  700 W. Olney Road, Suite 1156
  Norfolk, VA 23507

  School of Medicine Mailing Address
  Eastern Virginia Medical School
  Admissions and Enrollment
  Attn: School of Medicine
  700 W. Olney Road, Ste: 1166
  Norfolk, Virginia 23507-1607

- Complete the Mandatory Compliance Requirements Module in Blackboard:
  - Bloodborne Pathogen (Distance Learning students are not required to complete this requirement)
  - Compliance
  - Foundational Science (only Doctor of Medicine and Medical Master’s Programs)
  - HIPAA
  - Title IX
- Complete Online Orientation
- Complete Online Course Registration

Admission Status: Non-Degree-Seeking Students

Print this Page

Applicants accepted to the School of Health Professions, or the School of Medicine will be admitted as degree-seeking students.

Pre-matriculation Requirements for Non-Degree-Seeking Students

- Electronically complete the Criminal Background Check - All students residing in the United States and Canada must submit a criminal background check as part of their Conditions of Acceptance within 10 days of accepting the offer. Visit the Criminal Background Check site to complete this process.
- Submit Final Transcripts: Accepted students are required to submit proof of baccalaureate degree with the degree conferral date posted on the transcript.
- Complete Mandatory Compliance Requirements Module in Blackboard (Not required for Art Therapy and Counseling non-degree students):
  - Bloodborne Pathogen (Distance Learning students are not required to complete this requirement)
  - Compliance
  - HIPAA
  - Title IX
- Complete Online Orientation (Art Therapy and Counseling non-degree students are not required to complete this requirement)
- Complete Online Course Registration

Changing from Non-degree to Degree-Seeking Status

Applicants changing from Non-degree to Degree-seeking are required to complete the program degree-seeking application and must submit the required application materials for the degree-seeking program. In addition, the non-degree student must submit their EVMS transcript. Credit received as a non-degree student may be transferred toward a graduate degree. The Program Director will determine and approve total credits to be transferred prior to a student changing to degree-seeking status.

Print this Page

Application Deadlines

Print this Page

Some application deadlines are dictated by the last day the CAS system will stop processing applications. The Admissions and Enrollment Office must receive the application, the application fee, and all supporting documents by the following deadlines:

Fall Semester* Deadline

- *Art Therapy & Counseling - December 1 (Early Admissions Decision)
- Doctor of Medicine - November 15
- *Reproductive Clinical Sciences, MS - November 15 (Early Admissions Decision)

Spring Semester* Deadline

- Biomedical Sciences, PhD - January 15
- *Biomedical Sciences Research Master's - March 1 (For early Admissions Decision)
- Early Assurance Programs - February 15
  - Early Assurance Art Therapy & Counseling
- Early Assurance Programs - April 15
  - Early Assurance Biomedical Sciences Research Masters
  - Early Assurance Laboratory Animal Science
  - Early Assurance Medical Master's
  - Early Assurance Pathologist Assistant
  - Early Assurance Public Health
  - Early Assurance Surgical Assistant Program
- Physician Assistant - March 1
- Reproductive Clinical Sciences, MS - February 1

Summer Terms Deadline

- Art Therapy & Counseling, MS - August 31
- Biomedical Sciences Research Master's - August 31
- Doctor of Health Sciences, DHSC - August 31
- Doctor of Medical & Health Professions Education - August 31
- Doctor of Medical Science, DMSc - August 31
- Early Assurance Physician Assistant - June 15
- Healthcare Administration - August 31
- Graduate Certificate in Applied Data Science - August 31
- Graduate Certificate in Business Simulation - August 31
- Graduate Certificate in Clinical Leadership and Administration - August 31
- Graduate Certificate in Core Public Health - August 31
- Graduate Certificate in Educational Leadership and Administration - August 31
- Graduate Certificate in Epidemiology - August 31
- Graduate Certificate in Healthcare Analytics - 31
- Graduate Certificate in Healthcare Management - 31
- Graduate Certificate in Scholarship - August 31
- Graduate Certificate in Teaching - August 31
- Graduate Certificate in Trauma & Informed Art Psychotherapy - August 31
- Graduate Certificate in Trauma & Neuroscience Informed Therapy - August 31
- Medical Master's 1 year - July 31
- Medical Master's 2 year - June 30
- Medical & Health Professions Education, MMHPE - August 31
- Molecular Diagnostics and Precision Medicine - August 31
- Occupational Therapy, OTD - June 7
- Physician Assistant Fellowship in Pediatric Urgent Care - May 30
- Public Health - August 31
- Reproductive Clinical Sciences, PhD - August 31
- Surgical Assisting, MS - May 31

Print this Page

International Students

- Application Requirements for International Students
- Deferred Applications
- Reapplication
- Readmission
- Admission Status
- Visa Application Requirements

Admission of international students is program-based. Applicants from other countries are encouraged to apply to any program that accepts international students. The applicants must meet the program admission requirements and take the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). Official transcripts must be translated and evaluated by a credentialing agency. EVMS does not provide financial aid to international students.

Application Requirements for International Students

International students can only apply as degree-seeking by submitting the specific documents required by the program of choice. An international student applicant must complete the following:

1. Application and Fees: Applicants must electronically submit a completed GradCAS Application and the appropriate non-refundable application fee. The CAS Applications are online and available on the Education website. The application fee information for GradCAS is as follows:
   - GradCAS Fees and Waivers: GradCAS charges $125 for EVMS programs. The Admissions & Enrollment Office may provide coupons that offset the application fees on a case-by-case basis. Fee Waiver requests must be submitted to the program before Admissions & Enrollment will send out a coupon code.
2. Official Transcripts: Applicants must submit all official translation of transcripts for all institutions attended to the CAS systems. Below are translation and transcript evaluation instructions:
   - Translation: If the academic institution that you attended does not issue documents in English, the credentialing agency will require that you submit a word-for-word translation of your transcripts. You can contact University Language Services (ULS) to submit your transcript for translation and instruct them to send the translated transcript to the credentialing agency you choose.
   - Transcript Evaluation: International students whose native language is not English may contact one of the following credentialing agencies to submit transcripts for official evaluation: www.wes.org or www.ece.org. Instruct the credentialing agency to send the official evaluation (and translation) directly to Admissions and Enrollment. You must provide both a course-by-course evaluation report along with an overall GPA calculation.
3. Grade Point Average: All applicants must provide both a course-by-course evaluation report along with an overall GPA calculation on a 4.00 scale.
4. Academic and Professional References: Degree-seeking applicants are required to provide two letters of recommendation except for the following programs which require three letters of recommendation - Biomedical Sciences, PhD, Reproductive Clinical Sciences, PhD, and Pathologists' Assistant. The letters of recommendation and or forms must be completed by faculty at colleges attended by the applicant who are familiar with the student's academic and research capabilities, and who are persons qualified to judge (e.g., supervisor) the applicant's potential to complete the graduate program successfully. References from close friends and family members are unacceptable. The recommendation forms are part of the electronic application and vary by the CAS system the applicant is using.

   If a letter of recommendation and/or form has to be submitted via mail it must be received by the Admissions and Enrollment Office in a sealed envelope with the recommender's signature written across the envelope flap. The Admissions & Enrollment Office may accept letters of recommendation for the School of Health Professions via email at hpadmissions@evms.edu.
5. Prerequisite Courses: Some programs require prerequisite courses be completed prior to matriculating in the program. The prerequisite course requirements vary by program and applicants are encouraged to look at the admissions website or the program home page in the application system for the prerequisite course requirements.
6. Personal Statement: Applicants are required to submit a personal statement about their program interest and future goals. Applicants are encouraged to look at the program personal statement requirement.
7. Resume: Applicants are required to submit a copy of their resume or curriculum vitae.
8. Other Application Supporting Documents
   Some programs require additional application documents be submitted. Below are some additional supporting documents:
   - Writing Sample - Art Therapy & Counseling
   - Reproductive Clinical Sciences MS Program Skills Report Form - Reproductive Clinical Sciences, MS
9. Graduate Entrance Exams: Entrance exams are required by some programs and vary. These test scores are used as one of several indicators of the applicant's ability to succeed in a graduate program. Below are some of the entrance exams accepted in some programs:
   - Dental Admissions Test (DAT) - Can be accepted by the Contemporary Human Anatomy Program
   - Graduate Record Examination (GRE) - Required by Contemporary Human Anatomy, Pathologists' Assistant and Reproductive Clinical Sciences, PhD
   - International English Language Testing System (IELTS) - Can be used in lieu of the TOEFL test for some programs
   - Medical College Admission Test (MCAT) - The Contemporary Human Anatomy and Pathologists' Assistant programs accept the MCAT in lieu of the GRE
   - Test of English as a Foreign Language (TOEFL) - International Students are required to take the TOEFL

Deferred Applications

Students who were accepted as degree-seeking, but did not enroll and requested a deferred action will not need to reapply again. Deferred status can only be for one application cycle. Students who do not matriculate after initial deferment will be required to apply again as a new applicant.

Reapplication

Students who were not accepted can apply again. In the CAS systems, a repeat applicant will be able to forward previous application details and materials to the new cycle and make additional updates.

Readmission

International students who withdraw or are withdrawn from EVMS and wish to reapply must apply as a new student.

Admission Status

Degree-Seeking Status

International Applicants accepted to the School of Health Professions will be admitted as degree-seeking students. Certificate students must follow the same process as degree-seeking students. Not all certificate students qualify for F1 Visa and must inquire with the program before applying.

Visa Application Requirements

1. Applicants with or applying for an F-1 Visa are required to submit current financial information that demonstrates the applicant has readily available funds to pay all tuition, fees, and living expenses for the first year of study, and documentation that adequate funds will be available for each subsequent year of study. (Note: M-1 Visa holders/applicants must demonstrate readily available funds for the entire period of study.)
2. Current financial information is defined as documentation no more than 60 days old from a financial institution. If the account is in the name of someone other than the student, a signed affidavit from the account holder expressing intent and ability to support the student's educational expenses will be required to be submitted with the financial information. Financial information that is not in U.S. dollars is required to be converted to U.S. dollars by a financial institution.
3. It is the responsibility of the student to submit the required financial information on an annual basis to Kim Botdorf, Associate Director of Financial Aid, one month prior to the start of classes.
4. It is the responsibility of the student to keep his/her visa status in good standing and provide documentation of visa status annually to Christine Points, one month prior to the start of classes.
5. The student will be required to comply with all federal immigration regulations.
6. Once the funds have been paid for the academic period, per institutional policy, the funds will not be refunded if the student withdraws, is expelled, allows his/her visa to expire, or leaves for any other reason during that period.

   This policy applies to all residential programs offered at Eastern Virginia Medical School. Please direct payment questions to the attention of Kim Botdorf, Associate Director of Financial Aid, and visa status questions to Christine Points, HR Generalist.

Pre-Matriculation Requirements for International Students

- Electronically pay a non-refundable deposit fee of $300
- Electronically acknowledge the Program Conditions of Acceptance
- Electronically acknowledge the Program Technical Standards
- Electronically complete the Criminal Background Check - All students residing in the United States and Canada must submit a criminal background check as part of their Conditions of Acceptance within 10 days of accepting the offer. Please visit the Criminal Background Check site to complete this process. Use only Internet Explorer to complete this requirement.
- Electronically complete the Immunization Requirements: EVMS adheres to the Centers for Disease Control and Prevention recommendations for immunizations and tuberculosis surveillance and the immunization requirements of Virginia law as described under EVMS Student Health Requirements for Incoming Students. Applicants accepted will have 3 weeks from the date of confirming acceptance to complete all health requirements. To complete your student health requirement, please use your EVMS credentials to access the Occupational Health Portal. For additional information about the immunization requirements, please visit the Occupational Health website. Questions related to these requirements should be directed to Occupational Health via e-mail or telephone at 757-446-7105.
- Distance learning students are not required to complete the immunization requirements except for the Reproductive Clinical Sciences, MS program.
- Submit Final Evaluated Transcripts: Accepted students are required to submit final evaluated transcripts with the degree conferral date. Official electronic evaluated transcripts must be sent directly from the credentialing agency via email to hpadmissions@evms.edu.
- Complete Mandatory Compliance Requirements Module in Blackboard:
  - Bloodborne Pathogen (Distance Learning students are not required to complete this requirement)
  - Compliance
  - HIPAA
  - Title IX
- Complete Online Orientation
- Complete Online Course Registration

Contact Information
Admissions and Enrollment
Eastern Virginia Medical School
P.O. Box 1980, Norfolk, VA 23501-1980
TEL: 757-446-7437
EMAIL: hpadmissions@evms.edu

Accounts Receivable and Student Billing

Print this Page

Accounts Receivable bills and collects tuition and fees from all students at EVMS. Accounts Receivable also bills and collects payments for outside vendors, contractual services and hospitals. Accounts Receivable is responsible for billing students in the School of Medicine and School of Health Professions programs, collecting payments, and posting payments and aid to student's accounts.

For questions about your student account please email ar@evms.edu or call 757.446.6063.

Student Billing

Tuition is due in full on the first day of class, in accordance with the Student Accounts Receivable Policy: https://www.evms.edu/media/evms_private_media_restricted/all_portal/departments_/financial_services/policies_amp_procedures/Student_Accounts_Receivable_Policy_(BOV_Approved_10SEPT2019).pdf

Typically, student bills are disbursed one month prior to the start of class, based on the individual. Student bills can be viewed online on the student portal. Statements are posted every Monday. To grant authorization for direct deposit, students can download the Direct Deposit Form and bring it to Accounts Receivable.

Withdraw Accounting

Students who desire to withdraw from EVMS must complete a Leave of Absence and Withdrawal Form, which is available from the EVMS Registrar. A student using financial aid to help pay educational expenses and whose account was paid-in-full prior to withdrawal, is likely to owe EVMS after withdrawal. Return of Title IV funds are handled in accordance with federal law. Please refer to EVMS's official Student Accounts Receivable Policy for refund calculation details and additional information on withdraw accounting. Students considering withdraw should consult Financial Aid.

Print this Page

Financial Aid Resources

- Financial Aid Application Process
- Awards Process
- Grants & Loans

Financial Aid Application Process

Print this Page

- Eligibility
- Steps to Apply
- Wait Listed
- Timeline
- How to Renew

The financial aid application process is straightforward once you understand the steps and the timeline required to produce your aid funds at the time you need them each term.

- Who is eligible to apply?
- What are the steps to apply?
- What is the timeline to apply for financial aid?
- How do I renew aid for the next academic year?

Eligibility

To qualify and maintain eligibility for federal student aid programs, an applicant must:

- be accepted for admission to Eastern Virginia Medical School,
- be enrolled in good standing at least half-time,
- be a U.S. citizen or permanent resident,
- be registered with Selective Service. This is required of all males who are 18 years old but not more than 26 years old and are not currently a member of the US Armed Forces,
- not be in default on a previous student loan or owe a refund on any Title IV funds received at another educational institution,
- maintain satisfactory academic progress and
- be creditworthy (for credit-based loans).

To qualify and maintain eligibility for EVMS institutional aid programs, in addition to the above requirements, an applicant must meet requirements for institutional aid programs as specified by the donor(s) and/or aid program(s).

Steps to Apply

Basic steps to apply for aid are the same each year:

1. Complete the Free Application for Federal Student Aid (FAFSA) for the upcoming academic year.
2. Complete the online EVMS financial aid application.
3. Review the budget increase guidelines (for unusual expenses).
4. Confirm you are credit ready.
5. If needed later in academic year, students enrolled in per-credit-hour programs may need to file a revised education plan to update enrollment plans.

Wait Listed

Do not wait to file your Free Application for Federal Student Aid (FAFSA) until you hear you are off the waiting list. Although your file will not be reviewed until you are accepted, timing is crucial to speed your award. File your FAFSA listing at EVMS (Title IV code 010338) and complete your online application by the stated deadline or within 10 business days (Monday through Friday) of being advised of your accepted status, whichever is later. In order to complete your online financial aid application, you must first receive your network credentials. If you have not received those within 10 business days, please advise EVMS Financial Aid.

Timeline

File on time:

- March 1, 2020 for all Reproductive Clinical Sciences, MS students
- March 15, 2020 for all incoming MD students
- March 20, 2020 for all returning students
- May 1, 2020 for all incoming students
- October 1, 2020 for incoming Physician Assistant students entering January 2021

Note: There will be no exceptions for late admits.

How to Renew

After January 1 each year, in order to apply for financial aid for the upcoming academic year, you need to:

1. Complete the application process for the upcoming academic year.
2. Update your address and email questions on your FAFSA so the most accurate information is listed.
3. Continue to monitor your credit standing.
4. Maintain satisfactory academic progress.
5. Comply with all requests for any additional documents.
6. After receipt of your award notice, complete the loan process for needed funding for the coming year.

Please contact Financial Aid with any additional questions by phone at 757.446.5804 or by email at finaid@evms.edu.

Print this Page

Awards Process

Print this Page

- Financial Aid Award Notice
- Calculating How Much You Need
- Completing the Loan Process
- Disbursement Process and Dates
- Your Right to Cancel

You have filed the FAFSA and Online EVMS Financial Aid Application, but what happens now? Based on your program and cohort, we review the financial aid application materials, checking for completeness and accuracy. You will receive an email confirming receipt of any document received by EVMS Financial Aid. A more careful review follows, which might generate another email if there is anything missing or needing clarification.
If you receive an email from us, it is important that you respond as quickly as possible with the needed information.

Financial Aid Award Notice

Approximately 30 days before the beginning of your program/cohort's academic year, an award notice will be posted to your EVMS Online Financial Aid System. Financial Aid will email you through your FAFSA and EVMS email advising you to go online to review and accept, reduce or decline each award. Please review your email and awards tab carefully, calculate how much funding you will need for the year and submit your response. Your award notice contains:

- the program/cohort cost of attendance on which your award was based,
- your expected family contribution as determined by your FAFSA,
- a breakdown of the types of available aid,
- an opportunity to accept, reduce or decline one or more of your loans,
- instructions on how to complete the loan process and
- dates by which the loan process must be completed.

Once you have submitted your response online, if you wish to make further changes, you must do so with a federal direct loan change form. You may visit your disbursements tab to see scheduled and actual disbursement dates (when funds are released). Contact EVMS Financial Aid with any questions by phone at 757.446.5804 or by email at finaid@evms.edu.

Calculating How Much You Need

Your award notice lists your financial aid up to your cost of attendance, including maximum education loans available. Can you reduce this amount? Of course. You should always reduce your loans as much as possible.

1. Review the direct costs for your program (those actually paid to EVMS).
2. Add living expenses, including books and supplies. Create a monthly budget. How much can you trim? Consider what you will need versus what you want.
3. Deduct your other resources (not just financial aid): family support, savings, employer contribution. Include those in your calculation.
4. Deduct financial aid, most favorable first. Remember all aid is disbursed equally by number of terms in the academic year.
    a. Grants or scholarships, if offered
    b. You are required by federal regulation to notify EVMS Financial Aid of all outside scholarships.
    c. Institutional loans, if offered and accepted
    d. Remember to allow for origination fees of 1.059% for Unsubsidized Loans and 4.236% for Graduate Plus Loans for loans first disbursed after October 1, 2019.
5. Before the beginning of the academic year, you must visit your EVMS Online Financial Aid System to accept, reduce or decline aid prior to the beginning of the term. After your initial online action, to change your loan you must use a loan decrease or increase form.

If your calculation is greater than the Grad PLUS listed, you need to revisit your budget and trim expenses. Your educational funds are to pay for:

- direct costs (tuition and fees)
- basic room and board expenses for the student
- transportation expenses for the student's educational purposes
- books and supplies

Education funds will not cover all your expenses (i.e., expenses for other members of your household, car loans, credit card payments, etc.) If you are still short of funds, explore guidelines for a budget increase or adjustment to your cost of attendance. You may qualify for an increase for an authorized expense (i.e., computer purchase, dependent child care expenses while enrolled, etc.)

If you need assistance, email finaid@evms.edu for assistance.

Completing the Loan Process

Review your award notice online, plan your budget for the year, calculate how much funding you need and return to the EVMS Online Financial Aid System to accept, reduce or decline your loan(s). If accepting loans, you must complete the loan process.

Some steps you will do once for each type of loan, others must be repeated every year.

For federal Direct Unsubsidized or Direct Grad PLUS loans, go online using your FAFSA FSA ID.

1. Complete entrance loan counseling* for each type of loan.
2. Complete a Grad PLUS Loan Request (performs credit check) annually.
    a. Be sure to request the maximum on the request and control actual disbursement by the award acceptance process.
3. Complete the master promissory note* for each type loan.
4. Review loan disclosures provided on each loan by the federal processor.
5. Take advantage of financial awareness counseling at studentaid.gov or at AAMC FIRST.

*These tasks only need to be completed once for each type of loan.

If you have completed the loan process, federal direct loans will be released by EVMS Financial Aid on the first day of the term for origination and disbursement with the federal processor. Prior to disbursement, your enrollment status and satisfactory academic standing must be confirmed. Financial Services pulls the funds from the federal processor and disburses to your student account.

For Private EVMS Loans

1. University Accounting Services (Sign My Loan) will notify you when your loan record has been prepared.
2. Complete entrance counseling for each loan.
3. Complete a master promissory note for each loan.
4. Complete a self-certification form for each private loan.
5. Review all loan disclosure forms.
6. Notify Financial Aid in writing if you wish to decline a private EVMS loan after your initial online submission.

Private EVMS loans and Title VII (HRSA) must originate and be held for the right of rescission period (time in which you could cancel) prior to disbursement to your student account.

Learn more about completing the financial aid process through Studentaid.gov or through University Accounting Service (Sign My Loan).

Disbursement Process and Dates

EVMS Financial Aid releases funds to Financial Services on or after the first day of each term. Dates vary by program delivery mode.

For programs delivered entirely via classroom, funds are released beginning on the first class day of each term. Funds are released based on students' completing initial matriculation requirements and continuing eligibility for aid, including enrollment level and satisfactory academic progress. Some funds may not release as of the first day.

For programs which may be delivered entirely via distance or a hybrid of distance and classroom, aid will be released on the eighth day of the term (or on the next business day). Funds are released based on students' completing initial matriculation requirements and continuing eligibility for aid, including enrollment level and satisfactory academic progress. Some funds may not release on the same day.

All aid is released initially in as close to equal amounts as possible over the academic year to your student tuition account.

All students may review their financial aid disbursement schedule and actual status on the disbursements tab of their EVMS Online Financial Aid System.

Once Financial Services applies any payments or financial aid funds to a student's account, a refund process is run within 24 to 48 hours. If the student has signed up for direct deposit with Financial Services, any excess funds will usually be in their personal bank account within 48 to 72 hours of that process. Note that the insurance waiver process is completed at the end of the waiver period. If the student waives health insurance, that charge will not be removed by Financial Services until that date. A subsequent refund may occur to the student after that date.

Your Right to Cancel

You have the right to cancel your loans in whole or in part. EVMS requires active acceptance of your loans via the EVMS Online Financial Aid System. You may accept, reduce or decline your loans there. Once you have initially submitted your response to your awards notice, you must take other steps to reduce or cancel your aid.

William D. Ford Federal Direct Loan Programs include both Direct Unsubsidized and Direct Graduate PLUS Loans.

Canceling Your Direct Unsubsidized Loan

Before your loan money is disbursed, you may cancel all or part of your loan at any time by notifying EVMS Financial Aid in writing using a loan reduction form.

After your loan money is disbursed, there are two ways to cancel all or part of your loan:

1. If your school obtains your written confirmation of the types and amounts of Title IV loans that you want to receive for an award year before crediting loan money to your account at the school, you may tell the school that you want to cancel all or part of that loan within 14 days after the date the school notifies you of your right to cancel all or part of the loan, or by the first day of your school's payment period, whichever is later (your school can tell you the first day of the payment period). If the school does not obtain your written confirmation of the types and amounts of loans you want to receive before crediting the loan money to your account, you may cancel all or part of that loan by informing the school within 30 days of the date the school notifies you of your right to cancel all or part of the loan. In either case, your school will return the cancelled loan amount to the lender. You do not have to pay interest or the loan fee on the part of your loan that you tell your school to cancel within these timeframes. If you received an up-front interest rebate on your loan, the rebate does not apply to the part of your loan that you tell your school to cancel. Your loan will be adjusted to eliminate any interest, loan fee, and rebate amount that applies to the amount of the loan that was cancelled. If you ask your school to cancel all or part of your loan outside the timeframes described above, your school may process your cancellation request, but it is not required to do so.
2. Within 120 days of the date your school disbursed your loan money (by crediting the loan money to your account at the school, by paying it directly to you, or both), you may return all or part of your loan to the lender. Contact the Direct Loan Servicing Center for guidance on how and where to return your loan money. You do not have to pay interest or the loan fee on the part of your loan that you return within 120 days of the date that part of your loan is disbursed. If you received an up-front interest rebate on your loan, the rebate does not apply to the part of your loan that you return. Your loan will be adjusted to eliminate any interest, loan fee and rebate amount that applies to the amount of the loan that you return.

This information was obtained from the William D. Ford Direct Loan Program Direct Unsubsidized Loan Borrower's Rights and Responsibility Statement. For additional information regarding your Federal Student Loans please refer to your Borrower's Rights and Responsibility Statement and your Master Promissory Note.

Canceling Your Direct Graduate Plus Loan

Before your loan money is disbursed, you may cancel all or part of your loan at any time by notifying EVMS Financial Aid in writing using a Loan Reduction Form.

After your loan money is disbursed, you may cancel all or part of your loan within certain timeframes. For details, refer to the Grad PLUS Borrower's Rights and Responsibilities Statement that accompanies your PLUS Master Promissory Note (MPN).

From the PLUS MPN: Loan cancellation

I may pay back all or part of a disbursement within the timeframes set by the Act, as explained in the Borrower's Rights and Responsibilities Statement and in a disclosure statement that I will receive. If I return the full loan amount within those timeframes, I will not incur any loan fee or interest charges. If I return part of a disbursement within those timeframes, the loan fee and interest charges will be reduced in proportion to the amount returned.

EVMS Institutional Loans

After your initial response, if you change your mind about accepting your federal Perkins or EVMS institutional loan(s), you must notify Financial Aid in writing via your EVMS email account of your wishes to reduce or decline. You may be contacted for additional information at that time. You will be directed to your EVMS Online Financial Aid System to review any changes once they have been completed.

Grants & Loans

Print this Page

- Education Loans
- Federal Loans
- Interest Rates for Direct Loans First Disbursed On or After July 1, 2019*
- Direct Unsubsidized Loan
- Direct Grad PLUS Loan
- HRSA Title VII Loans (MD students only)
- Institutional Loans
- Private or Alternative Loans
- Emergency Loans
- Finanical Aid: Satisfactory Academic Progress
- 150% rule

Financial aid at EVMS includes grants and scholarships as well as education loans.

Grants and scholarships are gift aid, which do not usually require repayment, but may have other requirements (i.e., course of study, service, need, merit) in order to receive funding. Education loans require repayment, which begins after a grace period. The grace period starts when a student drops below half-time enrollment (ideally because of graduation).

Available loans at EVMS include the federal Direct Unsubsidized and Direct Grad PLUS loans. The Health Resources and Services Administration (HRSA) also provides funding for primary care loans, loans for disadvantaged students and loans for students in the Doctor of Medicine program. There are also a limited number of EVMS institutional loans based on extreme need.

Regardless of your level of satisfaction with your education, student loans must be repaid. Under certain circumstances, borrowers may qualify for some forms of loan forgiveness (i.e., public service loan forgiveness, etc.) during loan repayment.

Education Loans

Loans are funds that require repayment. EVMS participates in the Direct Unsubsidized and Direct Grad PLUS Loans Program and the HRSA Title VII loans for Doctor of Medicine students. Doctor of Medicine students interested in practicing primary care, or qualifying as coming from a disadvantaged background, may apply for loans offered by the Department of Health and Human Services under Title VII. Students who indicate their desire to be considered for need-based institutional loans may be eligible for school-administered loans. Private or alternative loans may also be available, but EVMS Financial Aid urges extreme caution in using those loans.

Federal Loans

Students enrolled at least half-time in a degree or approved graduate certificate program at EVMS are eligible to apply for federal student loans. Learn more about the application process and eligibility requirements. Students will receive an award notice detailing loans for which they are eligible to complete the loan process.

Federal loans would include Title IV loans such as the Direct Unsubsidized Loan and the Direct Grad PLUS Loan. MD students may be eligible for federal Title VII loans from the Health Resources and Services Administration (HRSA).

All federal loans carry a right of rescission or right to cancel.

Students should carefully read all rights and responsibilities associated with each loan as provided in the promissory note for each.

Note: Interest rates for each academic year are available online from the federal government. Historical rates are also available.

Interest Rates for Direct Loans First Disbursed On or After July 1, 2019*

Direct subsidized loans - Undergraduate

Loans first disbursed on or after July 1, 2018 and before July 1, 2019

- 5.04%

Loans first disbursed on or after July 1, 2019 and before July 1, 2020

- 4.53%

Direct unsubsidized loans - Undergraduate

Loans first disbursed on or after July 1, 2018 and before July 1, 2019

- 5.04%

Loans first disbursed on or after July 1, 2019 and before July 1, 2020

- 4.53%

Direct unsubsidized loans - Graduate or Professional

Loans first disbursed on or after July 1, 2018 and before July 1, 2019

- 6.60%

Loans first disbursed on or after July 1, 2019 and before July 1, 2020

- 6.08%

Direct Grad PLUS loans - Parents and graduate or professional students

Loans first disbursed on or after July 1, 2018 and before July 1, 2019

- 7.60%

Loans first disbursed on or after July 1, 2019 and before July 1, 2020

- 7.08%

*All interest rates shown in the chart above are fixed rates for the life of the loan.

Direct Unsubsidized Loan

Graduate students are only eligible to receive the Direct Unsubsidized Loan. Unsubsidized means the loan accrues interest in the student's name during periods of enrollment, grace, deferment or forbearance, as well as repayment.

- Interest rate is 6.08%
- 1.059% origination/default fee held by the federal processer from each disbursement (effective October 1, 2019 and before October 1, 2020)
- 6-month grace period between enrollment and repayment
- Annual limit:
- School of Health Professions programs: $20,500
- Doctor of Medicine program: $40,500 (higher during M3 and M4 years)
- Aggregate limit for undergraduate and graduate:
- School of Health Professions programs: $138,000
- Doctor of Medicine program: $224,000

Standard repayment is over 10 years. Higher levels of borrowing may entitle the borrower up to 25 years to repay under certain repayment options. Learn more about the Direct Unsubsidized Loan at Studentaid.gov.

Direct Grad PLUS Loan

Graduate students who complete the FAFSA are eligible to apply for a Direct Grad PLUS Loan for the difference between their cost of attendance budget less any other financial aid they are utilizing. The Grad PLUS Loan is an unsubsidized loan. Unsubsidized means the loan accrues interest in the student's name during periods of enrollment, grace, deferment or forbearance, as well as repayment.

- Interest rate is 7.08%
- 4.248% origination fee withheld by federal processer from each disbursement (effective October 1, 2019 and before October 1, 2020)
- 6-month grace period between enrollment and repayment
- Credit based (may require a credit worthy cosigner)

Standard repayment is over 10 years. Higher levels of borrowing may entitle the borrower up to 25 years to repay under certain repayment options. Learn more about the Direct Grad PLUS Loan.

HRSA Title VII Loans (MD students only)

Loans for Disadvantaged Students or Primary Care Loans from Title VII funding from the HRSA may also be awarded to qualified students subject to availability of funding. Learn more about the requirements for these loans:

- Primary Care Loans
- Loans for Disadvantaged Students

To apply for these loans, complete the steps detailed under application process that pertain to Title VII aid.

Institutional Loans

Because of the generosity of the community and alumni, students may receive EVMS institutional loan funds. Awarded based on need and availability of funds, these loans are subsidized. Subsidized means that interest is waived during periods of enrollment, grace or deferment.

- Interest rate 5%
- 12-month grace period between enrollment and repayment
- 10-year standard repayment
- No origination/default fee

University Accounting Services acts as originator and servicer for these loans as third party servicer for EVMS. Students will be required to complete online entrance counseling and a promissory note, as well as review required disclosures.

Private or Alternative Loans

Private or alternative loans are loans not from federal or institutional sources. These loans may be available based on good credit or with a credit worthy cosigner. EVMS Financial Aid urges extreme caution with this type of loan. Be sure you exhaust all federal and institutional sources first and carefully examine the terms and conditions, including repayment options, before committing to a private or alternative loan.

Private Educational Loans:

- will reduce your eligibility for other loans
- may have interest rates which adjust monthly
- cannot be consolidated later with other Title IV federal loans via federal direct consolidation
- may or may not have forbearance options during residency
- cannot be consolidated in a federal consolidation loan in order to take advantage of income-based repayment or possible federal loan forgiveness programs

Note that medical residency and relocation loans are not included in the definition of private or alternative loans as they are not for educational purposes. However, MedCAP loans would be included in calculations for other aid.

International students enrolled in health professions programs may be eligible to apply for some private loans. However, they are usually required to have a credit worthy U.S. citizen or permanent resident as a cosigner.

EVMS does not have preferred lenders for private or alternative student loans and does not track current rights and responsibilities of various private lenders. We urge students to be very cautious with these loans and carefully read all disclosures provided. Over the past 3 years, a few students enrolled at EVMS have used the following private lenders. This list is limited to those lenders which are still offering private student loans to all credit worthy students:

- Discover
- Sallie Mae
- Wells Fargo
- SunTrust
- College Avenue
- Affinity Federal Credit Union

This historical list is not presented in any order nor does it represent a complete list of those companies offering private student loans. Please use caution in applying for or accepting private education loans.

Emergency Loans

Students enrolling at EVMS should plan their finances to have funds to support them for the first month of each term in order to allow time for releasing of aid, disbursement to the student account and processing of credit balance refunds. Unexpected emergencies happen. A small emergency loan may be available to help cover those emergency expenses until financial aid is released.

An emergency loan carries no fee or interest if paid within 30 days. The amount of the loan is applied to the student's tuition account as a charge. The most common method of repayment is from disbursement of financial aid for the next term.

Students must meet with Financial Aid to complete an emergency loan application and discuss the amount needed. Applications for $500 or less may be approved by a Financial Aid coordinator. Larger amounts may require additional signatures from the director, associate director and/or associate dean of admissions and enrollment. Once approved, the application is delivered to Financial Services for processing. The check, authorization for use of Title IV aid and promissory note will be available at Financial Services no sooner than 24 hours (one business day). Students will be notified by a student loan officer in Financial Services when the paperwork is ready to be completed. Students must go to Financial Services to sign the promissory note and take delivery of the check.

Caution: This loan is an advance on your funding for the term, not additional funding. Using funds early may result in a shortage of funds before the end of the term. Carefully review your program calendar for start dates. Your scheduled disbursement dates are reflected on the disbursements tab of your EVMS Online Financial Aid System under each academic year to assist you with your financial planning. Typically, when all requirements have been met for classroom programs, your aid will be processed on the first day of each term. For distance or hybrid programs, your aid will be released on the eighth day of the term (or the next business day). All aid is released initially in as close to equal amounts as possible over the academic year to your student tuition account.

Finanical Aid: Satisfactory Academic Progress

In order to continue to receive federal, state and institutional financial aid, you must maintain satisfactory academic progress according to your program's guidelines; you must also meet the pace requirements of federal regulations. As a student at Eastern Virginia Medical School, you are required to be familiar with these requirements as well as your program requirements. Please download and read the full satisfactory academic progress policy and review as needed. Should you have any questions about the policy, please contact Financial Aid by phone at 757.446.5804 or by email at finaid@evms.edu.

The required satisfactory academic progress appeal form is also available should you need to appeal a financial aid suspension.

If you meet all progress requirements stated in the EVMS and your program's student handbooks, you will meet satisfactory academic progress requirements for financial aid. If not, there is a timeline for when you will lose aid eligibility.

Example:

After Term 1

Academic Standing: Good
Financial Aid Academic Standing: Good

After Term 2

Academic Standing: Warning
Financial Aid Academic Standing: Warning

After Term 3

Academic Standing: Probation
Financial Aid Academic Standing: Loss of aid/subject to appeal

After Term 4

Academic Standing: Probation, continued
Financial Aid Academic Standing: Appeal must be refiled/updated

After Term 5

Academic Standing: Standing regained
Financial Aid Academic Standing: Eligible for Aid

150% Rule

Financial aid cannot be offered for terms beyond 150 percent of the normal program length. Although terms do not have to be consecutive for aid purposes, if at any point it is not feasible for the student to complete the program within 150 percent of the normal program length, financial aid eligibility ceases.

Example (based on full-time attendance):

Normal Progress:

- **Doctor of Medicine -** 8 Terms
- **Physician Assistant -** 7 Terms
- **Surgical Assistant -** 5 Terms
- **Master of Public Health -** 6 Terms
- **Medical Master's -** 2 Terms
- **Art Therapy & Counseling -** 4 Terms
- **Biomedical Sciences Research, MS -** 4 Terms
- **Reproductive Clinical Science, MS -** 4 Terms
- **Biomedical Sciences, PhD -** 6 Terms

150% Rule:

- **Doctor of Medicine -** 12 Terms

- **Physician Assistant -** 10.5 Terms
- **Surgical Assistant -** 7.5 Terms
- **Master of Public Health -** 9 Terms
- **Medical Master's -** 3 Terms
- **Art Therapy & Counseling -** 6 Terms
- **Biomedical Sciences Research, MS -** 6 Terms
- **Reproductive Clinical Science, MS -** 6 Terms
- **Biomedical Sciences, PhD -** 9 Terms

Print this Page

Scholarships

Print this Page

- Scholarships: School of Health Professions
- Scholarships: School of Medicine
- Need-based Scholarships
- Merit-based Scholarships
- Field of Interest Scholarships
- Location Scholarships
- Diversity Scholarships

Print this Page

Scholarships: School of Health Professions

Print this Page

- EVMS Administrative Resource Council Scholarship
- H. MacDonald Rimple Scholarship
- James Consoli Scholarship
- Criteria and Application
- Eugene Smith Scholarship
- EVMS Physician Assistant Scholarship
- EVMS School of Health Professions Scholarship
- Employee Endowed Scholarship
- Louis & Mary Haddad Foundation Scholarship
- Tazewell Scholarship Fund
- Andrew J. and Jean W. Mitchell Jr. Scholarship Fund
- American Association of Physicians of Indian Origin Hampton Roads Physician Assistant Scholarship
- Jo Melchor Hackney and John H. Hackney, Jr. Family Foundation Physician Assistant Scholarship
- EVMS Medical Master's Scholarship
- Thomas M. and Angela Taylor Health Professions Scholarship Fund

The scholarship links are for various health professions programs at Eastern Virginia Medical School. The application is due as listed on that form. Be sure to list your full name on each page of documentation. Carefully examine your application for completeness, spelling and grammar.

Don't forget to explore outside resources for other scholarship or grant opportunities, such as the H-1B workforce grant.

EVMS Administrative Resource Council Scholarship

History

The fund was established in 1990 by various donors comprised of EVMS administrative staff. The Administrative Resource Council has held many fundraisers on campus over the years and directs the proceeds to this scholarship.

Criteria

The scholarship will be awarded annually to a student enrolled in one of the health professions programs on a rotating basis.

H. MacDonald Rimple Scholarship

History

Established in 2001, this scholarship was created in honor of Dr. H. MacDonald "Mac" Rimple, a distinguished physician, an Assistant Surgeon General in the U.S. Public Health Service and the former Eastern Regional Director of the Virginia Department of Health.

Criteria

The scholarship will be awarded annually to a first-year student enrolled in the Master of Public Health program at EVMS, based on financial need.

James Consoli Scholarship

This scholarship is awarded by the EVMS Art Therapy & Counseling program to one rising second-year student who demonstrates financial need and excellence academically and in self-expression of his/her artist-therapist identity in artwork and written commentary. The monetary value of the scholarship varies yearly and is dependent upon the growth of the funding source. The scholarship is awarded as tuition remission.

History and Biography

This scholarship was created in 1997 in memory of art therapist James J. Consoli, ATR-BC, LPC (1956-1997), and additional funds were given in 2014 in memory of Meghan Kirkpatrick (1987-2014).

Jim Consoli earned a Master of Arts in Art Therapy from George Washington University. He was a registered and Board-certified art therapist, a National Certified Counselor, a Licensed Professional Counselor in Tennessee and Virginia and an AAMFT approved supervisor. He held a faculty position at EVMS from 1990-1997. At the time of his early passing, Jim was the Assistant Director of the EVMS Art Therapy & Counseling program and an Associate Professor of Psychiatry and Behavioral Sciences. He served a term as president of the Virginia Art Therapy Association. He presented locally, nationally and internationally and was an instructor on the American Art Therapy Association (AATA) Family Art Therapy Regional Symposium team. James Consoli is best remembered for his strong artist-therapist identity, playful sense of humor and interests in family therapy, hypnosis and visualization and the creation of educational videos. He was instrumental in his contributions to a major curriculum revision of the Art Therapy & Counseling program in 1990, which included a new studio course in Processes and Materials of Art Psychotherapy, the development of the family therapy specialization track and the alignment of coursework with the potential for licensure of graduates as professional counselors. In his 1991 film, Psychimagery, he used a technique he called "ushered imagery" to allow patients to serve as their own guide in order to create personal solutions through their own empowerment. Jim served as the first video reviewer for Art Therapy: Journal of the American Art Therapy Association. He is now remembered through the Jim Consoli Video/Film Award, given by the AATA in recognition of a video or film of high quality that adds to the existing fund of knowledge about the field of art therapy.

From a very early age, Meghan Kirkpatrick discovered her joy and talent were connected to art. That led her to obtain a Bachelor of Arts degree at a small liberal arts college. Upon graduation, unsure of how to best utilize her education, she worked almost 2 years at a graphic design company. During her time there, she came to realize that this was not going to be her career. In the fall of 2011, after plenty of soul searching and an equal amount of trepidation, she entered the EVMS Art Therapy & Counseling program. The classes, fellow students and faculty all led her to understand that becoming an art therapist was exactly what she wanted to be doing with her life. Always a compassionate person, she looked forward to the opportunity to affect others' lives through art therapy. Unfortunately, the cancer that Meghan was initially diagnosed with at age 12 returned after the completion of her first year at EVMS and ended her hopes of returning to complete her degree and sadly, her life. It is hoped this award will help another student with the same aspirations as Meghan to complete their studies and allow them to pursue this worthy career.

Criteria and Application

This scholarship is awarded to a student progressing into the second year of the EVMS Art Therapy & Counseling program.

The scholarship will be awarded based on the following:

- Student must have a GPA of at least 3.5
- Student needs to demonstrate financial need, as determined by EVMS Financial Aid, based on the evaluation of submission of the following:
- EVMS Online Financial Aid Application
- FAFSA form
- All applicable forms are available on the student portal or the Financial Aid website. Please note deadlines posted on the Financial Aid website.

- Submission of the completed James Consoli Scholarship application.
- Submission of a qualifying art piece and accompanying written statement.
- The artwork (in any media/style) should conceptualize the development of your artist-therapist identity. The accompanying written statement (i.e., prose, poetry, dialogue) should describe what you sense, feel, think and know from the artwork.

The artwork, application form and commentary must be delivered to the program by the last day of the spring semester of the first year of the program.

Evaluation and Award Process

The James J. Consoli Scholarship Committee, comprised of the EVMS Art Therapy & Counseling program Director and core faculty, will select the winner based on completeness of the application and the evaluation of the following:

1. The artwork's ability to stand on its own merit as a work of art.
2. The congruency between the written statement and the artwork.
3. Conceptualization of the theme: Development of your artist/therapist identity.

EVMS faculty will determine the winner and EVMS Financial Aid will notify the award winner during the summer. The winner of the scholarship will receive a certificate, a financial tuition remission and will have their artwork and written statement prominently displayed on campus for one year.

Eugene Smith Scholarship

History

As a founding partner of Valleywide Surgical Services located in Phoenix, Arizona, and the past president of the National Surgical Assistant Association (NSAA), Eugene O. Smith advocated firmly for the advanced education of surgical assistants. Mr. Smith worked tirelessly to develop high educational standards for the NSAA and served for many years as its president. The Eugene Smith Scholarship was established in 2011 in his memory as the first scholarship fund at EVMS specifically designated for a surgical assistant. The Eugene O. Smith Scholarship recipient reflects the vision of Eugene Smith, by demonstrating the following qualities: a commitment to excellence in the classroom, promise as a leader among their peers, a spirit of professional stewardship and a dedication to ever expanding their command of the science and art of surgical assisting.

Criteria

The scholarship will be awarded annually to a second-year Surgical Assisting student enrolled at EVMS who demonstrates the following:

- a commitment to excellence in the classroom
- promise as a leader among their peers
- a spirit of professional stewardship
- dedication to ever expanding his or her command of the science and art of surgical assisting

Final selection made by Financial Aid in conjunction with the program.

EVMS Physician Assistant Scholarship

History

Established in January 2011 in tandem with the Inaugural EVMS Scholarship Reception, this fund was endowed by the close of the fiscal year ending on June 30, 2011. It was awarded for the first time in 2011.

Criteria

The scholarship will be awarded annually to a student enrolled in the Master of Physician Assistant program at EVMS.

EVMS School of Health Professions Scholarship

History

Established in January 2011 in tandem with the Inaugural EVMS Scholarship Reception, this fund was endowed by the close of the fiscal year ending on June 30, 2011. The first award was made to a student in 2011.

Criteria

The scholarship will be awarded annually on a rotating basis to a student enrolled in one of the following programs at EVMS: Master of Physician Assistant, Master of Public Health, Master of Science in Art Therapy & Counseling and Master of Science in Biomedical Sciences Research.

Employee Endowed Scholarship

History

Established in 1998 by EVMS, the Employee Endowed Scholarship is awarded to children of full-time faculty and other employees of EVMS. Scholarships are limited in number based on available funding each academic year.

Criteria

The recipient of the Employee Endowed Scholarship must meet the following criteria:

- The student must be enrolled in an EVMS degree-granting program of study and in good academic standing.
- The student must be the child of either a full-time faculty member or other employee of EVMS who has a minimum of one year of service.
- If the employee is no longer employed by EVMS, the scholarship is not renewable.
- The student must indicate eligibility on the EVMS Online Financial Aid Application by requesting the scholarship.
- The student must provide documentation as to the name of and relationship to the qualifying employee.

Louis & Mary Haddad Foundation Scholarship

Art Therapy student. Preference is given to students who have overcome academic challenges in their academic career. Student to submit a 250-500 word essay describing academic challenges. Challenges include dyslexia, attention-deficit disorder, dysgraphia, or any similar disorders. Renewable to an Art Therapy student in good academic standing.

Tazewell Scholarship Fund

The scholarship shall be awarded each fiscal year in accordance with the EVMS Scholarship Selection Committee guidelines in effect at the time the award is made. The scholarship shall be renewable to a MPA Program student. The scholarship awardee shall:

1. Be an EVMS student accepted into the Master of Physician Assistant (MPA) Program at EVMS.
2. Demonstrate need as evidenced by documentation filed with the EVMS Office of Financial Aid and any other such documentation or information as the EVMS Scholarship Selection Committee may require.

Andrew J. and Jean W. Mitchell Jr. Scholarship Fund

Provides one scholarship each fiscal year to an EVMS School of Health Professions student from Hampton Roads with the greatest financial need. Renewable if student still demonstrates greatest need.

American Association of Physicians of Indian Origin Hampton Roads Physician Assistant Scholarship

Scholarship for a physician assistant student who demonstrates financial need and is in good academic standing.

Jo Melchor Hackney and John H. Hackney, Jr. Family Foundation Physician Assistant Scholarship

First year MPA student from the Commonwealth of Virginia demonstrating academic excellence, having a proven record of community service, and in good academic standing. Applicants from the Commonwealth of Virginia will receive first consideration. If no scholarship applicant meets the geographic criteria, applicants from anywhere in the United States will be considered.

EVMS Medical Master's Scholarship

Incoming Medical Master's student on the 1-year track at EVMS with financial need. Must demonstrate a commitment to the field of medicine and their community. Applicant must have a minimum of 150 hrs of community service and a minimum of 125 hrs of clinical care. Applicants must provide an essay on the following: One of the qualities prominent in both successful Medical Masters' students and physicians is humility. Describe a time when you witnessed humility in a clinical setting and explain why you think this characteristic is important for the practice of medicine.

Thomas M. and Angela Taylor Health Professions Scholarship Fund

Female, minority student from Hampton Roads enrolled in one of the following programs: Physician Assistant, Art Therapy & Counseling, Contemporary Human Anatomy, Pathologists' Assistant, Surgical Assisting, Medical Master's 1 year program, and Medical Masters 2 year Program. If no students are eligible from Hampton Roads, the eligibility order will be: 1) a minority student from a VA, including graduating from VA high school or college, 2) a minority female student from anywhere in the US, a female student from VA, including a graduate of a VA high school or college, 4) a female student from anywhere in US.

Print this Page

Scholarships: School of Medicine

Print this Page

Please take time to read the requirements of each scholarship carefully. Be sure to list them as requested in the EVMS Financial Aid and Scholarship Application, including additional information as required by each scholarship.

It is important that you:

- Review and list scholarships by name for which you think you would be eligible for consideration.
- Use correct grammar and check your spelling.
- Briefly explain why you are an eligible candidate. Do not just attach your curriculum vitae.
- Do not miss your application deadline. See the EVMS Financial Aid and Scholarship Application for deadlines.

Print this Page

Need-based Scholarships

Print this Page

- John B. Baines Scholarship
- Ernestine Boyce Scholarship
- Barton A. Cohen Scholarship
- Community Faculty Student Scholarship
- Ann Scott Daughtrey Medical Education Scholarship
- French-Wallace-Anderson Scholarship
- Robert B. and Ruth M. Glisson Memorial Scholarship
- Samuel Goldback Scholarship
- Helen O. Hill Memorial Scholarship
- Sentara Endowed Scholarship
- Mary Lewis and Charles Weddle Scholarship
- Annette Kagan Memorial Scholarship
- David Scott Memorial Scholarship
- Alice and Harry Pariser Endowed Scholarship
- M. W. Talbot Scholarship
- EVMS School of Medicine Scholarship
- Sidney S. and Odie B. Kellam Scholarship
- Dorothy Middleton Memorial Scholarship
- The Manser Scholarship
- Michael Rothkopf, MD '79 Scholarship in Metabolic Medicine
- Holland Family Scholarship Fund
- The Warsof Family Scholarship
- Robert Waddell, MD Family Endowed Scholarship
- Earhart Scholarship
- Philippine Medical Association of Southeastern VA Scholarship
- Nancy Kelly Memorial Scholarship
- Elise & Henry Clay Hofheimer, II Scholarship Fund

How to Qualify

To be considered for a need-based scholarship, a student's needs analysis results must fall within the neediest 25th percentile of the student body. The needs analysis is based on the results of the FAFSA and additional asset information gathered in the application process. Scholarship availability may fluctuate annually based on the number of eligible candidates, endowment earnings and available funds.

John B. Baines Scholarship

History

H.C. Hofheimer, II, established this scholarship in 1994 in gratitude for the advice and assistance that Mr. Baines rendered to the H.C. Hofheimer, II, Foundation. Mr. Baines' son, Dr. Bryan N. Baines, is a graduate of EVMS.

Criteria

The scholarship is awarded annually to a student of the School of Medicine based on financial need.

Ernestine Boyce Scholarship

History

Ernestine Boyce established this scholarship for a deserving medical student who otherwise would not be able to attend medical school.

Criteria

The scholarship is awarded annually to a student with financial need.

Barton A. Cohen Scholarship

History

Dr. Barton A. Cohen died at the age of 29 while a resident at Medical College of Virginia. Dr. Cohen's colleagues at the Medical College of Virginia established this scholarship in 1971.

Criteria

The scholarship is awarded annually based on demonstrated financial need and good academic standing.

Community Faculty Student Scholarship

History

This scholarship was established by the community faculty of EVMS to help ease the financial burden of the cost of medical school.

Criteria

The scholarship is awarded annually based on enrollment in the medical program at EVMS, financial need and good academic standing.

Ann Scott Daughtrey Medical Education Scholarship

History

Ann Scott Daughtrey established this scholarship for a deserving medical student.

Criteria

The scholarship is awarded annually to a student with demonstrated financial need.

French-Wallace-Anderson Scholarship

History

The Norfolk Academy of Medicine Auxiliary established this scholarship June 4, 1991, in honor of Dr. William H. French and Dr. Kenneth Wallace.

Dr. French was a Virginian only by marriage to the cousin of Frances Newman Wallace. He was a pediatrician much decorated by foreign countries for his work, particularly with asthmatic children. He was one of only five Americans ever to receive the Austrian Gold Cross. The framed collage of his medals shall remain on display in EVMS' Edward E. Brickell Medical Sciences Library.

Dr. Wallace, an esteemed radiologist in Norfolk, has served as President of the Norfolk Academy of Medicine and the Medical Society of Virginia.

Criteria

The scholarship is awarded annually based on enrollment in the medical program at EVMS, demonstrated academic excellence and demonstrated financial need.

Robert B. and Ruth M. Glisson Memorial Scholarship

History

Graduating from his Georgia high school at 16, Robert Glisson met his future wife while visiting his uncle, who was married to Ruth's aunt. Originally from Deland, Florida, Ruth Glisson attended High Point College with Robert. After graduation, Robert joined the naval reserves around the time of the Korean War.

The Glissons relocated to Norfolk, where they stayed and raised their two children, Britton and Amy. They celebrated their 52nd wedding anniversary on May 15, 2004, shortly before Ruth passed away on August 27 the same year. Robert Glisson established this scholarship in memory of his wife, Ruth.

Criteria

Awarded annually to a student in the MD program at EVMS based on academic merit and financial need.

Samuel Goldback Scholarship

History

J. Samuel Goldback, a lifelong resident of Norfolk, established this scholarship through a gift from his estate. Unable to continue his education due to the financial struggles of his time, Mr. Goldback left this bequest to help assure that others could obtain their educational goals.

Criteria

This is an annual scholarship for students selected by the Scholarship Committee based on ability and financial need. This scholarship may be in addition to another scholarship if the student is deemed worthy. The annual amount and number of awards is determined annually.

Helen O. Hill Memorial Scholarship

History

A longtime resident of Suffolk, Helen O. Hill bequeathed a generous portion of her estate to be used for scholarships for EVMS students. This fund helps students as they strive for academic excellence and the ultimate goal of becoming caring, compassionate physicians.

Criteria

The scholarship is awarded annually to a student based on financial need and academic excellence.

Sentara Endowed Scholarship

History

Sentara established this scholarship to help ease the burden of medical school tuition for a student, preferably from the Tidewater Region.

Criteria

The scholarship is awarded annually to a medical student who demonstrates financial need and is a resident of the Tidewater region of Virginia.

Mary Lewis and Charles Weddle Scholarship

History

Mary Lewis Weddle established this scholarship in 2007.

Criteria

The scholarship is awarded annually based on enrollment in the medical program at EVMS, demonstrated academic excellence and demonstrated financial need.

Annette Kagan Memorial Scholarship

History

From Santa Cruz, California, and a graduate of the University of Southern California, Annette Kagan passed away during her second year as a medical student at EVMS. She was a member of the pediatrics club at EVMS with a special interest in holistic medicine. Dr. Anas M. El-Mahdi led the efforts of her friends to create this scholarship in 1990 in her memory.

Criteria

The scholarship is awarded annually to a student based on financial need.

David Scott Memorial Scholarship

History

This scholarship was established in memory of Dr. Scott, a faculty member at EVMS.

Criteria

The scholarship is awarded annually to a first-year medical student at EVMS who has successfully completed the EVMS Medical Master's program and demonstrates financial need.

Alice and Harry Pariser Endowed Scholarship

History

Established in 2000 by Dr. and Mrs. Harry Pariser, the Alice and Harry Pariser Endowed Scholarship makes it possible for a promising student with significant financial need to earn a medical degree from EVMS.

Criteria

The scholarship is awarded annually to one student, enrolled in the medical program at EVMS, who demonstrates financial need. This scholarship is renewable throughout attendance (up to four years). Upon graduation, a new recipient is selected.

M. W. Talbot Scholarship

History

Ms. Caroline Talbot established this scholarship in memory of M. W. Talbot.

Criteria

The scholarship is awarded annually to a student enrolled in the school of medicine based on financial need.

EVMS School of Medicine Scholarship

History

Eastern Virginia Medical School established this scholarship to help ease the burden of tuition for a student enrolled in the medical program.

Criteria

The scholarship is awarded annually to a student enrolled in the medical program at EVMS based on financial need.

Sidney S. and Odie B. Kellam Scholarship

History

Established in 1992 by Virginia Beach Federal Savings Bank, the Sidney S. and Odie B. Kellam Scholarship award recognizes Sidney Kellam's distinguished service as a member of the original Board of Commissioners of EVMS and the first Chairman of the Board of Humana Hospital Bayside, as well as his lifelong interest in the areas of healthcare and education.

Criteria

The scholarship is awarded annually to a student based on financial need and academic excellence.

Dorothy Middleton Memorial Scholarship

History

This scholarship for a Virginia resident was funded by an endowment bequeathed by the late Dorothy M. Middleton of Norfolk. The first award occurred in 2011. This scholarship helps promising students overcome the financial burden that weighs heavily on many aspiring doctors. It is awarded to an incoming student each year. This scholarship will be renewable for an additional three years (four years of tuition total), subject to satisfactory academic progress.

Criteria

The scholarship for full, in-state tuition is awarded annually based on the following:

- Virginia residency
- Academic excellence based on entering grades and scores
- Financial need based on FAFSA and needs analysis.
- Final candidates of this scholarship may be required to interview with the selection committee.

In addition to completing the EVMS Financial Aid and Scholarship Application, please write 350 to 500 words on what it would mean to you to receive this scholarship for medical school.

This scholarship is renewable for up to four years total based on continued academic excellence. Only incoming students are considered annually for this award.

The Manser Scholarship

History

A family who wished to pay special tribute to the skilled and compassionate care their father received under the care of Dr. Thomas J. Manser, Associate Professor of Internal Medicine at EVMS, made a special donation to EVMS in April 2002. The donors directed that Dr. Manser be given the honor of directing all the expenditures from this fund. Dr. Manser decided that the funds should be used to enhance and promote EVMS educational programs for medical students and Internal Medicine residents. The outcome includes this scholarship to support education and living expenses of a student. Dr. Manser hopes that recipients of this scholarship consider making a similar scholarship gift once they are established in their careers.

Criteria

The scholarship is awarded annually to a student based on financial need.

Michael Rothkopf, MD '79 Scholarship in Metabolic Medicine

The scholarship is to a third year MD student in good academic standing who has financial need. Should have an interest in clinical nutrition, metabolic medicine and obesity prevention and/or previous experience in the nutrition and dietetics field. If there is no such student, a third-year MD student interested in internal medicineis eligable. The student must provide a brief essay of 250 words or less describing their student interest and/or experience. Renewable for the fourth year.

Holland Family Scholarship Fund

1. The scholarship shall be awarded each fiscal year (July 1 - June 30) in accordance with the EVMS Scholarship Selection Committee guidelines in effect at the time the award is made. The scholarship recipient shall: a. Be a student accepted into the MD program at EVMS; b. Be in good academic standing; c. Demonstrate financial need as evidenced by documentation filed with the EVMS Office of Financial Aid and any other such documentation or information as the EVMS Scholarship Selection Committee may require; d. Be a student with a strong interest in family medicine; e. Be awarded to a first-year student (M1) f. Be a graduate of Hampden Sydney College. If there are no candidates from Hampden Sydney College, the scholarship can be awarded to another student. 2. The scholarship shall be renewable to a MD program student in good academic standing.

The Warsof Family Scholarship

Third-year medical students interested in OB/GYN who demonstrate financial need and are in good academic standing are eligible.

Robert Waddell, MD Family Endowed Scholarship

First Year MD Student who is a Hampton Roads resident and completed their undergraduate studies in the state of VA. Student must be in good academic standing and demonstrate financial need.

Earhart Scholarship

US resident MD student who demonstrates financial need and merit.

Philippine Medical Association of Southeastern VA Scholarship

Entering MD student of Philippine decent with a demonstrated financial need. Should no student meet the criteria, it is the Dean's discretion to choose a deserving student.

Nancy Kelly Memorial Scholarship

First-year MD student with financial need. A student from Virginia Wesleyan College is preferred if available, and in good academic standing.

Elise & Henry Clay Hofheimer, II Scholarship Fund

The scholarship is based on need.

Print this Page

Merit-based Scholarships

Print this Page

How to Qualify

Merit-based scholarships will be awarded based on past grade point average, a current transcript and possibly test scores. In some cases, the EVMS Registrar may provide student progress information.

Verizon Scholarship

History

Bell Atlantic (now Verizon) established this scholarship in 1990.

Criteria

This scholarship is awarded to a medical student based on academic excellence and is renewed based on continued academic excellence.

EVMS Alumni Scholarship

History

This scholarship was originally established in 1989 with support from the EVMS Alumni Association and other Doctor of Medicine Alumni.

Criteria

This is a merit-based scholarship for a fourth-year medical school student with a proven record of community service and leadership at Eastern Virginia Medical School.

Print this Page

Field of Interest Scholarships

Print this Page

- Dr. C. J. Andrews Scholarship
- Max Comess Scholarship
- Nancy Upton Thiemeyer Scholarship Fund
- Theresa Thomas Foundation Scholarship
- Nannie and Luther Upton Scholarship
- James E. Ethridge, Jr., MD, and Ahmad A. Shoaibi, MD/St. Mary's Home Scholarship
- Captain David Brown Aerospace and Medical Research Endowment
- The Clinton H. Toewe II MD Memorial Family Medicine Scholarship
- The Fine Family Scholarship
- Hugh Hemsley Scholarship
- Philip O. Geib, MD Scholarship Fund
- Constantine T. & Penelope M. Andreopoulos Scholarship
- Norfolk Southern Scholarship
- Brooke Carrington, MD Memorial Scholarship

As students begin their medical school education, some already have an idea of the field of medicine in which they are interested. Others may still be determining their final path. These scholarships are designed for students later in their medical school education who have determined what path their interest will take. Students must have a clear intent within the field in order to be considered for the scholarship. Carefully read and follow instructions for any scholarship of interest.

Dr. C. J. Andrews Scholarship

History

The Dr. C. J. Andrews Scholarship was established in 1983 by OB/GYN Association of Tidewater, Inc., in honor of Dr. William C. Andrews.

Criteria

The recipient of the Dr. C. J. Andrews Scholarship will be a rising fourth-year medical student at EVMS who demonstrates a particular interest in OB/GYN.

Max Comess Scholarship

History

This scholarship was established in memory of Max Comess by his wife and children.

Criteria

Each year, the scholarship is awarded to a student or resident of EVMS pursing research in renal medicine.

Nancy Upton Thiemeyer Scholarship Fund

History

Nancy Upton Thiemeyer was the daughter of Nannie and Luther Upton. The scholarship was established in memory of Nancy by her husband, Dr. Thiemeyer, and Upton Farms.

Criteria

The scholarship is awarded annually to a rising fourth-year student in the medical program at EVMS who intends to go into post-graduate training in orthopedic surgery.

Theresa Thomas Foundation Scholarship

History

This scholarship was established in 1993 by the Theresa A. Thomas Foundation.

Criteria

Each year, the scholarship is awarded to a student who elects to specialize in primary care. The scholarship will be converted to a loan if the student recipient does not meet the requirements of entering into primary care residency.

Nannie and Luther Upton Scholarship

History

Established in 1976, the Nannie and Luther Upton Scholarship was established by their children. Upton Farms, of Suffolk, Virginia, has been a strong supporter of this fund as well.

Criteria

The scholarship is awarded annually to a student who plans to go into post-graduate training in orthopedic surgery.

James E. Ethridge, Jr., MD, and Ahmad A. Shoaibi, MD/St. Mary's Home Scholarship

Criteria

The scholarship is given to a fourth-year medical student who is a Virginia resident and has expressed interest in pediatrics. The recipient is encouraged to practice pediatrics in Eastern Virginia.

Captain David Brown Aerospace and Medical Research Endowment

The Captain David Brown Aerospace and Medical Research Endowment was established to honor the memory of David M. Brown, one of the seven astronauts who died in the space shuttle Columbia accident on February 1, 2003.

David Brown was a true renaissance man - gymnast, circus performer, pilot, medical doctor, Navy flight surgeon, Navy jet pilot, astronaut and videographer. He graduated from Eastern Virginia Medical School in 1982. All of Dave's friends agree that he was the most modest overachiever they had ever met.

The scholarship was established through a permanent endowment by family and friends to provide financial assistance to medical students at EVMS. The recipients demonstrate academic excellence and a spirit of exploration and service. The hope is that David Brown's life and achievements will be an inspiration to all future EVMS students.

David McDowell Brown was born April 16, 1956, to Dorothy and Paul Brown of Arlington, Virginia. Educated in Virginia from elementary school through medical school, Dave became interested in science, football and gymnastics in high school. He continued as a gymnast while majoring in biology at the College of William & Mary. He even worked a summer with Circus Kingdom as an acrobat, unicyclist and stilt walker.

Those summer and part-time jobs paid for Dave's flying lessons. Dave soloed for the first time on July 8, 1978. Flying was such a passion of his that later, while in the Navy, he eventually owned a home located on a small airport. Dave joked, "I bought a hangar and a house came with it." He needed that hangar for his own two light aircraft.

Dave graduated from EVMS in 1982 with a class full of friends, especially Gordon Iiams, his roommate and lifelong friend. Dave had planned to become a family practice doctor but wanted to do something more exciting first. After completing his internship, Dave joined the Navy, serving on two aircraft carriers as a flight surgeon. His skills as a videographer came to the forefront when he created a training film for flight surgeons on preparations for cold weather flight operations and earned him recognition as Navy Flight Surgeon of the Year.

Originally assigned to the STS-107 mission on July 25, 2000, it would be nearly three years before David and his fellow crewmates would leave Earth's atmosphere onboard the Columbia space shuttle on January 16, 2003. Dave was responsible for many experiments that were completed, and he participated in others.

As David's family and friends shared, David trained for two years for the STS-107 space mission. During Columbia's two weeks in space, David and his crewmates oversaw 85 experiments, some of which amazingly survived the accident. We watched David float in space and work on his experiments and listened to him tell us about his wonderful experiences. David always knew that there were risks, and he accepted them. It was an incredible mission only marred by a final bad act.

After an extremely productive 16 days in space, Dave and his crewmates prepared the space shuttle Columbia for its journey home. Tragically, on February 1, 2003, a damaged wing resulted in the Columbia breaking apart on reentry into Earth's atmosphere over Texas.

The day before Columbia's reentry, David shared much of his feelings about the trip with friends and family. He closed by writing, "If I'd been born in space, I know I would desire to visit the beautiful Earth more than I've ever yearned to visit to space. It's a wonderful planet."

Visit the Captain David Brown collection on display in the Brickell Atrium at EVMS.

Criteria

The recipient of the Captain David Brown Aerospace and Medical Research Endowment will be:

- A first-year medical student enrolled at EVMS who has an interest in aerospace medicine or explorative medical research.
- Recipients of this scholarship will continue to be awarded the fund in the subsequent three years, as long as he or she maintains good academic standing and enrollment at EVMS.
- Along with the EVMS Financial Aid and Scholarship Application, please complete the Capt. David Brown Aerospace and Medical Research Endowment application form and required narrative.

The Clinton H. Toewe II MD Memorial Family Medicine Scholarship

History

Clinton H. Toewe, II, M.D., a Virginia Beach resident, was a professor of family and community medicine at EVMS. He joined full-time clinical faculty in 1980. He was a former associate dean for educational affairs. Toewe graduated from Temple University of Medicine and was a member of Alpha Omega Alpha, the national medical honor society. He was a congressional delegate to the Virginia Academy of Family Physicians and was a past vice president of the Tidewater Academy of Family Physicians. In 1997, Toewe was honored by the Virginia Academy of Family Physicians as Teacher of the Year in Family Medicine. Criteria: 1st year MD student with an interest in the Family Medicine specialty and shall demonstate merit. Renewable to a medical student in good academic standing with a continued interest in Family Medicine.

The Fine Family Scholarship

Third year MD student in good academic standing with an interest in internal medicine or family and community medicine.

Hugh Hemsley Scholarship

A student accepted into the MD program at EVMS; a third or fourth year medical student who has indicated an interest in emergency medicine; has experience as a first responder and (EMT, Police Officer, Firefighter; Volunteer or Paid) in the past 5 years. The recipient needs to present documentation of his/her experience and provide a brief essay of 250 words or less describing their experience as a first responder. Recipient must be in good academic standing. The scholarship award may be renewable.

Applicants with experience as a first responder and who meet the above criteria will receive first consideration. If, after the review of the initial pool of applicants, no scholarship applicant meets the first responder experience criterion, applicants shall be considered based on the following criteria: A third or fourth year medical student (M3 or M4) that has indicated an interest in Emergency Medicine.

Philip O. Geib, MD Scholarship Fund

EVMS MD Student with an interest in Family Medicine in good academic standing and merit.

Constantine T. & Penelope M. Andreopoulos Scholarship

The scholarship shall be awarded to an EVMS student in the Medical Doctorate (MD) Program with the following criteria:

1. EVMS Student accepted into the EVMS MD program,
2. First year medical student. Student interested in Family & Community Medicine specialty,
3. Financial need,
4. Good academic standing,
5. Scholarship may be renewable.

Norfolk Southern Scholarship

Full tuition scholarship for a VA resident MD student preferably interested in Occupational Health, who demonstrates financial need and merit.

Brooke Carrington, MD Memorial Scholarship

M3 or M4 MD student who demonstrates need, is in good academic standing, and has an interest in Emergency Medicine. Applicant to submit a 500 word essay outlining evidence of past, current, and future leadership activities and aspirations.

Location Scholarships

Print this Page

- Kent Adams Memorial Scholarship
- T. Ray Hassell Memorial Scholarship
- M. Kirwan King, MD, Memorial Scholarship
- C. E. Thurston Scholarship
- Dr. Jock R. Wheeler Endowed Scholarship
- Dr. John W. Baker Jr. Memorial Scholarship
- The Challen Endowment Schoarship
- Rebecca Johnson Fund
- Tzavaras Family Scholarship Fund
- The Krueger Foundation Scholarship
- The Rural Family Medicine Scholarship

Scholarships based on location typically refer to residency, either state or locality. Sometimes they refer to undergraduate alma maters or perhaps employee status.

Kent Adams Memorial Scholarship

History

Kent Adams graduated from West Springfield High School in 1971 and received a Bachelor of Science Degree from the College of William & Mary in 1975. For a time, he pursued a medical tech career at the University of Virginia before transferring to George Washington University (GW) in Washington, D.C., to be closer to home. There, Kent worked on cardiovascular projects and in the heart catheterization laboratory at George Washington University Hospital. He received his Master of Science from Georgetown University in Physiology in 1982. While at GW, Kent was mentored by a physician who encouraged him to pursue a career in medicine. Kent took his advice, completed his prerequisites at GW, applied to EVMS and was accepted into the medical program.

On the day of his final exam at GW, he was tragically killed in an auto accident. Kent's parents established the Kent Adams Memorial Scholarship to perpetuate his memory.

Criteria

The recipient of this scholarship must be a rising third- or fourth-year student enrolled in the EVMS medical program and a Virginia resident. The student must also have a declared intent in the specialty of cardiology and have demonstrated financial need.

T. Ray Hassell Memorial Scholarship

History

Judge Richard S. Bray and Molly Hassell established the T. Ray Hassell Memorial Scholarship in 1998. This award honors and memorializes Mr. Hassell's legacy of dedicated service to the citizens of Chesapeake and the Commonwealth of Virginia for generations to come.

Criteria

The scholarship is awarded annually for a four-year period to a student from Chesapeake, Virginia, who has demonstrated both financial need and academic excellence.

M. Kirwan King, MD, Memorial Scholarship

History

The M. Kirwan King, MD, Memorial Scholarship was established by his widow, Mrs. Cherry Martin King, and family to provide scholarships for students pursuing a medical degree at Eastern Virginia Medical School. A native of Haynesville, Virginia, Dr. King retired in 1980 from private practice as a surgeon. He was a former chief of surgery at the U.S. Marine Hospital in Norfolk and a former chief of staff of Norfolk General Hospital and Leigh Memorial Hospital.

Dr. King graduated in 1930 from the Medical College of Virginia and was commissioned in the U.S. Public Health Service. During World War II, he served for two years as chief of surgery at the U.S. Public Health Service. He was a fellow of the American College of Surgeons, a diplomat of the American Board of Surgery and the International Board of Surgery and an honorary member of the Spanish College of Surgeons.

Mrs. King and her family established this fund for a needy student because Dr. King was the recipient of a loan by a generous benefactor that allowed him to attend medical school. At the time of his graduation from medical school, the benefactor told Dr. King that his loan would be forgiven and that at some point in the future he should "pay it forward."

Criteria

This scholarship is based on need and is for students enrolled in the MD program who are from a rural area.

Each year, the following tiered approach would be used to identify the candidate:

- Medical student with ties* to the Northern Neck of Virginia (which includes Westmoreland, Richmond, Northumberland and Lancaster counties of Virginia), or
- Medical student with ties* to the Eastern Shore, or
- Medical student with ties* to an alternate rural area of Virginia
- Isserman rural definition: A rural county is one in which the county's population density is less than 500 people per square mile, and 90 percent of the county population is in a rural area or the county has no urban area with a population of 10,000 or more.

*Ties: Defined as a student who was a resident or graduated high school in the area.

C. E. Thurston Scholarship

History

Mr. C. E. Thurston, Jr., of Norfolk, Virginia, established this scholarship fund in 1981. The first award was made in 1986.

Criteria

The scholarship is awarded annually to a graduate of Virginia Military Institute (VMI) who is a medical student at EVMS and demonstrates academic merit as well as a mature interest in, and dedication to, the American Enterprise System.

Should the pool of students not meet the criteria outlined above, the scholarship may be awarded to another student for a one-year time period.

Dr. Jock R. Wheeler Endowed Scholarship

History

This scholarship was established in 2002 in honor of Dr. Jock R. Wheeler.

Criteria

The scholarship is awarded annually to a student who is a Virginia resident and demonstrates academic excellence as this is a merit based scholarship.

Dr. John W. Baker Jr. Memorial Scholarship

History

The Dr. John W. Baker Jr. Memorial Scholarship was established in memory of Dr. John Baker, who passed away in his late 50s. Dr. Baker was a general and thoracic surgeon with Norfolk Surgical Group, as well as a professor at EVMS.

Criteria

The scholarship is awarded annually to a student from Hampton Roads, Virginia.

The Challen Endowment Schoarship

History

The Challen Endowment Scholarship was established in 1991 by the Challen Family Revocable Trust, with the wishes of Bruce W. and Theresa O. Challen.

Criteria

The recipient of the Challen Endowment Scholarship must be a native of Virginia (to have been born in the state and lived therein for the majority of his or her life) intending to remain in the state during his or her professional service who has demonstrated financial need and is enrolled in the medical program at EVMS.

Rebecca Johnson Fund

1st year MD student, Virginia resident, and demonstrates merit as evidenced by documentation filed with the EVMS Office of Financial Aid and any other such documentation or information as the EVMS Scholarship Selection Committee may require.

Tzavaras Family Scholarship Fund

First year MD student from Hampton Roads with an engineering or non-traditional undergraduate degree program. Should no student be from the Hampton Roads area, then a Virginia student may be selected. If there is no qualifying VA student, then the student may be from another state or location.

The Krueger Foundation Scholarship

First year MD Student raised in Virginia Beach. Must provide a short narrative, no more than 250 words describing past community service and/or volunteer experiences and how they plan to use those experiences and their future medical degree to help others. If a Virginia Beach student is not identified, M1 candidate may be from Hampton Roads region. 3 qualified candidates must be presented to the Krueger Memorial Scholarship committee for selection, Krueger Foundation to make final selection. Donor makes final selection.

The Rural Family Medicine Scholarship

M1 student who is a resident of Virginia, has interest in practicing family and community medicine in a rural community by Isserman standards, who demonstrates financial need. Should no applicants meet the restrictions, M2-3 students may be considered. If no medical students, it may be given to an MPA student.

Print this Page

Diversity Scholarships

Print this Page

- L. D. Britt, MD, MPH Endowed Scholarship
- Dozoretz Endowed Scholarship
- Lillie P. Walker Scholarship
- American Association of Physicians of Indian Origin - Hampton Roads Scholarship Fund
- Edward L. Hamm, Jr., Scholarship
- Alvin E Harris, MD '78 Endowed Scholarship
- The Drs. Robert and Cynthia Kelly Scholarship

How to Qualify

Scholarships awarded based on diversity rely on the student's answers on the EVMS Financial Aid and Scholarship Application. Failure to disclose the necessary information during the admissions or financial aid process will restrict eligibility for this type of scholarship.

L. D. Britt, MD, MPH Endowed Scholarship

History

The L.D. Britt, MD, MPH Endowed Scholarship was established in 1995 in recognition of Dr. Britt's dedication to medicine and philanthropy. A native of Suffolk and a graduate of Harvard Medical School and the Harvard School of Public Health, Dr. Britt has had extensive surgical and critical care training. He is Professor and Chairman of EVMS Surgery and holds the Brickhouse Chair in Surgery.

The first African-American in the country to have an endowed chair in surgery, Dr. Britt is the first African-American in the history of the Commonwealth of Virginia to be appointed Professor of Surgery. The recipient of numerous awards and honors acknowledging his accomplishments in surgery and excellence in teaching, Dr. Britt is the recipient of the nation's highest teaching award in medicine: the Robert J. Glaser Distinguished Teaching Award, given by the Association of American Medical Colleges.

A distinguished member of several state, national and international organizations, Dr. Britt is actively involved in numerous church and community activities. He has authored numerous scientific publications and has been a reviewer and served on the editorial boards of several noted surgery journals. Former President George W. Bush recognized Dr. Britt's leadership role in medicine and nominated him to the Board of Regents of the Uniformed Services University of the Health Sciences. The United States Senate confirmed this nomination in August 2002. Community leaders have established both a medical school scholarship and community service award in his name.

Dr. Britt served as the 91st President of the American College of Surgeons in 2010-11.

Criteria

The following criteria are used in selecting a recipient:

- A member of an underrepresented student population at EVMS
- Applicant with acceptance to the EVMS medical program
- A minimum science GPA of 3.2 and competitive MCAT scores
- Evidence of participation in collegiate organizations/activities
- Demonstrated leadership, community service and exposure to medicine
- Demonstrated financial need

Dozoretz Endowed Scholarship

History

Dr. and Mrs. Ron Dozoretz and family established this scholarship in 2006. Dr. Dozoretz has served as a community faculty member at EVMS, and he is a champion for education and healthcare.

Criteria

The recipient of this scholarship must be an entering medical student to EVMS, who graduated from Norfolk State and is a member of an underrepresented student population at EVMS.

Lillie P. Walker Scholarship

History

Caroline B. Talbot established this scholarship in memory of Lillie P. Walker, RN.

Criteria

The scholarship is awarded annually to a female student enrolled in the medical program at EVMS who has demonstrated financial need and academic excellence.

American Association of Physicians of Indian Origin - Hampton Roads Scholarship Fund

History

The American Association of Physicians of Indian Origin - Hampton Roads (AAPI-HR) established this fund in 2011. One scholarship award is made each fiscal year in the amount of $5,000 for one student. Applications for the AAPI-HR scholarship award shall be accepted and reviewed by EVMS in accordance with the EVMS Scholarship Committee guidelines in effect at the time the award is made.

Criteria

Each year, the following tiered approach is used to identify a candidate:

- Scholarship awardees shall be first-year medical students of Indian origin.
- Students with ties to the Hampton Roads area will receive first consideration.
- In addition, scholarship awardees shall:

- Demonstrate merit as evidenced by documentation filed with EVMS Financial Aid and any other such documentation or information as the EVMS Scholarship Committee may require
- Obtain endorsement from an American Association of Physicians of Indian Origin - Hampton Roads Executive Committee member
- Write a 250 to 500 word essay and submit it with their EVMS Financial Aid and Scholarship Application. AAPI-HR is an organization of Physicians of Indian Origin committed to giving back to the community of Hampton Roads, Virginia. Our motto is service, charity and education. Please describe briefly how you would incorporate our organizational values as a student at EVMS and in the future as a practicing/academic physician.

Edward L. Hamm, Jr., Scholarship

History

Established in 2000 by Edward L. Hamm, Jr., this scholarship honored then-EVMS President Sumner Bell, whom Hamm greatly admired. A graduate of Hampton University, Mr. Hamm has a diverse business career which spans over 40 years. Hamm is President and CEO of E.L. Hamm & Associates, Inc. A longtime champion of education, he has served in volunteer leadership positions at Hampton University, Old Dominion University, Norfolk State University and Eastern Virginia Medical School. At EVMS, he has served on the Board of Visitors and the Board of Trustees.

Criteria

The selection of each candidate will be based on the following criteria:

- A member of an underrepresented student population at EVMS
- Enrolled in the medical degree program at EVMS
- A graduate of Hampton University

Alvin E Harris, MD ‘78 Endowed Scholarship

Scholarship for a M3 or M4 student who is an under-represented, minority male student accepted into the MD program at EVMS whom demonstrates financial need from Southhampton County, VA (including Franklin, VA), with an indicated interest in primary care, and is in good academic standing. Applicants meeting the above criteria will receive first consideration. If, after the review of the initial pool of applicants, no scholarship applicant meets the geographic criteria, applicants shall be considered based on the following geographic criteria in addition to the criteria above:

1. Be a student from a rural area within the Commonwealth of Virginia.
2. Be a graduate of a historically black college or university (HBCU).

The Drs. Robert and Cynthia Kelly Scholarship

Need based scholarship for an under-represented, minority female MD Student from the Hampton Roads area.

Print this Page

Grading Policy

Print this Page

- School of Health Professions - Grading Policy
- Grade Point Calculation
- Grading Scale
- Incomplete Grades
- Withdrawals
- Progress Review
- Grade Appeals
- Satisfactory Academic Progress
- School of Medicine - Assessment & Grading Policy
- M1 Grading Scale
- M2 Grading Scale
- Student Promotions through M1 & M2 Modules
- M1 & M2 Retest Policy
- M1 & M2 Remediation Policy
- M3 & M4 Assessment & Grading Policies M3 Grading
- M3 Grading Scale
- Student Promotions through M3 Clerkships
- M3 Retest Policy
- M3 Remediation Policy
- M4 Grading & Promotions Policy

School of Health Professions - Grading Policy

This section specifies the general grading policies and procedures used by all of the health professions programs. In addition to the policies listed here, each program may have additional requirements communicated to students in writing at the initiation of their first semester. Grades at the end of each term are assigned according to the EVMS School of Health Professions grading scale.

Grades/GradePoints

A = 4.00

A- = 3.67

B+ = 3.33

B = 3.00

B- = 2.67

C+ = 2.33

C = 2.00

C- = 1.67

D+ = 1.33

D = 1.00

D- = 0.67

F = 0.00

Grades NOT Affecting GPA

AU = Audit

I = Incomplete

P = Pass

W = Official Withdrawal

WF = Unofficial Withdraw

A grading structure that is consistent with program or departmental guidelines will be established for each class by the instructor. These requirements, along with the goals and requirements for each course, the nature of the course content, and the methods of evaluation, are communicated to students at the initiation of each course. Programs are responsible for sending grade reports to students at the end of each term.

Grade Point Calculation

The grade point average is calculated by dividing the accumulated number of grade points earned by the accumulated number of credit hours attempted. Grades of "F" and repeats are included, but official withdrawals, audits, and grades on non-credit courses, non-degree credit courses, and pass/fail courses are not. If a student is required to repeat a course or receives permission from a program director to repeat a course, the grade point average will be calculated using only the repeated course grade and the corresponding point value. However, the original grade assigned for that course will remain on the transcript. Grades in courses accepted for transfer credit are not counted in the computation of grade point average.

Students must have a cumulative grade point average of 3.00 or higher for graduation. Students falling below the minimum GPA requirement may be required to enter a remediation program, placed on probation or suspended in accordance with procedures established below and by each program.

Grading Scale

Unless an exception is approved by the Dean, courses offered in the School of Health Professions will use the following grading scale.

Percentile/Grade

100-94 = A

93-90 = A-

89-87 = B+

86-84 = B

83-80 = B-

79-77 = C+

76-74 = C

73-70 = C-

69-67 = D+

66-64 = D

63-60 = C-

59 or less = F

Incomplete Grades

The grade "I" indicates assigned work yet to be completed in a given course or an approved absence from the final examination. When an instructor assigns a grade of "I," a written agreement is prepared and signed by the instructor and student that specifies the work remaining to be completed and the time frame for doing so. The work should be completed as soon as possible, but not later than the mid-point of the following grading period/semester unless special written approval is granted by the Course Director and Program Director for extraordinary circumstances. The student must petition the Course Director and the Program Director for such an extension at least two weeks before the end of the agreed upon deadline. Unless an extension has been approved by the Course Director and the Program Director, the "I" will convert to either an "F" or the grade as specified in the written agreement after the mid-point of the semester. An "I" grade may not be changed to a "W" under any circumstances.

Withdrawals

A student can withdraw from a course up until the mid-point of the grading period/semester and receive a W grade. Withdrawal after the midterm is not permitted without special approval by the Program Director. However, in the event of an illness or severe hardship beyond the student's control, the student should submit a written petition for permission to withdraw from the course to the instructor and Program Director no later than the last day of classes. If permission is granted by the Program Director, a grade of W is recorded. If permission is not granted, then the student cannot withdraw from the class. A student who stops attending classes without withdrawing is assigned a WF grade unless the student's performance was failing, in which case a grade of F will be assigned.

Progress Review

Regular assessment of students and feedback to them is essential to effective teaching and learning. All possible effort should be extended to identify students whose performance is unsatisfactory and to establish a remedial intervention plan. Course instructors and Program Directors will regularly review the academic progress of their designated students and evaluate the overall progress of each student at the conclusion of each grading term and academic year. Each program will establish policies and procedures for completing assessments, communicating results to students, and documenting outcomes. Procedures for addressing performance deficiencies or circumstances that may prohibit students from successfully completing a program are outlined in the Performance Deficiencies and Probation Procedures. Programs may have additional remediation policies and procedures and students should contact the appropriate Program Director for this information. Program Directors shall provide periodic reports to the Dean of the School of Health Professions that summarize student progress issues for their respective programs, and their plans for improvement.

Additional information regarding policies and procedures not listed in this Handbook, including elective, pass/fail, and audit course options and procedures for evaluating, dropping a course, and reporting of grades vary for each program and will be communicated to students at the initiation of their first semester and other times as deemed necessary.

Grade Appeals

Students may appeal a final course grade by submitting a written request to the course instructor within seven days of the grade being issued. The appeal must state in detail the reasons for the appeal and the action the student requests. The course instructor must respond to the student in writing within seven days with a decision. If the issue is not satisfactorily resolved the student may appeal the decision in writing to the Program Director within seven days. The appeal must state in detail the reasons for the appeal and the action the student requests. If no appeal is lodged within seven days, the student's grievance will be considered resolved. The Program Director must respond to the student in writing within seven days with a decision. If the issue is still not resolved the student may appeal the decision in writing to the Dean of the School of Health Professions within seven days. The appeal must state in detail the reasons for the appeal and the action the student requests. If no appeal is lodged within seven days, the student's grievance will be considered resolved. The Dean will review all pertinent material and may meet with the student, the Program Director, the faculty member or other persons as necessary. The Dean may constitute an advisory group to assist in this review. The Dean will render a written decision within ten days to the Program Director, the faculty member, and the student. The decision of the Dean is final.

Satisfactory Academic Progress

All students in the EVMS School of Health Professions are expected to attain a term Grade Point Average of at least 3.00 to be considered in good academic standing and a cumulative GPA of at least 3.00 to graduate. Students who do not meet these criteria are subject to formal warnings, probation and/or dismissal, and a requirement for a written remediation plan. Students who receive a warning or are placed on probation must demonstrate sufficient academic progress in the following term, as determined by the Program Director and faculty, to remain in the program. Students on probation who fail to demonstrate academic progress in the following term will be subject to dismissal. The Program Director should consider the extent to which a student is performing at a level necessary to attain the knowledge, skills, and competencies required to succeed in the program, including ability to meet the cumulative GPA and other graduation requirements. All programs must review the academic progress of their students on a regular basis and at such intervals deemed appropriate but not less than once at the end of each grading term.

School of Medicine - Assessment & Grading Policy

M1 Grading Scale

Final module grades will be determined by the percent of earned points with the following percent ranges:

- Pass 70-100%
- Fail 69% or below

Any rounding that occurs when calculating the final percentage will be done via Excel.

M2 Grading Scale

Final module grades will be determined by the percent of earned points with the following percent ranges:

- Honors 92-100%
- High Pass 85-91%
- Pass 70-84%
- Fail 69% or below

Any rounding that occurs when calculating the final percentage will be done via Excel.

Student Promotions through M1 & M2 Modules

In order to promote out of a module, students must earn an average of ≥70% of the overall module points. In addition, students must demonstrate minimum proficiency on each of the components of the grading system by achievement of the following:

- ≥68% of Medical Knowledge points
- ≥70% of Comprehensive points
- ≥80% of any Clinical Skills Assessment
- Pass Ultrasound activities

M1 & M2 Retest Policy

A student is recommended to retest any Medical Knowledge written summative exam on which they score <68%. The following number of retests is allowed per semester:

- M1 Fall semester = unlimited
- M1 Spring semester= 2 retests maximum
- M2 Fall semester = 2 retests maximum
- M2 Spring semester = 1 retest maximum

Prior to the Medical Knowledge retest, the student must meet with the module director to discuss preparation for the retest and to understand the grade implications of not retesting.

If a passing score of the Medical Knowledge retest is obtained (≥68%), 68% will be recorded as the student's grade for the exam. If the retest score is <68%, the highest earned score will be recorded.

A student is required to retest any Clinical Skills Assessment if they score <80%. It is the student's responsibility to contact the Clinical Skills Director and the Clinical Skills Curriculum Manager within 3 days of receiving their score to schedule a time to participate in review of and additional practice for the retest in order to demonstrate competency.

M1 & M2 Remediation Policy

If a student is permitted to remediate a failed module by the Student Progress Committee (SPC), the following remediation plans will be implemented:

Module grade failure

- This plan is implemented if a student does not earn either 70% of the overall module points or 68% of the Medical Knowledge points.
  - For the remediation, the student will complete all module quizzes (comprehensive and formative) and a comprehensive NBME exam.
  - The student must earn an average of ≥80% for all the quizzes and ≥68% on the comprehensive NBME exam for successful remediation.
- Comprehensive grade failure
  - This plan is implemented if a student does not earn 80% of the Comprehensive points.
  - For the remediation, the student will (1) complete all missed comprehensive activities/session(s) and mandatory sessions, and (2) create a set number of novel multiple-choice questions (with feedback for each answer choice) and minicases (with answer key for each session) for the module.
  - If deemed necessary, the student may also receive professionalism mentoring with the Director of Medical Learner Remediation.
  - The student must complete all assignments to the module director(s)' satisfaction by a specified deadline for successful remediation.

M3 & M4 Assessment & Grading Policies M3 Grading

The M3 grading system include the following domains:

- Medical Knowledge, comprised of a multiple-choice NBME subject exam. This component of the grading system is intended to both assess student's basic knowledge and prepare them for the USMLE Step 2 CK examination.
- Clinical Performance, comprised of clinical evaluations by faculty and residents.
- Other assignments and experiences, such as simulated patient encounters, clinical documentation, oral presentations, etc.
- Professionalism (See Professionalism Policy in MD Student Handbook)

Clerkship directors communicate regularly during the clerkship with the appropriate faculty and residents at each site to:

- Discuss student progress.
- Document the progress of each student.
- Identify problem areas.
- Plan supplementary strategies, if necessary.
- Assess the effectiveness of supplementation.
- Ensure active student participation in the above process.

Each clerkship director will provide a mid-clerkship assessment to the student and to Medical Education that documents student performance and enumerates any improvements necessary to achieve satisfactory performance by the end of the clerkship. If the clinical performance is identified as in need of remediation, the student will be referred to the Student Review and Advisory Committee for assistance with improving clinical performance.

M3 Grading Scale

A four-tiered grading system is used (i.e., Honors, High Pass, Pass, and Fail). Final clerkship grades determined based on the performance of the student in each domain by required achievement of the following minimum scores for 4/4 domains:

Honors

- Medical Knowledge ≥78%
- Clinical Evaluation ≥85.5%
- Competency Assessments≥85.5%
- Professionalism-No lost points*

High Pass

- Medical Knowledge ≥70%
- Clinical Evaluation ≥79.5%
- Competency Assessments ≥79.5%
- Professionalism-No lost points*

Pass

- Medical Knowledge ≥60%
- Clinical Evaluation ≥69.5%
- Competency Assessments≥69.5%
- Professionalism-1 lost point*

Fail

- Medical Knowledge ≤59%
- Clinical Evaluation ≤69.4%
- Competency Assessments≤69.4%
- Professionalism-≥2 lost points*

*After the opportunity to remediate 1 point

Any rounding that occurs when calculating the final percentage will be done via Excel.

Student Promotions through M3 Clerkships

In order to promote out of a clerkship, students must demonstrate minimum proficiency of each of the domains of the grading system by achievement of the following:

- Medical Knowledge ≥60%
- Clinical Evaluation ≥69.5%
- Other-Competency Assessments≥69.5%
- Professionalism-1 lost point*

M3 Retest Policy

If a student scores <60% on a NBME subject exam, they will be required to retest and to meet with the Vice Dean for Academic Affairs. The student will retake the exam at a time determined with the Vice Dean. If a passing score of the Medical Knowledge retest is obtained (≥60%), the highest possible final grade for the clerkship is Pass (regardless of the actual new exam score). If a student does not pass the retest, they will receive a Fail for the clerkship. Students who fail two or more NBME subject examinations will be referred to the Student Review and Advisory Committee (SRAC).

M3 Remediation Policy

If a student is permitted to remediate a failed clerkship by the Student Progress Committee (SPC), the student will be required to repeat part or all of the clerkship.

M4 Grading & Promotions Policy

A four-tiered grading system is used (i.e., Honors, High Pass, Pass, and Fail). Each elective course director determines what assessments are required for grading. Student must pass 32 weeks of elective rotations to promote through the M4 year (see M4 Electives Catalog for further details).

Print this Page

Registrar

Print this Page

- Domicile Guidelines
- Graduation
- Services
- Student Status/Reporting Student Status
- Transcripts
- Veterans

Print this Page

Domicile Guidelines

Print this Page

In-State Tuition Eligibility

Eligibility for Virginia in-state tuition privileges at Eastern Virginia Medical School (EVMS) is guided by §23.74 of the Code of Virginia, which is further defined and discussed in the Domicile Guidelines issued by the State Council of Higher Education for Virginia (SCHEV). To be eligible for in-state status, an individual must demonstrate residence in Virginia and intent to remain in Virginia indefinitely. Unless otherwise set forth in the Domicile Guidelines, after meeting the requirements to establish domicile, prospective students must continue to be domiciled in Virginia for at least 12 months preceding the first day of classes in their respective program to be considered a resident. The primary purpose in moving to Virginia must have been to establish residency: residence or physical presence in Virginia primarily to attend EVMS does not entitle you to in-state tuition rates. All applicants to EVMS who believe they are qualified for Virginia in-state tuition rates must complete an Application for Virginia In-State Tuition Rates. It is the responsibility of the applicant to provide clear and convincing evidence that supports and justifies the claims for in-state tuition eligibility. Evidence may include, but is not limited to, continuous residence for at least one year prior to the date of alleged entitlement; payment or filing of Virginia resident income taxes; a Virginia driver's license and motor vehicle registration; employment; ownership of real property; voter registration and actual voting in Virginia; military records; sources of financial support; a written offer and acceptance of employment following graduation; and other social or economic ties in Virginia.

Determination and Appeals Process

Initial Determination

1. New Students: Determination of in-state tuition eligibility for prospective new EVMS students is made at the time of application based on information provided by the prospective student on the Application for Virginia In-State Tuition Rates, which is submitted simultaneously with the Application for Admission. Applicants will receive an initial determination letter no later than fifteen (15) business days after EVMS receives the Application for Virginia In-State Tuition Rates and all supporting documentation.
2. Returning Students: Students admitted and matriculating as out-of-state remain out-of-state for the duration of the program. However, students who have been previously classified as "out-of-state" that have abandoned any previous domicile, have established Virginia Domicile in accordance with SCHEV guidelines, and are able to present clear and convincing evidence to rebut the presumption that they are residing in the State primarily to attend school, may also apply for in-state student status by completing an Supplemental Application for Virginia Domicile. Students will receive an initial determination letter no later than fifteen (15) business days after EVMS receives the Supplemental Application and all supporting documentation. Changes in domiciliary status shall only be granted prospectively from the date such application is received.

Intermediate Decision

If a prospective or returning student's application for in- state tuition or change of domicile is denied, such student has the right to appeal the decision. The appeal of the initial determination must be received by EVMS no later than fifteen (15) business days from the date of the initial denial letter and must be accompanied by a Supplemental Application for Virginia Domicile and all supporting documentation. The Supplemental Application will be reviewed by the EVMS In-State Tuition Committee that consists of the following three members: 1) EVMS General Counsel or his/her designee; 2) the Associate Dean for Medical Admissions and Students or his/her designee; and 3) the Vice Provost for Planning and Health Professions or his/her designee. The Committee will review all information and notify the student of the decision, in writing, within fifteen (15) business days from the time all supporting materials are received.

Final Administrative Review

If the student's application for in-state status is denied at the intermediate level, the student may appeal the decision to the Dean and Provost of EVMS for final administrative review. The final appeal must be in writing and submitted to the Office of the Dean no later than fifteen (15) days from the date of the intermediate determination letter. The Dean will render a decision, in writing, to the student within thirty (30) days from the date the appeal and all supporting documentation, if requested, is received.

Print this Page

Graduation

Print this Page

Graduation is the completion of all degree requirements as recorded on the official transcript. Commencement is the ceremony that celebrates the completion of a degree. Our office is responsible for the academic side of graduation. Along with our colleagues in each academic program, we ensure that all degree requirements have been met and grades are posted to student transcripts. We ensure diplomas and certificates are prepared for the May commencement ceremony, as well as for our summer and winter graduates.

Visit the commencement website for more information regarding commencement.

Print this Page

Services

Print this Page

The Registrar's Office is responsible for:

- Maintenance, security, and accuracy of all student academic records of the institution
- Coordination of registration and enrollment activities
- Certification of enrollment for beneficiaries of Veterans Affairs education benefits
- Preparation and maintenance of enrollment reports and statistics
- Graduation verification and diploma distribution
- Transcripts and enrollment verification

Contact Us: 757-446-5805 (phone)
757-446-8946 (fax)
registrar@evms.edu **(email)**

On Campus: Lewis Hall, Suite 1148
Office Hours: Monday - Friday from 8:30am - 4:30pm
Mailing Address: 700 W. Olney Road, Room 1147
Norfolk, VA 23507

Our office can assist students with the following:

- Letters of good standing or proof of enrollment
- Certified diploma copies
- Name and address changes
- NBME Certification of Identification and Authorization Form
- In-school Deferment Request Form
- Virginia Tidewater Consortium for Higher Education (VTC) Student Cross-Registration Form

Print this Page

Student Status/Reporting Student Status

Print this Page

Eastern Virginia Medical School is required to report monthly the status of all students enrolled in degree and certificate programs. Those reports are sent to the National Student Clearinghouse, an organization empowered by the U.S. Department of Education to collect and monitor selected data including student status. The majority of EVMS students are full-time, which is typically defined as being enrolled in 9 credit hours or more. The Doctor of Medicine program does not use credit hours, but with comparatively rare exceptions (e.g., completing the M2 curriculum but not passing Step 1 of the USMLE) EVMS medical students are full-time. Other status categories include half-time, less than half-time, leave of absence, withdrawn or graduated.

It is essential that the Registrar and Financial Aid be notified promptly when a status change occurs or when events suggest that a status change is likely. As such, key officials such as Program Directors, Course Directors, the Associate Dean for Education, the Associate Dean of Student Affairs, and selected others should notify the Registrar and the Office of Financial Aid if a student:

1. Does not attend the first day of a required class/clerkship/elective or related activity mandated by the program, either with or without having contacted a program official about being unable to attend;
2. Does not sit as scheduled for boards; or
3. Expresses an interest or intent to withdraw, request a leave of absence, or drop one or more classes.

Program officials should always err on the side of caution and report immediately any action that they feel could result in a status change.

Print this Page

Veterans

Print this Page

This institution is approved to offer GI Bill ® educational benefits by the Virginia State Approving Agency.

Veterans Educational Benefits

Certification for educational benefits is a service provided by the Registrar's Office. Both the Registrar and Assistant Registrar serve as School Certifying Officials.

Students using benefits for the first time: Contact the Registrar's Office at vacertifications@evms.edu to submit a copy of your Certificate of Eligibility, which you received from the Department of Veterans Affairs and you will be provided the link to complete the online Veteran Enrollment Request Form (VERF) after you have registered for all of your classes. Also, if you are a student who has previously used benefits for a different program at another school prior to attending EVMS or request to later change programs while attending EVMS, the applicable VA FORM 22-1995 or 22-5495, Change of Program/Place of Training Form may be required depending on your chapter and type of benefit.

Continuing students using benefits: Prior to the upcoming term's registration, students will receive a reminder email from the Registrar with instructions on continuing the process. Reply to that email from your EVMS student email account each term to confirm continued enrollment in the benefit usage process. Students are required to complete the online Veteran Enrollment Request Form (VERF) each term they request certification. Students may also elect NOT to receive benefits for any given term. Students who do not complete the online Veteran Enrollment Request Form (VERF) or a non-response is taken as the student's election not to receive benefits for the term in question.

Additionally, anytime a student makes changes to their enrollment, the online Veteran Enrollment Adjustment Form (VEAF) must be completed and submitted to the Registrar's Office at vacertifications@evms.edu for processing so the appropriate changes can be reported to the Department of Veterans Affairs.

Veterans Access, Choice, and Accountability Act of 2014, U.S. Code, 38 U.S.C.367(c)

The following covered individuals shall be charged a rate of tuition not to exceed the in-state rate for tuition and fees purposes:

- A Veteran using educational assistance under either chapter 30 (Montgomery G.I. Bill - Active Duty Program) or chapter 33 (Post-9/11 G.I. Bill), of title 38, United States Code, who lives in Virginia while attending a school located in Virginia (regardless of his/her formal State of residence) and enrolls in the school within three years of discharge or release from a period of active duty service of 90 days or more.
- Anyone using transferred Post-9/11 GI Bill benefits (38 U.S.C. § 3319) who lives in Virginia while attending a school located in Virginia (regardless of his/her formal State of residence) and enrolls in the school within three years of the transferor's discharge or release from a period of active duty service of 90 days or more.
- Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school. The person so described must have enrolled in the school prior to the expiration of the three year period following discharge or release as described above and must be using educational benefits under either chapter 30 or chapter 33 of title 38, United States Code.
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in Virginia while attending a school located in Virginia (regardless of his/her formal State of residence).
- Anyone using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. § 3319) who lives in Virginia while attending a school located in Virginia (regardless of his/her formal state of residence) and the transferor is a member of the uniformed service who is serving on active duty.

Title 38 U.S.C. 3679(c) is amended effective August 1, 2022 to include anyone using educational assistance under chapter 35 (Dependent Educational Assistance):

The following individuals shall be charged the in-state rate, or otherwise considered a resident, for tuition purposes:

- A veteran using educational assistance under either Chapter 30 (Montgomery G.I. Bill® - Active Duty Program) or Chapter 33 (Post-9/11 G.I. Bill), of Title 38, United States Code, who lives in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of their formal state of residence).
- Anyone using transferred Post-9/11 GI Bill benefits who lives in the state where the IHL is located, and the transferor is a member of the uniformed service serving on active duty.
- A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9) who lives in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of their formal state of residence).
- A spouse or child using benefits under Survivors' and Dependents' Education Assistance (Chapter 35) living in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of their formal state of residence).
- An individual using educational assistance under chapter 31, Veteran Readiness and Employment (VR&E) who lives in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of their formal state of residence) effective for courses, semesters, or terms beginning after March 1, 2019.
- Anyone described above remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same institution. Therefore, the described person must be enrolled in the institution and use educational benefits under Chapters 30, 31, 33 or 35 of Title 38, United States Code.

The policy shall be read to be amended as necessary to be compliant with the requirements of 38 U.S.C. 3679 as amended.

Note: All active duty service members or veterans who were honorably discharged more than 3 years before their enrollment at the institution may contact the Registrar's Office for questions on in-state eligibility.

EVMS Veterans policy permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to our Registrar's Office a copy of their Certificate Of Eligibility (COE) for entitlement to educational assistance under Chapter 31 or Chapter 33 (a "Certificate of Eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website also known as "eBenefits", or a VAF 28-1905 form for Chapter 31 authorization of educational assistance) and ending on the earlier of the following dates:

1. The date on which payment from the VA is made to the institution.
2. Ninety days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

In accordance with EVMS Accounts Receivable and Student Billing Policy, EVMS Veterans Policy is in agreement with VA Delayed Payment Compliance as of August 1, 2019, which ensures that our educational institution will not:

- Impose any penalty, including the assessment of late fees
- Deny access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding or payment from the VA under Chapters 31 or 33.

Note: Per EVMS Accounts Receivable and Student Billing Policy, because tuition is due in full on the first day of class, EVMS may require additional payment or impose a fee for the amount that is the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement if the amount of the VA education benefit disbursement does not cover the full tuition amount that is due.

Amended as part of Colonel John M. McHugh, section 3679 of title 38, United States Code

NOTE: A ***Covered Individual*** is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits, or chapter 35, Dependents Education Assistance.

- **EVMS Veterans Policy permits** any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31, 33, or 35 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website - eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

- Per EVMS Student Accounts Receivable Policy, EVMS will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrows additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31, 33, or 35.

Virginia State Approving Agency (SAA)

The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. Their office investigates complaints of GI Bill beneficiaries. While most complaints should initially follow the EVMS School Grievance Policy, if the situation cannot be resolved at or by EVMS, the beneficiary should contact the SAA via email at: saa@dvs.virginia.gov

Dual Objectives

A request for approval of dual objectives is required for students receiving VA benefits.

A program of education may lead to more than one educational, professional, or vocational objective if all objectives pursued are generally recognized as being reasonably related to a single career field. The objectives do not necessarily have to be on the same professional or technical level. For example, a student may want to concurrently pursue two different degrees or pursue a degree and a certificate.

A combination of two approved degree programs at the same school does not need additional approval; additional approval will be necessary in any other circumstance.

- For approval of a dual objective, please make this request through the Registrar's Office and also send the request by email to: vacertifications@evms.edu.
- For graduate students, the school must submit its dual objective request during the second term (semester/quarter) of the student's enrollment in graduate school.
- The school registrar must certify the total hours for the first degree and the total additional credit hours needed to achieve and complete the dual objective.
- All requests for approval of dual objectives must be signed and recommended by the Department Chair or Dean of the department, school or college involved in granting the dual objective.
- The application for dual objective requests will be sent from the Registrar's Office to the Virginia State Approving Agency (SAA). All approvals for dual objective requests are to be determined by the SAA.

GI Bill ® is a registered trademark of the U.S Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Webs site at: https://benefits.va.gov/gibill/.

Print this Page

Veterans

Print this Page

This institution is approved to offer GI Bill ® educational benefits by the Virginia State Approving Agency.

Veterans Educational Benefits

Certification for educational benefits is a service provided by the Registrar's Office. Both the Registrar and Assistant Registrar serve as School Certifying Officials.

Students using benefits for the first time: Contact the Registrar's Office at vacertifications@evms.edu to submit a copy of your Certificate of Eligibility, which you received from the Department of Veterans Affairs and you will be provided the link to complete the online Veteran Enrollment Request Form (VERF) after you have registered for all of your classes. Also, if you are a student who has previously used benefits for a different program at another school prior to attending EVMS or request to later change programs while attending EVMS, the applicable VA FORM 22-1995 or 22-5495, Change of Program/Place of Training Form may be required depending on your chapter and type of benefit.

Continuing students using benefits: Prior to the upcoming term's registration, students will receive a reminder email from the Registrar with instructions on continuing the process. Reply to that email from your EVMS student email account each term to confirm continued enrollment in the benefit usage process. Students are required to complete the online Veteran Enrollment Request Form (VERF) each term they request certification. Students may also elect NOT to receive benefits for any given term. Students who do not complete the online Veteran Enrollment Request Form (VERF) or a non-response is taken as the student's election not to receive benefits for the term in question.

Additionally, anytime a student makes changes to their enrollment, the online Veteran Enrollment Adjustment Form (VEAF) must be completed and submitted to the Registrar's Office at vacertifications@evms.edu for processing so the appropriate changes can be reported to the Department of Veterans Affairs.

Veterans Access, Choice, and Accountability Act of 2014, U.S. Code, 38 U.S.C.367(c)

The following covered individuals shall be charged a rate of tuition not to exceed the in-state rate for tuition and fees purposes:

- A Veteran using educational assistance under either chapter 30 (Montgomery G.I. Bill - Active Duty Program) or chapter 33 (Post-9/11 G.I. Bill), of title 38, United States Code, who lives in Virginia while attending a school located in Virginia (regardless of his/her formal State of residence) and enrolls in the school within three years of discharge or release from a period of active duty service of 90 days or more.
- Anyone using transferred Post-9/11 GI Bill benefits (38 U.S.C. § 3319) who lives in Virginia while attending a school located in Virginia (regardless of his/her formal State of residence) and enrolls in the school within three years of the transferor's discharge or release from a period of active duty service of 90 days or more.
- Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school. The person so described must have enrolled in the school prior to the expiration of the three year period following discharge or release as described above and must be using educational benefits under either chapter 30 or chapter 33 of title 38, United States Code.
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in Virginia while attending a school located in Virginia (regardless of his/her formal State of residence).
- Anyone using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. § 3319) who lives in Virginia while attending a school located in Virginia (regardless of his/her formal state of residence) and the transferor is a member of the uniformed service who is serving on active duty.

Title 38 U.S.C. 3679(c) is amended effective August 1, 2022 to include anyone using educational assistance under chapter 35 (Dependent Educational Assistance):

The following individuals shall be charged the in-state rate, or otherwise considered a resident, for tuition purposes:

- A veteran using educational assistance under either Chapter 30 (Montgomery G.I. Bill® - Active Duty Program) or Chapter 33 (Post-9/11 G.I. Bill), of Title 38, United States Code, who lives in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of their formal state of residence).
- Anyone using transferred Post-9/11 GI Bill benefits who lives in the state where the IHL is located, and the transferor is a member of the uniformed service serving on active duty.
- A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9) who lives in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of their formal state of residence).
- A spouse or child using benefits under Survivors' and Dependents' Education Assistance (Chapter 35) living in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of their formal state of residence).
- An individual using educational assistance under chapter 31, Veteran Readiness and Employment (VR&E) who lives in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of their formal state of residence) effective for courses, semesters, or terms beginning after March 1, 2019.
- Anyone described above remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same institution. Therefore, the described person must be enrolled in the institution and use educational benefits under Chapters 30, 31, 33 or 35 of Title 38, United States Code.

The policy shall be read to be amended as necessary to be compliant with the requirements of 38 U.S.C. 3679 as amended.

Note: All active duty service members or veterans who were honorably discharged more than 3 years before their enrollment at the institution may contact the Registrar's Office for questions on in-state eligibility.

EVMS Veterans policy permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to our Registrar's Office a copy of their Certificate Of Eligibility (COE) for entitlement to educational assistance under Chapter 31 or Chapter 33 (a "Certificate of Eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website also known as "eBenefits", or a VAF 28-1905 form for Chapter 31 authorization of educational assistance) and ending on the earlier of the following dates:

1. The date on which payment from the VA is made to the institution.
2. Ninety days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

In accordance with EVMS Accounts Receivable and Student Billing Policy, EVMS Veterans Policy is in agreement with VA Delayed Payment Compliance as of August 1, 2019, which ensures that our educational institution will not:

- Impose any penalty, including the assessment of late fees
- Deny access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding or payment from the VA under Chapters 31 or 33.

Note: Per EVMS Accounts Receivable and Student Billing Policy, because tuition is due in full on the first day of class, EVMS may require additional payment or impose a fee for the amount that is the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement if the amount of the VA education benefit disbursement does not cover the full tuition amount that is due.

Amended as part of Colonel John M. McHugh, section 3679 of title 38, United States Code

NOTE: A ***Covered Individual*** is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits, or chapter 35, Dependents Education Assistance.

- **EVMS Veterans Policy permits** any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31, 33, or 35 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website - eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

- Per EVMS Student Accounts Receivable Policy, EVMS will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrows additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31, 33, or 35.

Virginia State Approving Agency (SAA)

The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. Their office investigates complaints of GI Bill beneficiaries. While most complaints should initially follow the EVMS School Grievance Policy, if the situation cannot be resolved at or by EVMS, the beneficiary should contact the SAA via email at: saa@dvs.virginia.gov

Dual Objectives

A request for approval of dual objectives is required for students receiving VA benefits.

A program of education may lead to more than one educational, professional, or vocational objective if all objectives pursued are generally recognized as being reasonably related to a single career field. The objectives do not necessarily have to be on the same professional or technical level. For example, a student may want to concurrently pursue two different degrees or pursue a degree and a certificate.

A combination of two approved degree programs at the same school does not need additional approval; additional approval will be necessary in any other circumstance.

- For approval of a dual objective, please make this request through the Registrar's Office and also send the request by email to: vacertifications@evms.edu.
- For graduate students, the school must submit its dual objective request during the second term (semester/quarter) of the student's enrollment in graduate school.
- The school registrar must certify the total hours for the first degree and the total additional credit hours needed to achieve and complete the dual objective.
- All requests for approval of dual objectives must be signed and recommended by the Department Chair or Dean of the department, school or college involved in granting the dual objective.
- The application for dual objective requests will be sent from the Registrar's Office to the Virginia State Approving Agency (SAA). All approvals for dual objective requests are to be determined by the SAA.

GI Bill ® is a registered trademark of the U.S Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Webs site at: https://benefits.va.gov/gibill/.

Print this Page

Course Descriptions

Contract All Courses |

Other Courses

CLK 301 - Clerkship: Transition into Practice Series

Transiton into clinical practice.

USIE 900 - Research

Varies 2, 4, 6 Credit Hours
The goal of this course is submission of the doctoral candidate's research proposal to IRB and receiving approval to collect data.

Anesthesia

ANS 401 - Clinical Anesthesia

Practical and theoretical aspects of anesthetic techniques with special emphasis on selection of the anesthetic technique of choice and contraindications to different anesthetic techniques. Selected references recommended to be read before elective.

ANS 403 - Pediatric Clinical Anesthesia

The clinical anesthesia elective offered at Children's Hospital of The King's Daughters/Eastern Virginia Medical School will provide the medical student with practical and theoretical aspects of anesthetic techniques as they apply to the subspecialty of pediatric anesthesia with special emphasis on the differences between the adult and the pediatric patient in areas of airway management, fluid management, preoperative and postoperative evaluation and care. There will be hands-on experience with managing the pediatric airway including insertion of oral airways, laryngoscopy and intubation; there will also be hands-on experience in the techniques of intravenous access. Participation in resident's didactic session will be optional. Due to the very specialized nature of pediatric anesthesia, previous experience in adult anesthesia is strongly recommended. Students with this prior anesthesia experience will be given preference. Course length is 2 weeks with the option to extend to 4 weeks for those students planning to go into the anesthesiology field. Before signing up for this course, please email Ms. Lisa Seate, Lisa.Seate@chkd.org
, with your motivations for taking this course and details of your past anesthesia experience.

ANS 415 - Anesthesiology Acting Internship

During your Acting Internship in Anesthesiology, you will be working one-on-one with a senior anesthesiology resident in operating rooms and procedural sites throughout the hospital. You will be directly assisting in providing general anesthesia and monitored anesthesia care to a wide variety of patients. You will be expected to be an active participant in care and will be given the opportunity to practice life-saving skills including mask ventilation, oral/nasal airway placement, intravenous catheter placement, laryngeal mask airway placement, and endotracheal intubation. You may also have the opportunity to perform or assist with advanced skills such as arterial line, central line, or epidural catheter placement. The skills you gain during this clerkship are broadly applicable to a wide variety of medical fields, but are particularly suited to those medical students who intend to pursue a residency in anesthesiology.

ANS 998 - Anesthesiology

Non-site-specific elective with a member of the EVMS faculty

ANS 999 - Anesthesiology

Away elective

Art Therapy

ATC 502 - Basic Counseling and Art Psychotherapy Skills

3 Credit Hours
Students will learn and develop basic counseling and art psychotherapy skills through didactic lectures, readings, in class role plays, and practica fieldwork to experience therapeutic and client relationships. Students will facilitate intake, risk assessment, art therapy assessment, and basic counseling and art psychotherapy skills with Standardized Patients. Students will experience the client role through process groups. Students will attend clinical case presentations and additional preparatory trainings.

ATC 505 - Advanced Counseling and Art Psychotherapy Skills I

1 Credit Hours
This course combines academic discussion and in-class practical applications of advanced counseling and art psychotherapy skills. Students will demonstrate knowledge in micro-skills: self-disclosure, challenge and confrontation, accurate empathy, and immediacy, client selection, crisis intervention, case management, case formulation, and theoretical orientation. Students will demonstrate the ability to integrate theory with advanced counseling and psychotherapy skills via weekly in-class practical applications and three reflective papers.

ATC 513 - Research Methods and Program Evaluation

3 Credit Hours
This course provides students with the opportunity to understand the purposes, methods, and the ethical, legal, and cultural considerations of research. Students will demonstrate the necessary skills to design and prepare to conduct a research study and/or program evaluation. Students will learn how to use research, research skills, and findings to assess effectiveness of mental health, art therapy, and counseling services by becoming an informed consumer of mental health, counseling, and art therapy research.

ATC 513-0 - Research Methods and Program Evaluation

0 Credit Hours
This course provides students with the opportunity to understand the purposes, methods, and the ethical, legal, and cultural considerations of research. Students will demonstrate the necessary skills to design and prepare to conduct a research study and/or program evaluation. Students will learn how to use research, research skills, and findings to assess effectiveness of mental health, art therapy, and counseling services by becoming an informed consumer of art therapy research.

ATC 513-3 - Research Methods and Program Evaluation

3 Credit Hours
This course introduces the student to basic tenets of planning, conducting, and evaluating research. Aspects of research which are specific and unique to art therapy are introduced and discussed. Basic designs and components of research methods are explored.

ATC 520 - Group Counseling and Psychotherapy

3 Credit Hours
This course includes the study of group counseling and psychotherapy techniques and practice. Emphasis is on use of group dynamics, process illumination, and stages of group development. Cultural and ethical issues are explored.

ATC 521 - Individual Counseling and Psychotherapy

3 Credit Hours
This course provides students with the opportunity to integrate various theoretical approaches to individual counseling and psychotherapy and their relation to art psychotherapy approaches. The therapist's values and ethics are addressed. Principles of dynamics, therapeutic factors, therapist and client roles and behaviors, leadership styles and approaches, selection criteria, art-based communication, and short- and long-term individual art therapy and counseling will be reviewed. The goal of the course is to provide the student with an opportunity to continue the development of an approach to individual counseling, psychotherapy, and art therapy.

ATC 524 - Processes and Materials of Art Psychotherapy I

4 Credit Hours
This course is designed so that the student will directly experience the therapeutic usefulness and understand the psychological implications of a variety of materials and processes. Students become familiar with the language of art and the range of possible therapeutic responses. Students learn the theory and application of the Expressive Therapies Continuum (ETC).

ATC 528 - Theories of Human Psychological Development

3 Credit Hours
Following a family life cycle perspective, students explore human psychological development from birth to death. Students are exposed to various theories of personality development. Cultural and environmental influences are addressed.

ATC 529 - Case Presentation Skills

1 Credit Hours
Students develop presentation skills and learn to effectively communicate clinical case material.

ATC 530 - Psychopathology

3 Credit Hours
Students learn descriptive criteria for psychiatric diagnoses, the use of the DSM V-TR, and theories of psychopathology. A goal of the course is for students to develop an ability to recognize behavioral and art indicators of functional and organic disorders.

ATC 533 - Clinical Specialties (varied)

Varies .5,1,1.5,2,2.5,3 Credit Hours
Clinical Specialties are clinical and professional development topics that you attend outside of your regularly scheduled coursework. Clinical Specialties are credits earned for attending additional education offerings, clinical case presentations, psychiatry department grand rounds, educational seminars, workshops, symposiums, trainings, and other educational experiences offered by the GATCP, EVMS, professional trainings, seminars, or other professionally documented trainings. The course is designed to encourage

participation in ongoing education beyond the required curriculum of the GATCP. The clinical specialties course intends to offer and award credit for student initiative in expanding his/her knowledge to become a well-rounded art therapist.

ATC 534 - Introduction to the History and Theory of Art Therapy

1 Credit Hours
This course offers an overview of the history and growth of art therapy as a discipline, along with an overview of theoretical approaches that have evolved from the founding practitioners in the field. Students develop a specific definition of art therapy that conveys a personal approach, as well as a clear understanding of the role of art therapists in various work settings. Current developments and future directions within the field are also explored.

ATC 535 - Art Therapy in the Schools

1 Credit Hours
This elective course introduces principles underlying comprehensive school art therapy service delivery. Topics explored include special and alternative education settings, program development, and research supporting art therapy in schools.
Prerequisites Permission of Program Director is required.

ATC 547 - Individual Supervision I

1 Credit Hours
The student receives one hour of individual supervision per week from a registered art therapist. Supervision provides opportunities for integration of didactic information with clinical experience. Through supervision, students explore verbal, behavioral, and artistic communication along with assessment and treatment dynamics.

ATC 548 - Assessment

3 Credit Hours
Students explore the fundamentals of psychological testing and art-based assessment of mental and emotional functioning, and become familiar with a variety of specific instruments and procedures used in appraisal and evaluation in psychotherapy, counseling, and art therapy. Students are introduced to principles of case formulation for developing treatment plans from assessment results. In addition, students learn to administer and document the Art Therapy Projective Imagery Assessment.

ATC 549 - Processes and Materials of Art Psychotherapy II

4 Credit Hours
This course is designed so that the student will directly experience the therapeutic usefulness and understand the psychological implications of a variety of materials and processes. Students apply advanced understanding of the language of art and the range of possible therapeutic responses. Students learn the theory and application of the Expressive Therapies Continuum (ETC).

ATC 551 - Practicum I

0.5 Credit Hours
Three days per week (16 hours) are spent at the site for two weeks to enable the student to prepare for the internship through observation and practice.

ATC 555 - Internship I

2.5 Credit Hours
Three days per week (18 hours) are spent at the site, for 13 weeks. Students provide Art Therapy-Projective Imagery Assessments, individual, group and/or family art therapy for 9 hours per week. The other hours on site are for students to attend team meetings, in-service conferences, and all related milieu activities, and to complete documentation. Students rotate through one site per semester in order to obtain experience with children, adolescents, and adults. A minimum of one placement in a mental health facility is required. Students within the specialty tracks of art therapy in the schools, medical art therapy, or family art therapy are afforded that placement focus.

ATC 562 - Medical Art Therapy

1 Credit Hours
This course reviews the clinical implications for art therapy in medical settings to include diagnoses, management and treatment of various medical disorders, overviews of practice settings, and psychological impacts of medical illness. This course provides foundational concepts and experiences related to ethical practice of art therapy in medical settings.
Prerequisites Permission of Program Director is required.

ATC 567 - Group Supervision Counseling and Psychotherapy with Children

1.5 Credit Hours
Students meet in a supervision group (no more than 1:8 for 1.5 hours), with a registered art therapist, to discuss clinical topics related to the treatment of children/adolescents/adults and couples and their families in various settings. Students use case examples from their internship sites to explore art expression, assessments, treatment planning, treatment approaches, relationship dynamics, and treatment team interactions.

ATC 569 - Group Supervision Counseling and Psychotherapy Children

1.5 Credit Hours
Students meet in a supervision group (no more than 1:8 for 1.5 hours), with a registered art therapist, to discuss clinical topics related to the treatment of

children/adolescents/adults and couples and their families in various settings. Students use case examples from their internship sites to explore art expression, assessments, treatment planning, treatment approaches, relationship dynamics, and treatment team interactions.

ATC 571 - Group Supervision Counseling and Psychotherapy with Children

1.5 Credit Hours
Students meet in a supervision group (no more than 1:8 for 1.5 hours), with a registered art therapist, to discuss clinical topics related to the treatment of children/adolescents/adults and couples and their families in various settings. Students use case examples from their internship sites to explore art expression, assessments, treatment planning, treatment approaches, relationship dynamics, and treatment team interactions.

ATC 576 - Practicum and Internship I

3 Credit Hours
Students attend practicum experience for 100 hours over 10 weeks during their first practicum & internship semester to engage and learn about the treatment setting. Students work with clients for 40 hours of direct contact over the 100 hours and 10 weeks. Students then continue at the setting for internship. And/or - Students attend internship 18 hours per week up to 16 weeks. Students earn 120 direct client contact hours each semester in art therapy and 240 direct client contact hours for counseling over 3 internship semesters. Students provide counseling, counseling interventions, Art Therapy Projective Imagery Assessments, individual, group and/or family art therapy and counseling for an average minimum of 9 hours per week. The other hours on site are for students to attend team meetings, inservice conferences, and all related milieu activities, and to complete documentation. Students rotate through one site per semester to obtain experience with children, adolescents, and adults. A minimum of one placement in a mental health (psychiatric) setting is required.

ATC 605 - Advanced Counseling and Art Psychotherapy Skills II

1 Credit Hours
This course combines academic discussion and in-class practical applications of advanced counseling and art psychotherapy skills. Students will demonstrate knowledge in assessment, treatment planning, case formulation, theoretical orientation, and advanced application of counseling and art psychotherapy skills through integration with application of the Expressive Therapies Continuum. Students will demonstrate the ability to integrate theory with advanced counseling and psychotherapy skills via weekly in-class practical applications and three reflective papers.

ATC 607 - Capstone Project

1-2 Credit Hours
The student develops and executes a project of excellence based on the literature in art therapy and counseling. The student completes, defends, and submits the Capstone Project.

ATC 615 - Family Counseling and Psychotherapy

3 Credit Hours
In this elective course, students develop a thorough understanding of current family systems theory, the family life cycle, evaluation, and practice. Students improve their objectivity as family psychotherapists as they develop insights about their own families of origin. This course prepares the students to administer verbal and projective imagery family evaluations and to conceptualize family dynamics from various theoretical perspectives.
Prerequisites Permission of Program Director is required.

ATC 616 - Clinical Case Conference II

1 Credit Hours
Students demonstrate the ability to effectively communicate clinical material and integrate theory and practice through structured case presentations.

ATC 617 - Ethics and Professionalism

3 Credit Hours
This course addresses professional identity, professional ethics, and the ethical practices of art therapy and counseling. Students prepare to enter the job market and review the requirements for professional credentialing and licensure.

ATC 632 - Addictions

3 Credit Hours
This course provides an overview of the field of Addiction Studies. Topics that will be covered include drugs and society, substance and process addictions, evidence-based best practices for the substance abuse counselor, assessment, the recovery process, addiction and the family, and prevention strategies. This course covers diagnosis and treatment of addictive disorders and includes an overview of the philosophies and evidenced-based best practices, policies, and outcomes of the most generally accepted models of treatment, recovery, relapse prevention, and continuing care for addictions and other substance abuse related problems. Students also gain awareness of the impact of drug abuse on society and an appreciation of the cultural context within which addiction and recovery occurs.

ATC 633 - Clinical Specialties (varied)

Varies .5,1,1.5,2,2.5,4 Credit Hours
Clinical Specialties are clinical and professional development topics that you attend outside of your regularly scheduled coursework. Clinical Specialties are credits earned for attending additional education offerings, clinical case presentations, psychiatry department grand rounds, educational seminars, workshops, symposiums, trainings, and other educational experiences offered by the GATCP, EVMS, professional trainings, seminars, or other professionally documented trainings. The course is designed to encourage participation in ongoing education beyond the required curriculum of the GATCP. The clinical specialties course intends to offer and award credit for student initiative in expanding his/her knowledge to become a well-rounded art therapist.

ATC 634 - Career Counseling

3 Credit Hours
This elective course includes the study of theory and process of career counseling. Students will acquire skills to incorporate career development theory into the practice of counseling. Students will be introduced to career assessment tools and occupational methods.

ATC 635 - Art Therapy in the Schools

1 Credit Hours
This elective course introduces principles underlying comprehensive school art therapy service delivery. Topics explored include special and alternative education settings, program development, and research supporting art therapy in schools.
Prerequisites Permission of Program Director is required.

ATC 638 - Countertransference/Jung

1 Credit Hours
This elective course facilitates through reading and discussion the exploration of the impact of transference and countertransference in work with patients. The impact on the therapist is explored with depth and implications for informing work with patients is explored.
Prerequisites Permission of Program Director is required.

ATC 639 - Exploration of the Psyche

1 Credit Hours
This elective course aims to enliven the students' understanding of the psyche and its processes, and to increase their understanding of the psychic processes both in the therapeutic process and in their own lives.
Prerequisites Permission of Program Director is required.

ATC 646 - Individual Supervision II

1 Credit Hours
The student receives one hour of individual supervision per week from a registered art therapist. Supervision provides opportunities for integration of didactic information with clinical experience. Through supervision, students explore verbal, behavioral, and artistic communication along with assessment and treatment dynamics.

ATC 647 - Individual Supervision III

1 Credit Hours
The student receives one hour of individual supervision per week from a registered art therapist. Supervision provides opportunities for integration of didactic information with clinical experience. Through supervision, students explore verbal, behavioral, and artistic communication along with assessment and treatment dynamics.

ATC 649 - Creativity, Symbolism and Metaphor

3 Credit Hours
This course reviews various theories and models of creativity, symbolism, metaphor, and artistic language. The types, formation, and roles of symbolism and its relation to psychopathology and mental health, and the role of metaphor in therapy are explored. Students explore the function and interpretation of symbols in dreams, artwork, world religions, myths and fairy tales, and daily life and examine the role of symbolism in assessment and therapy. Students develop a deeper understanding of symbolic language to enhance their understanding of their own inner experiences and those of their clients.

ATC 652 - Medical Art Therapy

1 Credit Hours
This elective course provides an introduction to the use of art therapy in a medical setting. Topics explored include developmental perceptions of illness, death and dying, hospitalization, and body image throughout the life span as well as research supporting art therapy as a treatment modality for persons with medical illnesses.
Prerequisites Permission of Program Director is required.

ATC 655 - Trauma Informed Art Psycotherapy and Counseling

1 Credit Hours
This elective course will review and engage students in the current literature of Trauma Informed Art Therapy Practices and additional materials. The objective is for the student to build skills and understanding of how to treat survivors of trauma, understand the etiology of behaviors, emotions, and functioning related to trauma, and develop age-appropriate treatment plans based in best art therapy practice. Permission of Program Director is required.

ATC 658 - Independent Study Research Methods

1 Credit Hours
Need course description from program

ATC 659 - Cultural Humility

3 Credit Hours
This course supports the development of culturally humble art therapists and counselors through multicultural orientation with regard to intersecting identities including age,

gender, sexual orientation, ethnicity, nationality, socio-economic status, developmental ability, physical ability, education, family values, and religious and spiritual values. Through review of the current literature, application to clinical practice, and self-assessment, students will explore culture and their own unintentional biases, develop strategies for working with diverse individuals, groups, and communities, foster critical thinking skills, and explore the role of the art therapist in culturally alert and responsive practices for art therapy, social justice, and advocacy.

ATC 667 - Group Supervision Counseling and Psychotherapy with Adults

1.5 Credit Hours
Students meet in a supervision group (no more than 1:8 for 1.5 hours), with a registered art therapist, to discuss clinical topics related to the treatment of children/adolescents/adults and couples and their families in various settings. Students use case examples from their internship sites to explore art expression, assessments, treatment planning, treatment approaches, relationship dynamics, and treatment team interactions.

ATC 669 - Group Supervision Counseling and Psychotherapy Adults

1.5 Credit Hours
Students meet in a supervision group (no more than 1:8 for 1.5 hours), with a registered art therapist, to discuss clinical topics related to the treatment of children/adolescents/adults and couples and their families in various settings. Students use case examples from their internship sites to explore art expression, assessments, treatment planning, treatment approaches, relationship dynamics, and treatment team interactions.

ATC 670 - Group Supervision Counseling and Psychotherapy with Adolescents

1.5 Credit Hours
Students meet in a supervision group (no more than 1:8 for 1.5 hours), with a registered art therapist, to discuss clinical topics related to the treatment of children/adolescents/adults and couples and their families in various settings. Students use case examples from their internship sites to explore art expression, assessments, treatment planning, treatment approaches, relationship dynamics, and treatment team interactions.

ATC 672 - Group Supervision Counseling and Psychotherapy Adolescents

1.5 Credit Hours
Students meet in a supervision group (no more than 1:8 for 1.5 hours), with a registered art therapist, to discuss clinical topics related to the treatment of children/adolescents/adults and couples and their families in various settings. Students use case examples from their internship sites to explore art expression, assessments, treatment planning, treatment approaches, relationship dynamics, and treatment team interactions.

ATC 673 - Group Supervision Counseling and Psychotherapy Adults

1.5 Credit Hours
Students meet in a supervision group (no more than 1:8 for 1.5 hours), with a registered art therapist, to discuss clinical topics related to the treatment of children/adolescents/adults and couples and their families in various settings. Students use case examples from their internship sites to explore art expression, assessments, treatment planning, treatment approaches, relationship dynamics, and treatment team interactions.

ATC 674 - Group Supervision Counseling and Psychotherapy Adolescents

1.5 Credit Hours
Students meet in a supervision group (no more than 1:8 for 1.5 hours), with a registered art therapist, to discuss clinical topics related to the treatment of children/adolescents/adults and couples and their families in various settings. Students use case examples from their internship sites to explore art expression, assessments, treatment planning, treatment approaches, relationship dynamics, and treatment team interactions.

ATC 676 - Practicum and Internship II

3 Credit Hours
Students attend their practicum experience 32 hours per semester to engage and learn about different treatment settings. Students rotate through one site per semester in order to obtain experience with children, adolescents, and adults for the first 2 weeks of each clinical semester. Students attend internship 18 hours per week for 14 weeks. Students provide Art Therapy Projective Imagery Assessments, individual, group and/or family art therapy for an average minimum of 9 hours per week. The other hours on site are for students to attend team meetings, inservice conferences, and all related milieu activities, and to complete documentation. Students rotate through one site per semester in order to obtain experience with children, adolescents, and adults.
Prerequisites A minimum of one placement in a mental health (psychiatric) facility is required

ATC 677 - Practicum and Internship II

3 Credit Hours
Students attend practicum experience for 100 hours over 10 weeks during their first practicum & internship semester to engage and learn about the treatment setting. Students work with clients for 40 hours of direct contact over the 100 hours and 10 weeks. Students then continue at the setting for internship. And/or - Students attend internship 18 hours per week up to 16 weeks. Students earn 120 direct client contact hours each semester in art therapy and 240 direct client contact hours for counseling over 3 internship semesters. Students provide counseling, counseling interventions, Art Therapy Projective Imagery Assessments, individual, group and/or family art therapy and counseling for an average minimum of 9 hours per week. The other hours on site are for students to attend team meetings, inservice conferences, and all related milieu activities, and to complete documentation. Students rotate through one site per semester to obtain experience with children, adolescents, and adults. A minimum of one placement in a mental health (psychiatric) setting is required.

ATC 678 - Practicum and Internship III

3 Credit Hours
Students attend practicum experience for 100 hours over 10 weeks during their first practicum & internship semester to engage and learn about the treatment setting. Students work with clients for 40 hours of direct contact over the 100 hours and 10 weeks. Students then continue at the setting for internship. And/or - Students attend internship 18 hours

per week up to 16 weeks. Students earn 120 direct client contact hours each semester in art therapy and 240 direct client contact hours for counseling over 3 internship semesters. Students provide counseling, counseling interventions, Art Therapy Projective Imagery Assessments, individual, group and/or family art therapy and counseling for an average minimum of 9 hours per week. The other hours on site are for students to attend team meetings, inservice conferences, and all related milieu activities, and to complete documentation. Students rotate through one site per semester to obtain experience with children, adolescents, and adults. A minimum of one placement in a mental health (psychiatric) setting is required.

ATC 680 - Trauma and Neuroscience Informed Counseling & Art Psychotherapy

3 Credit Hours
This course will review and engage students in the current literature of Trauma and Neuroscience Informed Counseling & Art Psychotherapy Practices and additional materials. The objective is for the student to build skills and understanding of how to treat survivors of trauma, understand the etiology of behaviors, emotions, and functioning related to trauma, and develop age-appropriate treatment plans based in best art therapy practice. In addition, students will develop an understanding of brain based science and neuro informed practices in counseling and art psychotherapy.

ATC 685 - Community Art

1 Credit Hours
This course introduces students to philosophies, theories, and practices of community art and socially engaged art in various community settings and projects.

ATC 687 - Trauma and Neuroscience Informed Counseling & Art Psychotherapy

3 Credit Hours
The course will review and engage students in the current literature of neuroscience as it applies to trauma work in art psychotherapy and counseling. The objective is for the student to build advanced skills in understanding of neuroscience concepts applied to the treat survivors of trauma, understand the etiology of behaviors, emotions, and functioning related to trauma, and develop treatment plans based in practice.

ATC 701 - Applied Cultural Sensitivity in Art Psychotherapy and Counseling (Study Abroad)

4 Credit Hours
This elective course will engage students in cultural immersion to learn about cultural similarities and differences in art, the arts, and art psychotherapy, and varied aspects of the impacts of trauma (war trauma, trauma experiences of families, combat trauma, survivors of sex trafficking, and historical trauma). Students will engage in content and experientials that explore art expression, role of art, artists, therapists, and art therapists in society, art/crafts processes, preferences or prohibitions to various art processes or media, and conventional/cultural symbolism; cultural appropriation in art therapy; and cultural sensitivity to the use of art processes and materials in art therapy for trauma informed approaches integrated into art psychotherapy and counseling in various community settings.

ATC 702 - Applied Cultural Sensitivity in Art Psychotherapy and Counseling (Study Abroad)

4 Credit Hours
This elective course will engage students in cultural immersion to learn about cultural similarities and differences in art, the arts, and art psychotherapy, and varied aspects of the impacts of trauma (war trauma, trauma experiences of families, combat trauma, survivors of sex trafficking, and historical trauma). Students will engage in content and experientials that explore art expression, role of art, artists, therapists, and art therapists in society, art/crafts processes, preferences or prohibitions to various art processes or media, and conventional/cultural symbolism; cultural appropriation in art therapy; and cultural sensitivity to the use of art processes and materials in art therapy for trauma informed approaches integrated into art psychotherapy and counseling in various community settings.

ATC 705 - Trauma and Neuroscience Informed Therapy

3 Credit Hours
Need description

Biomedical Sciences

BM 501 - Foundations of Disease

10 Credit Hours
Foundations of Disease teaches foundational knowledge that provides the fundamental building blocks necessary to progress to subsequent organ system modules within the curriculum. This course covers molecular cell biology and biochemistry, the interaction of cells with their environment, including the structure and function of tissues, electrical activity in cellular function, autonomic physiology, and the basic principles of pharmacology.

The course prioritizes the principles for discriminating healthy from pathologic conditions and predicting clinical manifestations from available data. It further integrates the general mechanisms of disease with an introduction to pathology and genetics. Microorganisms are introduced to provide context for the foundations of immunology, infectious disease, and relevant pharmacology.

Students will also learn and apply the basic principles of biostatistics and the scientific method as they apply them to clinical problems Evidence-Based Medicine (EBM).

BM 502 - Introduction to Organ Systems

8 Credit Hours
Introduction to Organ Systems represents the transition to organ system courses in the Care Forward Curriculum. Students will explore the histology, immunology, microbiology, pathology, physiology/pathophysiology, and pharmacology of the following - heme, musculoskeletal (muscle/bone), skin, and gastrointestinal organ systems. Integration is achieved across all major medical basic science disciplines, from normal anatomic and physiologic functions to abnormal disease states to relevant pharmacotherapy.

BM 503 - Hormones

4 Credit Hours
The Hormones course will enable students to acquire and apply knowledge of internal homeostasis/metabolism from basic science to clinical situations. Students will review the embryological and anatomical development of the endocrine system; they will acquire and apply physiological, pharmacological, and pathological knowledge necessary to prevent, evaluate, and treat metabolic, and endocrine disorders.

BM 519 - Presentation Skills and Professional Knowledge

3 Credit Hours
Presentation and Professional Knowledge Skills is a team based course covering non-academic aspects of the admissions process including practice interviews and history/vitals using standardized patients in small groups; application strategies; AMCAS application, personal statement; the role of healthcare team (various allied health professions) in delivering medical care; community medicine; coping skills (personality types, cultural issues, interview anxieties, effective study strategies, setting goals and failure); ethics and healthcare economics.

BM 522 - MCAT Preparation

2 Credit Hours
Students take an MCAT preparation course taught by the Princeton Review during the first year of the program. EVMS faculty advisors and academic counselors will monitor students' progress in the course. Approximately 60 hours of in-class preparation per semester.
Prerequisites This course requires an additional fee.

BM 523 - MCAT Preparation

2 Credit Hours
Students take an MCAT preparation course taught by the Princeton Review during the first year of the program. EVMS faculty advisors and academic counselors will monitor students' progress in the course. Approximately 60 hours of in-class preparation per semester.
Prerequisites This course requires an additional fee.

BM 524 - Clinical Shadowing and Service Learning

1 Credit Hours
Clinical Shadowing and Service Learning opportunities are arranged through the School of Medicine. Students are expected to participate in approximately 3 hours/week of shadowing and service learning experiences. Participation in these activities will be monitored by EVMS faculty advisors and academic counselors.

BM 525 - Medical School Prep

1 Credit Hours
Medical School Prep will discuss the expectations of a medical student/physician, on overview of community engaged learning opportunities, and application preparation guidance. The 15 AAMC Core Compentencies for medical school students will be reviewed, why they are important in a future career as a physician, and how one might display them through application materials. Students will also be instructed on how to participate in Community Engaged Learning at EVMS, and an average of 40 hours each semester of engagement will be required. Finally, the MD and DO medical school applications will be reviewed, including personal statements and topics such as how to decide where to apply and budgeting for the application cycle will be discussed. Twice a semester reflections will be due covering topics such as characteristics of a good medical student/physician and resilience and wellness.

BM 529 - Foundational Science

8 Credit Hours
Foundational Science introduces students to molecular and cell biology, biochemistry, and histology from an intracellular perspective. In addition, students will be introduced to the fundamental principles of biostatistics and develop skills required to obtain a complete patient-centered medical history. This course provides the foundational building blocks necessary to progress to subsequent modules in the curriculum.

BM 530 - Foundational Science II

5 Credit Hours
The Foundational Sciences 2 module addresses the fundamentals of organ structure and function, and builds upon the foundations of clinical practice laid in earlier modules. Students will be able to apply the principles and process of organ structure and function to effective practice.

BM 531 - General Mechanisms of Disease

6 Credit Hours
Cross-listed: MCHA 530

The General Mechanisms of Disease module serves as a transition from the foundational modules to the organ systems modules. It focuses on the general mechanisms of disease, introducing students to microbiology and infectious disease, principles for discriminating healthy from unhealthy conditions, and predicting clinical manifestations from available data. Students will interpret clinical data and prioritize differential diagnoses and management plans. Students will also conduct integrated and focused physical examinations based on chief complaint and history.

BM 532 - Skin, Muscle and Bone

4 Credit Hours
The Skin, Muscle and Bone module provides students with the tools to recognize the causes and potential diseases of the integumentary and musculoskeletal systems. Through integration of these systems, the students will develop the ability to diagnose and create management plans for diseases of skin, muscle, and bones based on signs, symptoms, complaints, and diagnostic results.

BM 533 - Gastrointestinal System and Metabolism

5 Credit Hours
The Gastrointestinal System and Metabolism module provides students with the tools to recognize causes and potential gastrointestinal and metabolic diseases. Students will develop the ability to develop diagnoses and management plans for gastrointestinal system and metabolic diseases based on signs, symptoms, complaints, and diagnostic results.

BM 534 - MCAT Preparation

4 Credit Hours
The students will take an MCAT preparation course taught by Kaplan Test Prep during the spring of year 1. EVMS faculty advisors and academic counselors will monitor students' progress in the course.

BM 536 - Human Structure

7 Credit Hours
The Human Structure course is devoted to developing a three-dimensional understanding of the human body. Information will be presented in various formats using online, live and interactive methods followed by a dissection of a human donor in the human anatomy laboratory. This is a course designed for active, self-motivated learners who carry a strong professional drive to master the content. Materials will cover the following: 1. Anatomical concepts and structures 2. Clinical applied anatomy 3. Medical imaging (plain film, CT, MRI, US) and 4. Developmental anatomy.

Biomedical Sciences-Research

BP 700 - Molecules to Cells

2 Credit Hours
The Molecules to Cells course presents the basic cellular functions and processes. This course is divided into three modules which study genome and gene expression, biochemistry of the cell, cell organelles, the cytoskeleton and protein trafficking.

BP 701 - Molecular and Cellular Techniques

2 Credit Hours
This course provides an opportunity for students to gain an understanding of research techniques commonly employed in research laboratories.

BP 703 - Cell Communication and Signaling

3 Credit Hours
This is a foundational course covering basic cell membrane functions, cell signaling, cell specialization and immunology.

BP 704 - Molecular Genetics

2 Credit Hours
Molecular Genetics will teach students the key aspects of molecular genetics including the important concept of genetic dissection as well as mutational analysis of gene and pathway function.

BP 706 - Cell Energetics and Organ Function

4 Credit Hours
This course integrates elements of cellular metabolism with organ system physiology. Students will gain an understanding of and critically discuss the cellular metabolic pathways required for normal function and the systemic organ function with a focus on human physiology.

BP 708 - Oral Communication Forum

1 Credit Hours
Students host seminar presentations in various research areas such as tumor biology, infectious diseases, immunology, molecular cell biology, cardiovascular and reproductive physiology, endocrinology and neuroscience. Journal articles describing major scientific advances are discussed and critiqued. This course is offered each year during the fall and spring semesters.

BP 709 - Scientific Writing and Research Design

3 Credit Hours
Students learn how to design and write a realistic research proposal and gain a general understanding of how different techniques can be used to address a wide range of research questions. Students gain experience in small group presentation, evaluation and discussion of current scientific literature.

BP 718 - Introduction to the Laboratory

2 Credit Hours
Cross-listed: BP 818

This intensive laboratory course introduces students to basic research techniques, including DNA purification, subcloning, polymerase chain reaction and cell culture methods.

BP 719 - Biomedical Sciences Lab Rotation I

2 Credit Hours
Cross-listed: BP 819

Students get hands-on laboratory experience in these lab rotations, with help from a pre-designated faculty member. These courses are designed for students to sample different types of research models, techniques and subject matter.

BP 720 - Biomedical Sciences Lab Rotation II

2 Credit Hours
Cross-listed: BP 820

Students get hands-on laboratory experience in these lab rotations, with help from a pre-designated faculty member. These courses are designed for students to sample different types of research models, techniques and subject matter.

BP 721 - Biomedical Sciences Lab Rotation III

2 Credit Hours
Cross-listed: BP 821

Students get hands-on laboratory experience in these lab rotations, with help from a pre-designated faculty member. These courses are designed for students to sample different types of research models, techniques and subject matter.

BP 771 - Methods and Logic in Translational Biology

4 Credit Hours
This is an advanced course that will emphasize the key elements required to successfully design and conduct translational projects. The course will serve as a bridge between basic research and the clinical manifestations of disease, and it will cover therapies of the future that are still under development.

BP 773 - Responsible Conduct in Science

1 Credit Hours
This course features a series of lectures that expose graduate students to moral and ethical dilemmas in biomedical sciences. The course will also expose students to peer review processes related to submission of grants and manuscripts.

BP 781 - Applied Bioinformatics and Biostatistics

3 Credit Hours
This course will cover quantitative statistics as well as conceptual understanding required for biomedical sciences application of such methods. The course will also provide an overview of basic bioinformatics concepts and commonly used tools and fundamental knowledge of structural bioinformatics and computer-based approaches for protein structure visualization.

BP 795 - Special Topics

2 Credit Hours
Guided readings and discussions of current research topics in a specialized area. Prerequisites: approval of instructor.

BP 798 - Research

1-6 Credit Hours
Cross-listed: BP 898

Laboratory research for Research Master's students in both thesis and non-thesis options.

BP 799 - Thesis

1-6 Credit Hours
Review of the student's literature and written presentation of research.

BP 818 - Introduction to the Laboratory

2 Credit Hours
Cross-listed: BP 718

This intensive laboratory course introduces students to basic research techniques, including DNA purification, subcloning, polymerase chain reaction and cell culture methods.

BP 819 - Biomedical Sciences Lab Rotation I

2 Credit Hours
Cross-listed: BP 719

Students get hands-on laboratory experience in these lab rotations, with help from a pre-designated faculty member. These courses are designed for students to sample different types of research models, techniques and subject matter.

BP 820 - Biomedical Sciences Lab Rotation II

2 Credit Hours
Cross-listed: BP 720

Students get hands-on laboratory experience in these lab rotations, with help from a pre-designated faculty member. These courses are designed for students to sample different types of research models, techniques and subject matter.

BP 821 - Biomedical Sciences Lab Rotation III

2 Credit Hours
Cross-listed: BP 721

Students get hands-on laboratory experience in these lab rotations, with help from a pre-designated faculty member. These courses are designed for students to sample different types of research models, techniques and subject matter.

Course Descriptions

Print this Page

Biomedical Sciences-Research

BP 895 - Special Topics in Biomedical Sciences

1-3 Credit Hours
Guided readings and discussions of current research topics in a specialized area. Prerequisite: instructor approval.

BP 898 - Research

1-6 Credit Hours
Cross-listed: BP 798

Laboratory research for Research Master's students in both thesis and non-thesis options.

Biotechnology

BP 710 - Oral Communication Forum

Students host seminar presentations in various research areas such as tumor biology, infectious diseases, immunology, molecular cell biology, cardiovascular and reproductive physiology, endocrinology and neuroscience. Journal articles describing major scientific advances are discussed and critiqued. This course is offered each year during the fall and spring semesters.

BT 707 - Microscopy and Imaging Techniques

2 Credit Hours
This is a hands-on, technical course that will focus on developing microscopy and imaging skills. The course will provide basic instruction and practice in electron microscopy, confocal and fluorescence microscopy, immunofluorescence, and image analysis.

BT 709 - Proteomic Technologies

2 Credit Hours
Laboratory course will give students an introduction to basic proteomic techniques, including 2D-gel electrophoresis and mass spectrometry.

BT 711 - Flow Cytometry

2 Credit Hours
Course covers basic knowledge and main applications of flow cytometry, and contains both lectures/tutorials and laboratory work. The students will learn: (1) Principles of flow cytometry: instrumentation for flow cytometry; probes for flow cytometry; quality control; and instrument maintenance. (2) Basic skills: flow cytometric protocol design; sample preparation; data analysis and presentation. (3) Major applications of flow cytometry in biomedical research and diagnostics.

BT 714 - Internship

3 Credit Hours
Mentored internship at an academic research laboratory or in the biotechnology sector focusing on advanced biotechnical training.

BT 716 - Internship

6 Credit Hours
Mentored internship at a biotechnology company or in a research laboratory focusing on advanced biotechnical training.

BT 719 - Advanced Molecular and Cellular Techniques

2 Credit Hours
Methods of gene manipulation and mutagenesis and immunological techniques will be discussed. Topics include deletion and site-directed mutagenesis, chimeras, use of linkers and expression tags, SDS polyacrylamide gel electrophoresis, in vitro transcription and translation.

Contemporary Human Anatomy

MCHA 500 - Clinical Gross Anatomy

5 Credit Hours
The study of anatomy (from the Greek word anatomē, ana = apart, tomē = cutting) is concerned with describing the form, structures, and functions of an organism. In learning anatomy, we approach the study of the human body by integrating anatomical knowledge into a case-based approach. Students will use this knowledge to recognize normal variation and to use this variation to describe and explain clinically relevant abnormalities. This course provides a comprehensive overview of human anatomy while also allowing students to engage in interactive lectures, participate in case-based group activities, collaborate in dissection-based laboratories **(allowances will be made to move the dissection experience to a different course in the curriculum; the case-activity labs will replace dissection),** and interact with practicing clinicians to gain clinical anatomical competence.

MCHA 501 - Instructional Methods

2 Credit Hours
The course prepares students with theoretical foundations and practical techniques to plan, apply and design appropriate instructional methods while serving as a teaching assistant. It introduces a wide range of instructional methods and discusses techniques of writing good examination questions.

MCHA 502 - Medical Imaging

2 Credit Hours
This course applies basic foundational anatomy principles to medical imaging including X-ray, MRI, CT and ultrasound. Students are expected to apply their cross-sectional knowledge to the interpretation and acquisition of medical images.

MCHA 503 - Embryology

2 Credit Hours
This course consists of lectures devoted to the student's understanding of how the human body develops. Topics covered will include early embryogenesis, organogenesis and clinical embryology.

MCHA 504 - Teaching Assistant

2 Credit Hours
This course allows students to serve as teaching assistants for medical, physician assistant or graduate courses in Gross Anatomy or Histology. Responsibilities would include prosection of specimens, laboratory instruction, small group facilitation, course reviews and design of innovative study materials.

MCHA 507 - Capstone Project

3 Credit Hours
All students participate in a capstone experience through a synthesis and integration of knowledge gained through their coursework and other learning experiences, with the application of anatomical specimen preparation, medical education, clinical trainers/phantoms, service learning or simulation. The project must be an original work of scholarship or research.

MCHA 509 - Plastination Training in Guben, Germany

3 Credit Hours
Students would travel to learn plastination techniques from world experts at the Plastinarium in Guben, Germany. In conjunction, students would prepare dissections for plastination.
Prerequisites This course requires an additional fee.

MCHA 510 - Histology

2 Credit Hours
The overall goal of this course is to provide students with an understanding of how cells become specialized to form tissues and how those tissues form organs. The course provides an essential foundation for understanding structure-function relationships in normal organs and how those relationships are affected by pathogenic mechanisms.

MCHA 511 - Independent Study

2 Credit Hours
Independent study allows students to pursue an additional mini capstone project of their interest with a mentor.

MCHA 513 - Teaching Assistant II

3 Credit Hours
This course allows students to serve as teaching assistants for medical, physician assistant or graduate courses in Gross Anatomy or Histology. Responsibilities would include prosection of specimens, laboratory instruction, small group facilitation, course reviews and design of innovative study materials.ription from CHA Program

MCHA 516 - Functional Neuroanatomy

3 Credit Hours
This course presents an overview of the human nervous system so that a student can understand the function of its complex parts as they relate to each other, to normal brain

function and to major neurologic and psychiatric problems. This is an integrated neuroscience course that includes molecular, developmental, anatomical, metabolic, physiologic and pathologic concepts. Learning methodologies include lectures, wet labs, special dissections, small group problem-based learning and peer-to-peer teaching.

MCHA 518 - Essential Physiology

3 Credit Hours
This is a comprehensive introductory course to integrative organ system physiology and homeostatic regulatory mechanisms where interrelationships of structure and function are reinforced. The course consists of lectures and small group activities where the former introduces the concepts while the latter allows for concepts application. Active learning strategies such as gaming are employed to facilitate comprehensive process. The flow of the course is intended to interphase closely with the topic material being taught concurrently in Histology (MCHA510). Together with Anatomy, Embryology and Histology courses, this course gives an impeccable and solid understating of the basis of any medical education.

MCHA 520 - Introduction to Research(online)

3 Credit Hours
This course provides the knowledge necessary to understand the purpose and process of educational research and help learners become informed consumers of research literature in the field of medical and health professions education. It will survey the major types of educational research in this area including qualitative and quantitative forms of analysis to better answer questions which cannot be studied in laboratory settings, particularly in the social sciences and education. This course will also prepare students for their Capstone projects.

MCHA 525 - Clinical Anatomy Practicum

3 Credit Hours
The study of human anatomy has a rich culture-history that has experienced many paradigm shifts in the way that it is learned and taught. From lessons learned at the anatomy theater to the use of modern technology such as virtual reality and holograms, the human anatomy experience has always been a unique and an intricate component in the training of healthcare professionals. Indeed, human anatomy is the foundation of healthcare training. This practicum builds on the content and competencies developed during MCHA 500 by facilitating an integrated, self-directed, and case-based human dissection experience that allows students to engage in a professional clinical anatomical laboratory environment.

MCHA 530 - General Mechanisms of Disease

2 Credit Hours
Cross-listed: BM531

The General Mechanisms of Disease module serves as a transition from the foundational modules to the organ systems modules. It focuses on the general mechanisms of disease, introducing students to microbiology and infectious disease, principles for discriminating healthy from unhealthy conditions and predicting clinical manifestations. The course consists of face-to-face lectures by basic science faculty focusing on major principles and their biomedical applications. Exams are used to assess foundational knowledge and facilitate knowledge integration and are designed to facilitate student review and self-assessment. The PathA student will complete approximately 60 contact hours. The course will have three major non-comprehensive multiple choice exams each covering approximately 6 to 8 hours of lecture content. The course will assess topic-specific foundational knowledge and facilitate disease knowledge integration.

MCHA 531 - Thesis

2 Credit Hours
Need Course description from program

MCHA 532 - Thesis II

2 Credit Hours
Need course description from program

MCHA 533 - Advanced Anatomy

2 Credit Hours
Need course description from program

MCHA 615 - Educational Scholarship Methods

3 Credit Hours
Within the context of Boyer's four models of scholarship, this course provides the knowledge necessary to understand the purposes and processes of research using an expanded definition of scholarship that goes beyond the scholarship of discovery (research) to include the scholarship of integration, the scholarship of application, and the scholarship of teaching. The course will also introduce students to quantitative and qualitative design approaches, examine foundational issues of research from both quantitative and qualitative perspectives, and build skills for interpreting and evaluating research including criteria for evaluating empirical studies, particularly in the social sciences and in education.

Contemporary Human Anatomy Education

CHAE 800 - Advanced Anatomical Sciences

3 Credit Hours
This course will provide exposure to the four cardinal anatomical sciences. Gross Anatomy, Micro Anatomy, Embryology & Neuroanatomy. The course will include anatomy, histology and embryology, and multiple neuroanatomy online lectures and labs to ensure students are well versed in each of the specialties.

CHAE 802 - Advanced Medical Imaging in the Digital Environment

3 Credit Hours
The Advanced Medical Imaging course is a high level imaging course in which students will have online components, live presentations in the radiology residency program and some shadowing experience in the clinical environment. Students will be expected to reflect on these experiences in a journal to how they would be employed in a teaching environment. Each will be required to produce an imaging teaching module and assessments around an area of imaging interest or assignment.

CHAE 803 - Contemporary Approaches to Teaching Anatomy

3 Credit Hours
Anatomy is one of the oldest disciplines in human history. From Hippocrates and Galen to da Vinci and Vesalius and into the Enlightenment and modern age, knowledge of anatomy has evolved, experiencing many paradigm shifts in the way it is learned and taught. In this course, students will examine the culture-history of anatomy instruction and place this heritage in context with contemporary needs, issues, and best practices relating to course development, course management, dissection, grading, and integration of content in diverse academic settings.

Dermatology

DRM 408 - Dermatology

This elective is designed to give the student exposure to clinical dermatology including the vocabulary, diagnosis, and management of common skin diseases seen in general practice. Rotations through a variety of clinical outpatient settings will provide a broad-based background.

DRM 410 - Dermatology Special Elective

This elective is offered to individuals with a special interest in dermatology. Opportunities will be available to pursue a research project that will result in a publication at the end of the month. Projects will be tailored to the individual's area of interest.

DRM 998 - Dermatology

Non-site-specific elective with a member of the EVMS faculty

DRM 999 - Dermatology

Away elective

Emergency Medicine

ERM 400 - Emergency Medicine

Rotate through the Emergency Medicine Department at several area Sentara hospitals with Emergency Physicians of Tidewater. Students will see and evaluate all types of emergency patients, while working closely with emergency medicine attendings and residents. There is ample opportunity for hands-on care and developing procedural and clinical skills. Students will be assigned to a resident/attending and are expected to work their assigned shifts. Any schedule requests/changes must be approved in advance by the chief resident. Students are required to attend a series of lectures, grand rounds, SIM lab assessments, FAST exam Ultrasound, and our monthly Journal Club. The final grade is based on case conference presentation, patient/procedure logbook, clinical performance, and final exam grade. Clinical performance is a composite score based on resident and attending evaluations. The logbook refers to clinical experience documented in a patient/procedure log kept by the student during the rotation. In order to be considered for a grade of Honors for this elective, (the student must complete 15 documented shifts), a clinical score evaluation of Honors, and take the shelf exam.

ERM 402 - Emergency Medicine

Rotating medical students spend four weeks in our department, and function in a capacity similar to that of the typical sub-intern. Students evaluate patients autonomously and make presentations to any one of 17 individual emergency medicine attending physicians whose cumulative background encompasses over nine separate residency training programs throughout the nation. They participate in the resuscitation of critically ill or injured patients, and perform necessary procedures when indicated. Didactically, the student participates in the accredited weekly emergency medicine residency conferences, daily intern lectures, and patient rounds. Additionally, students benefit from a specialized medical student curriculum which covers key concepts in the field. They may also participate in a monthly animal lab in which Advanced Trauma Life Support procedures are taught and they are invited to attend monthly journal club sessions. Students also benefit from their interaction with interns and residents of varied levels of training and specialty interests. A particularly unique feature of our rotation is the exposure to emergencies presenting primarily in the military setting and emergency physician use of ultrasound. Naval Medical Center Portsmouth is a large 450 bed teaching hospital which has 14 specialty residencies/fellowships. The annual patient census in the emergency department approaches 70,000 visits. Approximately 30-40% of these pertain to the pediatric population. The admission rate from the emergency department is approximately 12%. The ratio of medical/surgical presenting complaints is roughly 3:2. This high volume provides a rich environment for exposure to the entities commonly encountered in emergency medicine. The recently renovated and upgraded emergency department has 13 general beds, five specialty beds, and two resuscitation beds.

ERM 405 - Honors Ultrasound in Emergency Medicine

The purpose of this course is to teach the fundamentals of emergency ultrasound, both didactic knowledge and bedside image acquisition, longitudinally over the fourth year of medical school for selected students pursuing a career in Emergency Medicine. During the year, M4 students will have the opportunity to work with Emergency Medicine

physicians proficient in emergency ultrasound at Sentara Norfolk General Hospital. The student will become proficient in the core applications of bedside ultrasound in Emergency Medicine. The M4 student will also serve as an education resource to assist in teaching their underclassmen.

ERM 998 - Emergency Medicine

Non-site-specific elective with a member of the EVMS faculty

ERM 999 - Emergency Medicine

Away elective

Family Medicine

FAM 301 - Family Medicine

6 Credit Hours
The EVMS Family and Community Medicine Clerkship provides students with clinical experience in the outpatient clinic and inpatient/hospital setting as well as community-engaged learning experiences at EVMS and partnering institutions. Our faculty and residents contribute to medical student education through direct observation in the clinical setting, bedside teaching, interactive case-based didactics, standardized patient encounters, review of clinical documentation, and student mentoring and advising. Students will develop the ability to apply the principles of family medicine care to gather information, formulate differential diagnoses, and manage patients with one or more common acute or chronic disease. Additionally, students will discuss the critical role of physicians within any health care system and develop evidence-based health promotion and disease prevention plans for patients of any age or gender.

FAM 404 - Rural Medicine

This elective is designed to provide an in-depth experience in community/rural medicine. Students will work with a family physician in a rural primary care office. Travel may be necessary to areas of Virginia including Franklin/Courtland, Western Tidewater, the Eastern Shore or other sites.

FAM 410 - Apprenticeship in Family Medicine

Students will develop an accurate understanding of family medicine as a discipline and potential career choice through reading and direct observation of family physician preceptors.

FAM 417 - Family Medicine Acting Internship

The student will spend 4 weeks with the Ghent Family Medicine inpatient team at Sentara Norfolk General Hospital. Inpatient service only admits patients from the Ghent Family Practice. The student's responsibilities are commensurate to those of an intern on the family medicine service. These responsibilities include daily rounds, management of patients, evaluations of patients in the emergency department, admissions and discharges through EMR. For continuity, there will be opportunities to follow the discharged patient(s) during follow-up at the Ghent ambulatory center. There will also be opportunities to take night call with the family medicine intern. All activities will be supervised by a senior resident and the rounding faculty. The acting intern will attend didactic lectures one afternoon per week, and will spend one afternoon per week in the outpatient setting seeing patients.

FAM 418 - Ambulatory Family Medicine

The student will spend four weeks providing patient care at the Ghent Family Medicine ambulatory center under the supervision of attending physicians and senior residents. The student will have the opportunity to provide "point of care" services such as cryotherapy and joint injections. Participation in the center's minor surgery, colposcopy and other specialty clinics can be arranged based on interest and availability.

FAM 421 - Family Medicine Quality Improvement

The student will longitudinally over academic year work with Dr. Richard Bikowski and other faculty for approximately 8 sessions starting in August and continuing once a month. The student will work with the Quality Improvement team in various aspects of EVMS activities that may include practice based research and implementation, best practices research and implementation, disease registry development and implementation, and development of dissemination of knowledge programs.

FAM 423 - Family Medicine Acting Internship

The student will spend 4 weeks at Portsmouth Family Medicine. The student's responsibilities will be comparable to those of an intern on the family medicine service. They will be required to take night call with the family medicine intern, do admission histories and physicals and follow the patients admitted to the service. They will also attend didactic lectures at the appropriate site. The student will spend one afternoon per week in the office seeing patients with hospital residents to provide continuity for discharged patients.

FAM 424 - Ambulatory Family Medicine

The student will spend four weeks in their rotations seeing patients with their preceptor. The student will provide care for patients under supervision and when appropriate participate in educational activities.

FAM 425 - Cost Conscious Medical Care

Students will meet for initial course introduction and to form teams for developing and completing education or clinical interventions for enhancing cost-conscious medical care in ambulatory or inpatient care and/or interfaces of care (e.g., emergency departments). There are 8 total sessions held once a month starting in August. Thereafter students will prepare for 3 hour evening seminars held monthly between August and March, reviewing best practices in cost-conscious care, from the Choosing Wisely Initiative to principles of parsimony. Teams will meet independently to design and carry out education or clinical interventions, while learning metrics for quality and cost of care.

FAM 426 - Frontier Medicine

This elective is designed to provide an in-depth experience in frontier/rural medicine, experience with environmental and occupational health, inter-professional team based care, and health information technology (HIT) that ridges care for frontier populations. Students will work with a family physician in rural primary care office and in the Frontier Community Clinic (Tangier Clinic Website) with Physician Assistant Inez Pruitt. Travel will be necessary to the Eastern Shore and Tangier Island. Students should be prepared to stay in housing/dorm provided. Students will need to undergo rotation specific training for Riverside Health Systems prior to clinical experiences. Students should be prepared to fly to Tangier Island with physician supervisor or take the ferry.

FAM 998 - Family Medicine

Non-site-specific elective with a member of the EVMS faculty

FAM 999 - Family Medicine

Away elective

Health Sciences

DHSC 701 - Management of Organizational Change

3 Credit Hours
Cross-listed: MHA 508
, MHDS 501

Study organizational management theory and organizational models in a variety of settings as related to culture, mission, performance and change management with an emphasis on the application of management theory and research. This course provides an opportunity to explore conceptual frameworks addressing organizational development, leadership, decision-making and the stages of change management.

DHSC 702 - Healthcare Delivery Systems

3 Credit Hours
Cross-listed: MHDS 502
, MHA 505

This course focuses on the identification and analysis of factors and interrelationships which influence the operation of health services organizations with specific attention to local health departments, hospitals, multi-institutional systems, integrated health systems and strategic alliances. These organizations will be viewed and discussed comparatively with other types of health service agencies.

DHSC 703 - Conflict Analysis and Negotiations

3 Credit Hours
Cross-listed: MPH736

This course examines issues and principles in the management of conflict and negotiation within organizations. Topics include resolution strategies and organizational design and change. Students will examine case studies and develop a conflict scenario that applies concepts learned throughout the course.

DHSC 704 - Introduction to Healthcare Analytics

3 Credit Hours
Cross-listed: MHDS 504
,MHA 500

This course introduces basic concepts in healthcare analytics. Students will develop data analysis skills with an emphasis on statistical reasoning. The course is designed to teach students how to use data to make informed decisions. This process includes reviewing the data, exploring all the underlying assumptions, summarizing and analyzing the data and finally translating the results. Discussions and assignments will focus on honing data interpretation and the ability to strategically apply analysis results to improve health outcomes.

DHSC 705 - Effective Information Technology for Healthcare Organizations

3 Credit Hours
Cross-listed: MHDS 503

This course provides the key concepts related to information technology within healthcare organizations. The course explores how information technologies are used as a tool to enhance performance within healthcare organizations for positive health outcomes. Topic areas include various information technologies used in the healthcare sector; methods

for assessing and ensuring information technology value; laws, regulations and standards to guide the practice; achieving effectiveness through information technology; and the latest development including business and clinical intelligence and telemedicine.

DHSC 706 - Research Methods

3 Credit Hours
Cross-listed: MHA 502

This course introduces research methods and their applications in the healthcare environment. The course will provide an opportunity for students to establish and advance their understanding of research through exploring the fundamental definition of study design, technical methodology, data collection, data analysis, research ethics, statistical interpretation, and effective dissemination of research results. Students will be implementing theoretical concepts to critically review relevant literature and evaluate different types of research procedures and outcomes. Students will also apply the methodologies they learn to identify and explain and prepare a preliminary research protocol. The primary focus of this course is to develop the learner's ability to understand, evaluate, and apply research methods in healthcare settings and to prepare them to become effective leaders in that environment.

DHSC 800 - Essentials of Financial Management

3 Credit Hours
Cross-listed: MHDS 600

This course covers financial management in healthcare organizations including, but not limited to, financial decision-making using accounting information, operation of business units, principles of economics and capital budgeting processes and budgetary and financial controls. Financial performance will be analyzed along with revenue determination and profitability. General accounting foundations and terminology will be covered. Students will analyze real-life cases to apply cost allocation, marginal cost pricing, breakeven, budget variance, capital investment and financial analysis skills. Students will also identify and explore a healthcare finance-related topic, and will prepare a research paper.

DHSC 801 - Leveraging Data for Evidence-Based Decision Making

3 Credit Hours
MHDS 601
, MHA 503

Prerequisites The utilization of data in decision-making is essential in healthcare delivery. Data can be used to evaluate the quality of care delivery, program effectiveness, health economics and more. This course provides an introduction to the use of data and how to transform analysis results into evidence driven decisions. Students will also learn how to apply and integrate these concepts into health-related scenarios and gain fundamental skills in data-driven decision-making for healthcare leaders.

DHSC 803 - Program Evaluation

3 Credit Hours
To ensure student learning and program quality, address accreditation standards and satisfy institutional initiatives, formative and summative program evaluation methods will be examined in depth. Formative evaluation topics include needs assessment, evaluability assessment, structured conceptualization, implementation evaluation and process evaluation. Summative evaluation topics include outcome evaluations, impact evaluation, cost-effectiveness and cost-benefit analysis, secondary analysis and meta-analysis. Strategies for establishing an evaluation culture within an educational institution will be discussed. Learners will apply this knowledge to their actual working environment through a series of practical exercises.

DHSC 804 - Leadership and Professionalism

3 Credit Hours
Cross-listed: MHDS 505
, MHA 509

This course will expose learners to effective leadership approaches and skill sets. Topics will include fundamentals of leadership, leadership and professionalism self-assessment, leadership philosophy, professionalism, essential leadership and professionalism skills, modeling best leadership practices and behaviors, ethics in leadership, institutional and program accreditation, handling conflict and emerging issues. Learners will apply this learning to their professional life through a series of practical exercises.

DHSC 805 - Population Health and Preventive Care

3 Credit Hours
Cross-listed: MHDS 602
, MHA 510

This course discusses the determinants of health, health behavior change, measuring health status, and influences on health status including health disparities and socioeconomic status. This includes discussion on how healthcare organizations utilize this information to improve health status among populations. Additionally, students will be able to identify and understand population-based approaches aimed at health improvement.

DHSC 900 - Policy and Politics of Healthcare

3 Credit Hours
Cross-listed: MPH723

This course is an introduction to the policy process, frameworks for understanding health policy issues, background research necessary for policy implementation and implementation strategies.

DHSC 901 - Healthcare Strategy

3 Credit Hours
Cross-listed: MPHE 721

Examination of strategy-making issues for healthcare organizations, including analysis of economic incentives, financial strategies, development of mission and goals and formulation and implementation of long-range strategies to accomplish those goals.

DHSC 903 - Leading Innovation

3 Credit Hours
Cross-listed: MHDS 603

Increasingly complex environments require a commitment to develop innovative solutions to address changing systems and evolving needs. This course will examine concepts and case studies of innovation in a variety of organizations, along with the tools and strategies necessary to promote effective change through discovery and networking. Students will apply information learned throughout the program to develop an innovative proposal for their place of employment or for an organization they aspire to work for.

DSHC 700 - Strategic Communication

3 Credit Hours
Cross-listed: MHDS 500

Communication skills have never been more important than in the 21st century, where professionals must balance verbal and written interactions. Strategic communication must align the message, the medium and the audience to help organizations achieve their goals. This course will explore those concepts and help students improve their communication skills, including topics such as professional writing, development of effective PowerPoint presentations, importance of active listening and evolving use of social media.

Healthcare Administration

HADM 600 - Introduction to Health Care Systems

3 Credit Hours
This course is designed to help students learn about essential aspects of the organization, financing and delivery of healthcare in the United States. Students will acquire an enhanced understanding of the complex US health care system. The course has a macro-level orientation; however, the material necessitates considering how the many facets of the US healthcare system affect communities, families and individuals. The US healthcare system is like an ecosystem with various sub-components that interact with each other and with broader social, economic and political forces to create a complex, dynamic and intricate system. We can change the healthcare system, but we need to consider how proposed changes will affect other components of the system and broader society as well as what resistance various stakeholders will likely put forth.

HADM 601 - Policy and Politics of Health

3 Credit Hours
Policy and Politics of Health, explores the development, implementation, and evaluation of health policies in the United States. Health policies include those that address the organization, financing, provision, and evaluation of both personal and public health services. The tension between government's role in providing for the general welfare and protecting the public's health while recognizing the privacy rights of the individual will receive considerable attention as will the provision of healthcare within the context of a federal system of government.

The long-term trend toward a more expansive role for governmental institutions and the media and the differential impact of economic, cultural and social factors, interest groups, social disparities and public opinion will be addressed in some detail. Students will develop an understanding of the policy process and the most common approach to policy research. The course includes exercises that will lead to a more comprehensive understanding of the most important types of public policy in the US healthcare system and the capacity to conduct a reasoned analysis of a policy issue.

HADM 602 - Organizational Management

3 Credit Hours
A study of management theory, organizational management and behavior as related to leadership, organizational design, culture, processes, workforce strategy and change management with an emphasis on the application of theory and research to organizational management and behavior. This course provides an opportunity to explore conceptual frameworks addressing organizational behavior, development, leadership, strategy and management of change.

HADM 605 - Health Law and Ethics

3 Credit Hours
This course examines legal, regulatory and ethical issues health professionals are likely to confront. In this course, we will examine the legal principles needed to analyze

regulatory and liability issues. We will study selected principles and policies under-girding health the American system of health law, including common law principles of liability and federal/state legislation regulating health professionals and operations. We will also discuss the impact of state and federal law on the operation of various health-related organizations.

HADM 606 - Health Economics

3 Credit Hours
This is an introductory health economics course designed to provide students with a basic understanding of concepts in economic theory and analysis applied to healthcare delivery in the US. Health economics offers a conceptual framework and analytic tools for assessing the inter-relationships among healthcare resources, providers, consumers and markets. In other words, we will study how scarce health-related resources are allocated along with various incentives and structural frameworks that can impact those allocations.

HADM 607 - Effective Information Technology for Healthcare Organizations

3 Credit Hours
This course provides the key concepts related to information technology within healthcare organizations. The course explores how information technologies are used as a tool to enhance performance within healthcare organizations for positive health outcomes. Topic areas include various information technologies used in the healthcare sector; methods for assessing and ensuring information technology value; laws, regulations and standards to guide the practice; achieving effectiveness through information technology; and the latest developments including business and clinical intelligence and telemedicine.

HADM 610 - Financing Healthcare

3 Credit Hours
This course covers financial management in healthcare organizations including, but not limited to, financial decision-making using accounting information, operation of business units, principles of economics and capital budgeting processes along with budgetary and financial controls. Financial performance will be analyzed along with revenue determination and profitability. General accounting foundations and terminology will be covered.

HADM 611 - Operations Management and Performance Improvement

3 Credit Hours
To achieve performance improvements in the areas of cost, clinical quality, functional outcomes and service quality, healthcare managers must focus on the design, execution and management of operations. This course covers analytical techniques to support quantitative managerial decision-making in healthcare. Building on a “system-based” approach to the healthcare environment, analytical tools are examined to aid problem solving and decision-making in healthcare organizations.

HADM 612 - Administrative Introduction

1 Credit Hours
The administrative introduction course provides students with no previous work experience in healthcare with a supervised experience in an approved organization. The introduction will expose the student to different aspects of working in a healthcare care environment, such as working with different professionals and gaining a deeper understanding of the complex nature of healthcare.

HADM 700 - Leadership

3 Credit Hours
The emphasis of this course is on the practice of leadership. The course will equip the student with the basic managerial background, fundamentals and the theories which will be applicable at any level in management and in a leadership position. Students will be exposed to the interaction of leadership, change, communication and power as seen in the healthcare environment. This course will examine the traits of leadership, developing leadership skill, creating a vision and managing conflicts and obstacles in an organization.

HADM 701 - Supply Chain Management

3 Credit Hours
This course focuses on the preparation of healthcare administrators for supply chain management. The concentrations for the course include healthcare value analysis, contract management, purchasing, warehouse management, equipment management, product standardization, just-in-time approaches and biomedical engineering.

HADM 702 - Healthcare Marketing

3 Credit Hours
This course examines marketing principles, concepts and skills applied to healthcare organizations and healthcare networks. Students will examine marketing methodologies and principles for evaluating consumer decision making actions for healthcare services. The course will place emphasis on social media and electronic forms of marketing healthcare services. The course will culminate with the development of a strategic healthcare marketing plan.

HADM 705 - Conflict Analysis and Negotiations

3 Credit Hours
This course will provide students with advanced knowledge and skills in the theory of conflict analysis and resolution, including but not necessarily limited to:

- Skill development and collaborative problem solving at the individual, group, and organizational level.
- Conceptual and practical skills in negotiation that are essential for managers.

Third-party conflict intervention, which can assume a number of forms such as fact-finding, conciliation, mediation and arbitration.

HADM 706 - Healthcare Strategy

3 Credit Hours
This course is designed to help students learn about essential aspects of strategic planning and strategic management in the context of healthcare service organizations. Students will acquire an enhanced understanding of the complex US healthcare system, apply planning concepts to formulate mission and vision statements, and formulate goals and objectives as part of a strategic plan. The course content will also address aspects of organizational leadership, along with the importance of implementation and monitoring progress to achieve continuous quality improvement and to "close the loop" with strategic planning initiatives.

HADM 715 - Administrative Residency

3 Credit Hours
The residency provides students with an in-depth supervised experience in an approved organization. The residency will require students to complete a project related to an actual healthcare administration issue that is a focus within the organization.

The purpose of the graduate Administrative Residency is to provide an opportunity for the student to apply, in a practice setting and under the direction of a Preceptor, the competencies, knowledge and skills they have acquired through their healthcare administration course work. It requires the student integrates and synthesize knowledge and skills through the application of health administration theories and principles to the development and implementation of a special project in a selected domain of professional health administration practice.

Healthcare Analytics

MHA 500 - Introduction to Healthcare Analytics

3 Credit Hours
Cross-listed: DHSC 704
, MHDS 504

The course introduces basic concepts in healthcare analytics. Students will develop data analysis skills with an emphasis on statistical reasoning. The course is designed to teach students how to use data to make informed decisions. This process includes reviewing the data, exploring all the underlying assumptions, summarizing and analyzing the data and finally translating the results. Discussions and assignments will focus on honing data interpretation and the ability to strategically apply analysis results to improve health outcomes.

MHA 501 - Programming Tools and Techniques in Data Management

3 Credit Hours
This course is designed to train students in basic and advanced statistical programming languages (such as SAS or R) together with techniques and tools necessary for data management and data mining. Students will develop skills in the data management process for analytics including data acquisition, cleansing and debugging. Students will be able to relate and aggregate these data in analytic databases, data marts and data warehouses, and will be able to explore different analytical decision tools through case studies and projects.

MHA 502 - Research Methods

3 Credit Hours
Cross-listed: DHSC 706

This course introduces research methods in a healthcare setting. Students will be able to learn about development of research questionnaire and design, methodology, data collection and sampling techniques, sample size and power analysis, research ethics and validation and effective dissemination of research. Students will be able to explore and evaluate different types of research procedures and outcomes in the healthcare sector.

MHA 503 - Leveraging Data for Evidence-Based Decision Making

3 Credit Hours
Cross-listed: DHSC 801
, MHDS 601

The utilization of data in decision-making is essential in healthcare delivery. Data can be used to evaluate the quality of care delivery, program effectiveness, health economics and more. This course provides an introduction to the use of data and how to transform analysis results into evidence driven decisions. Students will also learn how to apply and integrate these concepts into health-related scenarios and gain fundamental skills in data-driven decision-making for healthcare leaders.

MHA 504 - Predictive Data Analytics

3 Credit Hours
This course focuses on statistical inference and hypothesis testing methods in predictive analytics. Students will learn the application of statistical methods for analyzing both continuous and discrete data for knowledge discovery. Analytic continuous and discrete data concepts and methods are developed with practical skills in exploratory data analysis. Descriptive statistics, goodness-of-fit tests, correlation measures, single and multiple linear regression, analysis of variance and covariance (ANOVA and ANCOVA), contingency tables, logistic regression, multinomial and multivariate models will be covered. Application of various statistical methods using case studies and real-world data will leverage statistical assessment and interpretation.

MHA 505 - Healthcare Delivery Systems

3 Credit Hours
Cross-listed: DHSC 702

, MHDS 502

This course focuses on the identification and analysis of factors and interrelationships which influence the operation of health services organizations, with specific attention to local health departments, hospitals, multi-institutional systems, integrated health systems and strategic alliances. These organizations will be viewed and discussed comparatively with other types of health service agencies.

MHA 506 - Data Mining and Machine Learning

3 Credit Hours
This course covers healthcare analytics using data mining and machine learning techniques. Students will be introduced to decision trees, nearest neighbor algorithm, Bayesian analysis, neural network, genetic algorithm and support vector machine methods. Case studies and real-world data will leverage students' data mining and machine learning outcomes.

MHA 508 - Management of Organizational Change

3 Credit Hours
Cross-listed: DHSC 701
, MHDS 501

A study of organizational management theory and organizational models in a variety of settings as related to culture, mission, performance and change management with an emphasis on the application of management theory and research. This course provides an opportunity to explore conceptual frameworks addressing organizational development, leadership, decision making and the stages of change management.

MHA 509 - Leadership and Professionalism

3 Credit Hours
Cross-listed: MHDS 505

This course will expose learners to effective leadership approaches and skill sets. Topics will include fundamentals of leadership, leadership and professionalism self-assessment, leadership philosophy, professionalism, essential leadership and professional skills, modeling best leadership practices and behaviors, ethics in leadership, institutional and program accreditation, handling conflict and emerging issues. Learners will apply this learning to their professional life through a series of practical exercises.

MHA 510 - Population Health and Preventive Care

3 Credit Hours
Cross-listed: DHSC 805
, MHDS 602

This course discusses the determinants of health, health behavior change, measuring health status and influences on health status including health disparities and socioeconomic status. This includes discussion on how healthcare organizations utilize this information to improve health status among populations. Additionally, students will be able to identify and understand population-based approaches aimed at health improvement.

MHA 511 - Practicum Project

6 Credit Hours
The practicum is designed to demonstrate the student's accumulated learning experience through an approved healthcare analytics project. The goal of the practicum is to provide students with the opportunity to apply academic theory and acquired technical skills to community-based healthcare research and service in a practice setting. The completed product should bring together the student's technical competency, communication skills and research capabilities. The practicum project will be guided by the faculty.

Healthcare Delivery Science

MHDS 500 - Strategic Communication

3 Credit Hours
Cross-listed: DHSC700

Communication skills have never been more important than in the 21st Century where professionals must balance verbal and written interactions. Strategic communication must align the message, the medium and the audience to help organizations achieve their goals. This course will explore those concepts and help students improve their communication skills, including topics such as professional writing, developing effective PowerPoint presentations, importance of active listening and evolving use of social media.

MHDS 501 - Management of Organizational Change

3 Credit Hours
Cross-listed: DHSC 701
, MHA 508

This course is a study of organizational management theory and organizational models in a variety of settings as related to culture, mission, performance and change management with an emphasis on the application of management theory and research. This course provides an opportunity to explore conceptual frameworks addressing organizational development, leadership, decision making and the stages of change management.

MHDS 502 - Healthcare Delivery Systems

3 Credit Hours
Cross-listed: MHA 505

This course focuses on the identification and analysis of factors and interrelationships which influence the operation of health services organizations with specific attention to local health departments, hospitals, multi-institutional systems, integrated health systems and strategic alliances. These organizations will be viewed and discussed comparatively with other types of health service agencies.

MHDS 503 - Effective Information Technology for Healthcare Organizations

3 Credit Hours
Cross-listed: DHSC 705
, MPH 626

This course provides the key concepts related to information technology within healthcare organizations. Students will learn how information technology is used as a tool to improve performance within healthcare organizations for positive health outcomes. Topic areas include the electronic health record, HIPAA and security requirements, ethics and legal rules for retrieving and managing clinical data, computerized provider order entry and the use of administrative and registry data for standard reports, scorecards and dashboards.

MHDS 504 - Introduction to Healthcare Analytics

3 Credit Hours
Cross-listed: DHSC 704
, MHS500

The course introduces basic concepts in healthcare analytics. Students will develop data analysis skills with an emphasis on statistical reasoning. The course is designed to teach students how to use data to make informed decisions. This process includes reviewing the data, exploring all the underlying assumptions, summarizing and analyzing the data and finally translating the results. Discussions and assignments will focus on honing data interpretation and the ability to strategically apply analysis results to improve health outcomes.

MHDS 505 - Leadership and Professionalism

3 Credit Hours
Cross-listed: MHA 509
, MPH 690

This course exposes learners to effective leadership approaches and skill sets. Topics will include fundamentals of leadership, leadership and professionalism self-assessment, leadership philosophy, professionalism, essential leadership and professionalism skills, modeling best leadership practices and behaviors, ethics in leadership, institutional and program accreditation, handling conflict and emerging issues. Learners will apply this learning to their professional life through a series of practical exercises.

MHDS 600 - Essentials of Financial Management

3 Credit Hours
Cross-listed: DHSC 800

This course covers financial management in healthcare organizations including, but not limited to, financial decision-making using accounting information, operation of business units, principles of economics and capital budgeting processes along with budgetary and financial controls. Financial performance will be analyzed along with revenue determination and profitability. General accounting foundations and terminology will be covered. Students will analyze “real-life” cases to apply cost allocation, marginal cost pricing, breakeven, budget variance, capital investment and financial analysis skills. Students will also identify and explore a healthcare finance-related topic and prepare a research paper.

Course Descriptions

Print this Page

Healthcare Delivery Science

MHDS 601 - Leveraging Data for Evidence-Based Decision Making

3 Credit Hours
Cross-listed: MHA 503
, MPH 631

The utilization of data in decision-making is essential in healthcare delivery. Data can be used to evaluate the quality of care delivery, program effectiveness, health economics and more. This course provides an introduction to the use of data and how to transform analysis results into evidence driven decisions. Students will also learn how to apply and integrate these concepts into health-related scenarios and gain fundamental skills in data-driven decision-making for healthcare leaders.

MHDS 602 - Population Health and Preventive Care

3 Credit Hours
Cross-listed: DHSC 805
, MHA 510

This course discusses the determinants of health, health behavior change, measuring health status and influences on health status including health disparities and socioeconomic status. This includes discussion on how healthcare organizations utilize this information to improve health status among populations. Additionally, students will be able to identify and understand population-based approaches aimed at health improvement.

MHDS 603 - Leading Innovation

3 Credit Hours
Cross-listed: DHSC 903

Increasingly complex environments require a commitment to develop innovative solutions to address changing systems and evolving needs. This course will examine concepts and case studies of innovation in a variety of organizations, along with the tools and strategies necessary to promote effective change through discovery and networking. Students will apply information learned throughout the program to develop an innovative proposal for their place of employment or for an organization they aspire to work for.

Histotechnology

HTL 510 - Pathphysiology

4 Credit Hours
This course is a didactic presentation of human pathophysiology designed for Health Professions students. A clear understanding of the etiology, pathogenesis, pathophysiology and morphologic changes of disease serves as an essential basis for the understanding and competent practice in all areas of medicine. Students in this course will: Develop a background and vocabulary in pathophysiology; acquire an understanding of general physiologic/pathophysiologic processes such as inflammation, repair, neoplasia and senescence; survey pathophysiologic processes and morphologic changes which manifest in organ systems and establish a basis for the understanding of disease; exercise an approach to clinical problems which evaluates symptoms, signs and findings with a knowledge of pathophysiology to formulate a diagnosis with due consideration of differential diagnoses.

Interdisciplinary

ITD 301 - Career Exploration

6 Credit Hours
The EVMS Career Exploration Course provides students with clinical exposure to a wide variety of specialties and health professionals. Our faculty and residents contribute to medical student education through direct observation in the clinical setting, bedside teaching, and student mentoring and advising. Students will reflect on various health professionals' perspective of the role of the physician and discuss the core professional attributes needed to provide effective care in a multi-dimensional and diverse society. Students will set short and long-term goals for professional development and career planning.

ITD 422 - ITP Course Facilitator

The Junior Facilitator experience allows fourth-year medical students the opportunity to assist EVMS faculty in leading "Clinical Skills" small group sessions for first and second-year students. This is a longitudinal experience that begins with training concerning facilitating small group learning, giving strategic feedback, and evaluating learner performance. The participant will assist faculty leaders in leading small group discussions, overseeing simulated patient interviews relevant to medical history and physical exam topics and guiding discussions about medical decision making. The preparatory course is offered in July and August with small groups beginning in mid- August and extending

through mid-March. Small groups are coordinated with the M1 and M2 schedules and observant of vacation time. Sessions are held on Tuesday or Thursday afternoon in the Sentara Center for Simulation and Immersive Learning. By meeting the requirements of the course the student will accrue two weeks of M4 credit.

ITD 426 - Transition into Practice: Residency Readiness

Transition into Practice (TIP) is a required rotation that addresses the core competencies graduating students should possess prior to starting internship. TIP is divided into two components: One subspecialty week, which offers in-depth exposure to high-yield topics pertinent to a student's chosen field. One week aimed to offer content highlighting professional and career development. These required component addresses content and skills interns are entrusted to perform unsupervised regardless of specialty. The additional two weeks of the course are self-study periods for tasks related to preparation for residency.

ITD 427 - Interprofessional Education (IPE)

This is a hybrid learning experience which means you will be learning and engaging with the content and each other in person as well as in an asynchronous online learning environment. You will be learning, getting to know each other and working together in an online learning environment, via the Internet, throughout the two-week long IPE Learning Experience. During this course you will: complete discussion board assignments based on multimedia learning modules participate in a day-long standardized patient workshop utilizing telehealth and home monitoring technology be trained to develop websites and Apps to provide care at a distance develop and present either a website or an App on an interprofessional team

ITD 430 - Introduction to Scholarly Activity

The scholarly activity requirement is designed to provide the basic tools and opportunity to develop research skills that add value to clinical knowledge and practice. Participation in scholarly activity is a program requirement for accreditation by the ACGME (Accreditation Council for Graduate Medical Education) for all training specialties with the purpose of advancing knowledge of the basic principles of research including how research is conducted, evaluated, explained to patients, and applied to patient care. This course provides protected time for the opportunity to further develop an area of interest and lay the foundation for a professional identity that includes systematic investigation and problem solving. Students will contribute a scholarly work to one of the four main domains of scholarly activity including discovery (advancing knowledge), integration (synthesizing knowledge), application (applying existing knowledge), or teaching (disseminating current knowledge).

ITD 435 - Women's Health

This M4 longitudinal elective is designed to further understanding of and develop practical approaches to several non-reproductive women's health medical issues. The elective will be most applicable to M4s who will train in Family Medicine, Internal Medicine or OB/GYN. Participants will be provided learning objectives and reading material in advance of each monthly discussion. Clinical questions that introduce the discussion will be obtained from a variety of sources including the American College of Physicians Medical Knowledge Self-Assessment Program, the OB-GYN residency study guide, the New England Journal's case based clinical discussions, and the Cleveland Clinic's Women's Health Updates. We will advance our clinical knowledge of common issues in women's health by taking advantage of review articles and examining pertinent established and new literature. Guest faculty will occasionally join in the discussions. Several recent position papers (last 18 months) addressing important women's health issues will serve as important resources to participants.

ITD 436 - Real-World Application of Health Policy & Finance in the Practice of Medicine

This course will offer aspiring clinicians a unique view into the world of healthcare policy and finance. Students will be introduced to thought-leaders in healthcare finance, and will be granted intimate access and exposure to the real-world financial ramifications of the clinical decisions they will soon be making. Through readings, exercises, and site visits, students will come to better understand health benefits in the private sector and how the associated costs play into business strategic planning; will see how those health benefits (health insurance) are understood by patients and physicians; and, will see how the choices made by employers and employees can have profound, long-lasting implications on socioeconomic wellness. Students will also become familiar with administrative tasks and learn software skills that will make them better physicians and better business men and women in the future.

ITD 438 - Clinical Pharmacology & Therapeutics

For multiple years in a row, the EPA#4 (enter and discuss orders and prescriptions) have been scoring among the lowest EPAs in the Assocation of American Medical Colleges Graduation Questionnaire data. There is also strong evidence to suggest that medical students do not receive adequate education on all topics related to medication safety. This elective aims at providing a students with a deep understanding of topics related to medication safety and appropriateness. The elective will be a self-directed learning experience using interactive online modules, live case-based discussion sessions and clinical encounters. In addition to timely completion of the online modules and attending the live case-based sessions, the student identifies a preceptor at the Sentara Ambulatory Care Center and meets with the preceptor on a mutually agreeable schedule (e.g. weekly) to discuss topics such as medication reconciliation, prescription audit etc. The students will be encouraged to attend a medication reconciliation session with the hospital pharmacist if the opportunity exists. The student will be required to submit a summary of what was discussed after each clinical encounter. Based on the process improvement opportunities that the students identify, they are encouraged to prepare a publishable manuscript from their efforts.

ITD 439 - Student Academic Clinician Educator Course

The student ACE program is intended to support students who have interest in pursuing a career as an academic clinician educator. The curriculum consists of 6 professional development workshops, a majority of which will be presented as self-paced online modules in an effort to provide schedule flexibility. The content of the workshops aims to provide early exposure to high-yield skills important in becoming an effective clinical educator. Participants in the course will apply these skills as session leaders during the Clerkship Transitions into Practice Series (TIPS), CareForward Small Group Series, and Wellness/Professional Development sessions in the M1-M3 year. As near-peer mentors, students will have the opportunity to assist in the curriculum design and planning of their respective specialty clerkship orientation and specialty mentorship program.

ITD 440 - Community-Engaged Learning Capstone

This course will be a blended learning experience. Most of the student effort will be asynchronously stimulated through Blackboard. In addition to the asynchronous activities, “Capstone Day” will be a single day during the current TIPs program. Students will be required to attend all of Capstone Day activities. Capstone Day will be dedicated to two activities. In the morning, students will participate in two structured debates about what it means to be effective community-oriented physicians; and in the afternoon, there will be a Capstone Poster Session open to the entire EVMS community, and those served by the students’ longitudinal service. The two 45-minute Community Orientation Debates will center around four different theses or paradigms of community-oriented medical practice. Student volunteers will take up the issues and prepare. There will likely not be winners and losers, the whole point is to get students to grapple with the options (a research-based method for encouraging attitude change). Care will be taken to make the debates friendly, fun, and content-focused, rather than adversarial.

Internal Medicine

INT 303 - Internal Medicine

6 Credit Hours
The EVMS Internal Medicine Clerkship provides students with clinical experience in both the general medicine inpatient/hospital setting and sub-specialty inpatient/hospital and outpatient settings. Students also rotate in geriatrics and neurology. Our faculty and residents contribute to medical student education through direct observation in the clinical setting, bedside teaching, interactive case-based didactics, review of clinical documentation, and student mentoring and advising. Students will develop the ability to gather essential and accurate information about patients and their condition through empathetic history-taking, physical examination, and use of laboratory data, imaging, and tests. Students will also demonstrate critical thinking skills and effective use of evidence-based medicine to enhance patient care.

INT 403 - Cardiology

The clinical clerk will work closely with the staff cardiologist in an outpatient clinical setting. The vagaries of the cardiovascular history will be stressed. The clerk will have ample opportunity to hone cardiovascular physical examination skills. Individual instruction in ECG interpretation will be provided. The clerk will gain carefully supervised experience in treadmill testing, echocardiography, Holter monitoring, and pacemaker follow-up. Exposure to cardiac catheterization will be available.

INT 404 - Cardiology

Exposure to all areas of non-invasive and invasive cardiac procedures. Cardiology, including daily inpatient service exposure, consultative cardiology, cardiac transplantation, and electro-physiology.

INT 407 - Cardiovascular Medicine

A busy consultative service, emphasizing clinical cardiology, clinical decision making, intensive care cardiology, EKG reading and the proper use of cardiac testing.

INT 413 - Clinical Endocrinology

Sub-specialists in the division of Endocrinology & Diabetes provide expert medical care for adult patients with hormonal disorders. Our clinic is a multidisciplinary service composed of physicians, nurse practitioners, certified diabetes educators, DXA technologists, and corps-staff. The services we offer include Endocrinology subspecialty consultation for both in- and out-patients, assistance with Diabetes management, Diabetes education and classes, bone mineral density assessment (DXA scanning), thyroid fine needle aspiration, and metabolic testing. Endocrinologists serve as inpatient or outpatient consultants, patient and physician educators, and physician scientists in Endocrinology. With such a variety of available experiences, your educational opportunities are vast and we are committed to tailoring your rotation here to best serve your educational objectives.

INT 417 - Internal Medicine Acting Internship

An advanced experience in general internal medicine, with the opportunity to select a subspecialty area. The student will function as an acting intern on the medical service.

INT 418 - Internal Medicine Acting Internship

The purpose of this rotation is to provide the student an opportunity to function as an acting intern on the general medicine wards at the Hampton VA Medical Center. Students will admit patients, perform initial history and physical examinations, write all orders, discuss the case with an attending, make daily rounds with the attending physician and other members of the ward team and perform all necessary procedures. Skills to be obtained during this rotation include improved diagnostic techniques through history and physical examination and improved skills in therapy. Since continuity of care is essential to training, absences should be minimized during this elective.

INT 428 - Nephrology

Students will evaluate both inpatients on various specialty services and outpatients on the Nephrology Consultation Service. The student will present and discuss these patients with staff attending nephrologists and be guided to the appropriate reading on topics related to these patients. Introduction to hemodialysis, peritoneal dialysis and continuous renal replacement therapy also provided.

INT 432 - Pulmonary Medicine

Supervised inpatient and outpatient evaluation and treatment of patients with pulmonary diseases. Interpretation of radiographs, pulmonary function studies and other diagnostic tests. Daily didactic sessions with pulmonary staff and scheduled conferences covering selected aspects of pulmonary medicine.

INT 433 - Clinical Pulmonary Medicine

Students will round on a daily basis with the Pulmonary attending and resident. The students will be responsible for maintaining contact with a group of patients on the Pulmonary Consult Service. Students will also be expected to evaluate new consultations in the outpatient sphere under the supervision of the pulmonary resident and attending.

INT 435 - Rheumatology

Students will receive a well-rounded exposure to rheumatology, spending time in the office assisting with patients and helping work-up admissions.

INT 437 - Gastroenterology

Students will be exposed to the practice of clinical gastroenterology on both an inpatient and outpatient basis. In a staff supervised setting, the students will become familiar with the evaluation and treatment of common problems in gastroenterology. In addition, the students will be exposed to the various endoscopic procedures and esophageal mannometrics. A review of pertinent liver biopsies and barium studies of G.I. tract will be included. Numerous teaching conferences are scheduled.

INT 443 - Digestive and Liver Diseases

An intensive clinical experience in gastroenterology and hepatology, heavily weighted to inpatient consultation and management of primary, secondary and tertiary level care problems. Cognitive and diagnostic approaches to patients with digestive and liver diseases are emphasized.

INT 452 - Infectious Disease Consult Service

This elective will provide an introduction to infectious disease. Emphasis will be on the evaluation of patients with a variety of infections on the inpatient wards including endocarditis, meningitis, nosocomial infectious, antibiotic resistance and osteomyelitis. Students will be provided with a set of reference materials covering the major aspects of Infectious Disease.

INT 461 - Cardiology Electrophysiology

This elective is designed for students who have particular interest in cardiac rhythm disturbances, particularly in more advanced EKG interpretation, evaluation of complex arrhythmias to include atrial tachycardia, atrial fibrillation, Supraventricular tachycardia, Premature Ventricular Contractions/Ventricular tachycardia. The students will be observing the evaluation and management of patients requiring antiarrhythmic drug therapy. There will be direct observation and assessment of patients undergoing electrophysiologic studies and ablation procedures to include endovascular and epicardial/surgical techniques. This rotation also involves evaluation of pacemakers, implantable cardioverter-defibrillators and resynchronization devices, including patient selection, observation of implantation procedures, and participation in the outpatient clinic.

INT 468 - Clinical HIV/AIDS

This elective includes a comprehensive approach to HIV/AIDS care beginning with initial diagnosis, moving through preventative care, and dealing with end-stage processes and death related issues. There is a strong focus on outpatient experience but hospital care/teaching will also be provided. Teaching will be on a one-on-one basis for patient care. Reading topics and slide collections will be provided.

INT 469 - Clinical Cardiology

The student will work directly with attending Cardiologists in general cardiology consultations, outpatient cardiology clinics, observation of and interpretation of electrocardiograms, echocardiograms, echocardiography, exercise stress testing and nuclear stress testing. Emphasis will be on the indications and use of cardiac physical diagnosis and non-invasive cardiac testing in the management of common cardiac problems one would encounter in primary care or general internal medicine. The student will also attend noon conferences and Grand Rounds at the VAMC. The student will be encouraged to develop a cardiac topic and present to the Cardiology section or a noon conference.

INT 470 - Internal Medicine/Geriatrics

The course is designed for senior medical students interested in a career in primary care internal medicine or family medicine with an emphasis on geriatrics and who wish to pursue an elective prior to the beginning of internship and residency. The elective provides diverse exposure to older patients in various settings of care: long-term care, skilled nursing facility, continuing care retirement community, memory consultation clinic, and assisted living facility. These settings allow for a rich assortment of patients and health care professionals with whom the student can interact. Daily rounds with the attending physician, opportunities to work and learn with multiple levels of trainees, and direct patient care responsibilities provide the foundation for the experience. Students should also expect to consult with members of the interdisciplinary team (PT, OT, SW, nursing, dietary, speech and language) and participate in therapy sessions, care planning conferences and family meetings. Students will attend morning reports, didactic sessions, interdisciplinary conferences, and develop and give presentations of both patients and topics to supervisory physicians, colleagues, other health professions students and staff. The student will receive the current edition of Geriatrics At Your Fingertips and attend all Glennan Center education programs and other didactics as assigned during the rotation. Development of a clinical research or library-based research project or paper and presentation at the Glennan Center Geriatric Conference is required for Honors. Glennan Center faculty, including Drs. Aravich, Galicia-Castillo, Kannarkat, Mazzurco, Morris, Okhravi, Palmer and Smith serve as advisors for student projects and are involved in teaching the geriatric elective. Students should seek consultation during week one of the rotation regarding Honors expectations to determine the student's project goals and objectives and to map out a timeline for completion of the honor's project.

INT 472 - Critical Care Medicine

Fourth year students involved in the Intensive Care Unit Rotation will be expected to round with the Intensive Care Unit Team. Students will work under the supervision of upper level residents and Pulmonary/Critical Care Medicine Faculty. This rotation will allow students to see critically ill patients and gain experience in managing mechanical ventilation, interventions, such as nutritional support.

INT 473 - Internal Medicine/Palliative Care

The course is designed for senior medical students whose careers might include patient and family discussions about life and death decisions, treatment of difficult pain and other symptoms, and working with interdisciplinary teams. The Sentara Norfolk General Hospital Palliative Care Service consists of a physician; a nurse practitioner, a nurse specialized

in neuroethics, and a social worker. While the primary teaching site is Sentara Norfolk General, students are also scheduled time with the Palliative Care Consult Service at Sentara CarePlex and Chesapeake Rehab and Care Center. This rotation allows the student the opportunity to experience the human side of tertiary care medicine, to integrate science with humanities and to test the waters for a fellowship or career in the new field of hospice and palliative care. The rotation aims to give future physician the opportunity to care for the sickest of the sick patient, to acquire new skills and work with a dynamic interdisciplinary team. Palliative care consults are generated on patients with serious illness, often with multi-system failure and suffering. The team evaluates patients, conducts family conferences and attempts to set goals of care. In addition, the team tries to control suffering. Conferences frequently include other physicians, consultants, chaplains and nurses in addition to the palliative care team. The student will participate in daily conferences to learn about patients and to plan the day and Team meetings. Students will be mentored by Dr. Marissa Galicia-Castillo, Dr. Lauren Mazzurco or Dr. Deborah Morris on the Palliative Care Team and/or other team members (social worker, nurse practitioner), observe evaluations and family meetings, and participate in the debriefings in which the team discusses family dynamics, and decision-making. Depending on interest and skills, students may begin to work independently and conduct family meetings, learn to work collaboratively with nurses, social workers and chaplains and to lead debriefings. There will be an opportunity to read and compose patient reports to present at team meetings or other forums. Often the student will interact with the ethics team and attend the Sentara Norfolk General Hospital Ethics Committee Meeting as scheduled. Students attend one Grief Counseling/Support Group session with the social worker. Students receive a syllabus with links to key readings and articles. Students are also required to select a topic and give a presentation no longer than 30 minutes to the Palliative Care team in the last week of the rotation. Any Palliative Care Team member or the course director may offer guidance about the topic.

INT 474 - Clinical Gastroenterology

An introductory clinical experience in Gastroenterology and Hepatology, involving both the evaluation of out-patients and common gastroenterology problems and in-patient consultation in patients that include multi-system disease. The student will have exposure to all Gastroenterologic and Endoscopic procedures, along with the chance to correlate clinical endoscopic and radiographic findings.

INT 476 - Clinical Endocrinology

The endocrine elective will expose the student to a comprehensive spectrum of endocrine conditions. The student will see a broad spectrum of endocrine diseases, including type 1 and type 2 diabetes and their complications, thyroid disorders, conditions affecting both male and female reproduction, obesity, adrenal and pituitary gland disease, neuroendocrine tumors and their associated syndromes, and conditions involving bone and calcium metabolism. Students will be involved in both initial patient visits in the clinic and in follow-up visits. They will also participate as a member of the endocrine consult service for a portion of the elective, and will write and present patient notes to the consult attending. Students are encouraged to attend a variety of endocrine-focused conferences during their elective time, including endocrine grand rounds, the endocrine core lecture series, journal club and endocrine case conference.

INT 478 - Nephrology

The student will make clinical rounds on patients on the inpatient EVMS Renal and Nephrology Assoc. Consult Service at their assigned hospital. Hospitals are assigned by the program on a first come basis. The student will also be given selected lectures and will be responsible for presenting a clinical topic or journal article at one of our division renal conferences.

INT 479 - Internal Medicine

Through direct observation and practicing medicine under the supervision of Internal Medicine preceptors, the student will develop an accurate understanding of internal medicine as a discipline and potential career choice.

INT 480 - Internal Medicine

Through direct observation and practicing medicine under the supervision of Internal Medicine preceptors, the student will develop an accurate understanding of internal medicine as a discipline and potential career choice.

INT 481 - Internal Medicine

Through direct observation and practicing medicine under the supervision of Internal Medicine preceptors, the student will develop an accurate understanding of internal medicine as a discipline and potential career choice.

INT 482 - Internal Medicine

Through direct observation and practicing medicine under the supervision of Internal Medicine preceptors, the student will develop an accurate understanding of internal medicine as a discipline and potential career choice.

INT 486 - Pulmonary Medicine

Supervise inpatient and outpatient evaluation and treatment of patients with pulmonary diseases. Interpretation of radiography, pulmonary function studies and other diagnostic tests. Regular didactic sessions with pulmonary staff and scheduled conferences covering selected aspects of pulmonary medicine.

INT 491 - Critical Care Medicine

Fourth Year student involved in the Intensive Care Unit rotation will be expected to round with the Intensive Care Unit Team. Students will work under the supervision of Pulmonary/Critical Care Medicine Faculty. This rotation will allow students to see critically ill patients and gain experience in managing mechanical ventilation, interventions-such as vasopressors, nutritional support, and sedation.

INT 492 - Critical Care Medicine

Fourth Year student involved in the Intensive Care Unit rotation will be expected to round with the Intensive Care Unit Team. Students will work under the supervision of Pulmonary/Critical Care Medicine Faculty. This rotation will allow students to see critically ill patients and gain experience in managing mechanical ventilation, interventions-

such as vasopressors, nutritional support, and sedation.

INT 493 - Internal Medicine at KP Gaithersburg

Through direct observation and practicing medicine under the supervision of Internal Medicine preceptors, the student will develop an accurate understanding of internal medicine as a discipline and potential career choice. Students will have the opportunity to work with Kaiser Permanente Internal Medicine program faculty and residents.

INT 998 - Internal Medicine

Non-site-specific elective with a member of the EVMS faculty

INT 999 - Internal Medicine

Away elective

Interprofessional Education

IPE 700 - Inter Professional Education online

1 Credit Hours
A safe, effective and value-driven healthcare system requires teams of professionals working in unison to benefit patients and improve outcomes. The School of Health Professions has developed an online course for the pathologists' assistant students to evoke awareness of the importance of inter professional interactions across the following disciplines: pathologists' assistant, medical technologist, histotechnicians. Students will be required to study didactic and case-based learning modules presented online. Students are expected to demonstrate basic knowledge of the workings of cross-discipline programs and fundamental understanding of inter professional education (IPE). Each session will be presented by PowerPoint and/or video format and peer-to-peer interaction facilitated by Blackboard forum discussions and postings. The course will use the World Health Organization definition of IPE: "When students from two or more disciplines learn about, from and with each other to enable effective collaboration and improve health outcomes."

ITD 998 - Interdisciplinary

Non-site-specific elective with a member of the EVMS faculty

ITD 999 - Interdisciplinary

Away elective

Laboratory Animal Science

MLAS 502 - Laboratory Animal Husbandry, Care, & Ethic

3 Credit Hours
This course will discuss husbandry practices, proper nutrition and enrichment requirements for different species; environmental parameters, such as proper housing, temperatures, humidity and lighting. Humane handling, restraint and overall well-being of laboratory animals will also be covered.

MLAS 503 - Journal Club

1 Credit Hours
This course will review the selected publications in related fields such as animal models in research, new technologies, etc.

MLAS 504 - Diseases of Laboratory Animals I

3 Credit Hours
These courses will cover the biology, husbandry, diseases, pathology, treatments and main research uses of main laboratory animal species.

MLAS 505 - Diseases of Laboratory Animals II

3 Credit Hours
These courses will cover the biology, husbandry, diseases, pathology, treatments and main research uses of main laboratory animal species.

MLAS 506 - Anesthesia and Surgery

2 Credit Hours
This course will review techniques and procedures used in surgery and anesthesia, including instruments and equipment preparation and identification, handling of instruments and supplies during surgery, anesthesia induction and monitoring, post-surgical care, clean up and surgical record keeping.

MLAS 508 - Internship

2 Credit Hours
During this course, students will have hands-on experience on various aspects and techniques and on multiple laboratory animal species. This course is for one week (40 hours) on the EVMS campus in Norfolk, Virginia.

MLAS 509 - Biotechnology and Diagnostic Techniques

3 Credit Hours
This course will cover various topics such as molecular analysis and detection systems including enzyme-linked immunosorbent assay, polymerase chain reaction and real time polymerase chain reaction, basics of cell culture, laboratory blood, urine processing and basics of imaging techniques such as ultrasound, etc.

MLAS 511 - Facility Management

3 Credit Hours
This course provides both technical and non-technical skills necessary for the successful laboratory animal facility managers such as; understanding of facility equipment, personnel management and scheduling, supply procurement, space allocation, animal production management, communication with researchers and senior management, conflict resolution, hiring and firing, critical thinking, problem solving, negotiation, finance/budgeting and vendor management skills.

MLAS 512 - Graduate Seminar

2 Credit Hours
During this course students will be assigned to one topic of interest which will be presented to the whole group. Students will review the recent publications in their assigned topic and with recommendation and suggestions of their selected expert mentors, will prepare and present their presentation.

MLAS 513 - Comparative Anatomy and Physiology

4 Credit Hours
This course will cover anatomy and physiology of laboratory animals including study of body systems such as skeletal, muscular, circulatory, digestive, nervous, respiratory, reproductive and special sense organs and principles of diseases.

MLAS 514 - Applied Biostatistics and Research Design

3 Credit Hours
This course will cover the fundamentals of research design, including the use of literature search, the formulation of testable hypotheses, selection of the appropriate methodology and statistics to evaluate these hypotheses and the generation and interpretation of experimental outcomes. Students will learn to critique published studies, as well as to create and evaluate their own studies and protocols.

MLAS 515 - Laboratory Animal Behavior and Behavioral Management

1 Credit Hours
This course will provide students with behavioral biology of species commonly used in laboratories. The course will also cover behavioral management, including enrichment and positive reinforcement training and will introduce students to some behavioral tests utilized to model human behavior.

MLAS 516 - Cryopreservation

1 Credit Hours
Cell freezing is now a well-established laboratory activity in both clinical and research facilities. This course is designed to teach technically complex process of cryopreservation by explaining the procedure of cryopreservation (freezing) of cells.

Medical & Health Professions Education

CHAE 801 - Advanced Medical Imaging in the Digital Environment

3 Credit Hours
This course provides the principles and applications of medical imaging and clinical-case scenarios using evidence-based approaches and peer-reviewed materials that contribute to the integration of concepts relating to the major medical diagnostic techniques used to examine the different regions of the human body. The learning experience in this course fosters self-directed and independent study and builds clinical problem-solving skills. This educational approach will also help students to develop skills such as recognition and interpretation of human structures and the variations presented in medical imaging. Students will learn to apply these skills in an educational and/or scientific research environment. The format of this course is aligned with the educational framework established in CHAE 800.

CHAE 900 - Research

Varies 2, 4, or 6 Credit Hours
The goal of this course is submission of the doctoral candidate's research proposal to Institution Review Board and receiving approval to collect data.
Prerequisites Advisor approval required.

MHPE 600 - Applied Learning Theories

3 Credit Hours
Cross-listed: MHPE 800

This course is an exploration of adult learning theory. Application of principles to medical and health professions education is expected. Learners successfully completing this course will explore major theorists in the field of adult learning and create an educational philosophy. Learners will create artifacts in an electronic portfolio to exemplify the application of seven areas of learning theory: assessment of prior knowledge, encoding and retrieval of knowledge, motivation for learning, mastery of learning, feedback and practice, course climate and self-directed learning.

MHPE 601 - Instructional Methods

3 Credit Hours
Cross-listed: MHPE 801

This course prepares students with theoretic foundations and best practices to plan, apply, design, and evaluate appropriate instructional methods to enhance learner achievement. Application of principles to medical and health professions education is expected. Learners analyze a wide range of instructional methods including team-based, problem-based, inter-professional, outcome-based, experiential, indirect, and interactive in a variety of educational settings including small and large groups, clinical, bedside, ambulatory, community, rural and distance.

MHPE 602 - Curriculum Development

3 Credit Hours
Cross-listed: MHPE 802

This course teaches a systematic curriculum development approach. Application of principles to medical and health professions education is expected. Educators and curriculum leaders will gain knowledge, skills, and experiences in multiple facets of curriculum development including curricula planning, design, development, implementation, evaluation, and improvement/revision. Learners will also explore the benefits and challenges related to the collaborative nature of curriculum development through practical examples and application of curriculum planning models.

MHPE 603 - Assessment of Learning

3 Credit Hours
Cross-listed: MHPE 803

This course prepares learners to design evidence-based assessment strategies to improve instructional effectiveness for faculty and learning outcomes for students. Application of principles to medical and health professions education is expected. A wide array of formative and summative assessment instruments and techniques will be explored and applied through practical application.

MHPE 606 - Mixed Methods Research Designs

3 Credit Hours
Learners will explore general qualitative/quantitative research methods used in medical and health professions education research. The goal of the course is acquisition of skills needed to understand, plan, manage, analyze and interpret studies where data is mixed (qualitative and quantitative).

MHPE 608 - Socicultural Contexts of Teaching and Learning

3 Credit Hours
The goals of this course are to provide learners with a strong background for designing educational experiences, planning educational programs, and conducting research on a variety of teaching and learning-related questions. Application of principles to medical and health professions education is expected. The course is designed to help participants consider the meaning of learning and the various contextual factors that influence the learning process in higher education. This course explores the application of learning science in the design of learning environments. Learners evaluate inclusive, diverse, and equitable educational environments and use insights to improve practices, as well as the technologies higher education institutions use to document and assess learning.

MHPE 609 - Designing Educational Experiences

3 Credit Hours
This course prepares learners with theoretic foundations and best practices to plan, apply, design, and evaluate appropriate instructional methods to enhance learner achievement. Application of principles to medical and health professions education is expected. Learners will analyze a wide range of instructional methods and then design an array of formative and summative assessments utilizing evidence-based assessment instruments and techniques.

MHPE 610 - Practicum

3 Credit Hours
The practicum provides learners with an in-depth supervised opportunity to apply knowledge and skills gained in the two MHPE core teaching courses - Sociocultural Contexts of Teaching and Learning and Designing Educational Experiences. Working as part of a simulated faculty team, learners will completely develop all components of an online course. This is a virtual practicum.

MHPE 614 - Organization & Management in Higher Education

3 Credit Hours
Learners will research and understand higher education organizational structures and issues of oversight and will develop an understanding of how colleges and universities are governed. Who are the key decision-makers at these institutions? What roles do various constituents such as board members, presidents, deans, faculty, staff, and students play? Learners will explore how organizational structures, culture, context, and characteristics influence institutional governance and decision making. Learners will become knowledgeable about the history of and current trends in the management and operations of higher education institutions with a focus on academic health centers. This course will make use of case studies, debates, and discussion of current events as a means to better understand higher education organization and management.

MHPE 615 - Current Issues in Higher Education

3 Credit Hours
Learners identify and reflect on core issues in higher education and investigate competencies necessary for educational leaders to demonstrate effectiveness in leadership around these issues. Application of principles to medical and health professions education is expected. Topics related to academic and student affairs will be identified and examined. Learners are expected to develop a professional development plan for addressing gaps in knowledge, skills, and abilities around identified issues.

MHPE 625 - Data-based Decision Making

3 Credit Hours
This course is designed to prepare health professions educators and administrators to embrace and model a commitment to service through effective community engagement practices. During this course, students will explore, analyze, and discuss partnership frameworks with diverse stakeholders including state and federal agencies, nonprofit organizations, businesses, and other educational institutions, and will apply philosophies and techniques for effective cross-sector collaboration.

MHPE 700 - Leadership and Professionalism

3 Credit Hours
This course will expose learners to effective leadership approaches and skill sets. Topics will include fundamentals of leadership, leadership and professionalism self-assessment, leadership philosophy, professionalism, essential leadership and professionalism skills, modeling best leadership practices and behaviors, ethics in leadership, institutional and program accreditation, handling conflict and emerging issues. Learners will apply this learning to their professional life through a series of practical exercises.

MHPE 702 - Program Evaluation

3 Credit Hours
Program evaluation is a relatively young discipline in the formal sense of systematically collecting data for the purpose of informing decision-making. Program evaluation builds on many other disciplines to include social sciences, education, and statistics. In this course, we will explore the philosophical and theoretical roots of evaluation and the bridge between those roots and evaluation practice. In particular, we will discuss the meaning of evaluation and its historical roots; philosophical and theoretical orientations that provide guidance for thinking about evaluation; and finally, we will cover the specifics of planning, implementing, and managing the evaluation process.

MHPE 704 - Simulation in Healthcare

3 Credit Hours
This course will examine the use of medical modeling and simulation as instructional and assessment tools of the modern health professions educator. Participants will explore the key features of simulation-based healthcare education that lead to effective learning, evaluate the range of simulation methodologies and critically review current research and trends in simulation-based education and assessment. Participants will apply learning with a systematic instructional design process to develop a practical simulation-based teaching and/or assessment project by the end of the course.

MHPE 705 - Applied Statistics

3 Credit Hours
Learners will gain an understanding of the statistical tests used in medical and health professions education research. The focus is on understanding why a particular test is used and how to interpret and apply results obtained from each test. Utilizing SPSS statistical analysis software, learners will perform all statistical procedures related to descriptive statistics and inferential statistics such as *t*-tests, analysis of variance, correlation, regression, and chi-square. Visual representation of data will also be covered.

MHPE 707 - Practicum

3 Credit Hours
The practicum provides students with an in-depth supervised opportunity to apply knowledge and skills gained in the four MHPE core teaching courses - Applied Learning Theories, Instructional Methods, Curriculum Development, and Assessment of Learning. Working as part of a simulated faculty team, students will completely develop all components of an online course. This is a virtual practicum.

MHPE 708 - Capstone

1 Credit Hours
The capstone experience provides the learner the opportunity to present a program portfolio demonstrating achievement of all program goals and student learning outcomes.

MHPE 710 - Organization and Management in Higher Education

3 Credit Hours
Learners will research and understand higher education organizational structures and issues of oversight and will develop an understanding of how colleges and universities are governed. Who are the key decision makers at these institutions? What roles do various constituents such as board members, presidents, deans, faculty, staff and students play? Learners will explore how organizational structures, culture, context and characteristics influence institutional governance and decision-making. Learners will become knowledgeable about the history of and current trends in the management and operations of higher education institutions with a focus on academic health centers. This course will make use of case studies, debates and discussion of current events as a means to better understand higher education organization and management.

MHPE 712 - Simulation Tool and Techniques

3 Credit Hours
Healthcare simulationists have access to Myriad simulation tools and techniques to support simulation-based learning. While some tools are commercially available, there are an assortment of tools that can be "home-grown." This course will explore the broad scope of commercial and "home-grown" simulation tools and techniques available to the modern educator.

MHPE 715 - Educational Scholarship Methods

3 Credit Hours
Within the context of Boyer's four models of scholarship, this course provides the knowledge necessary to understand the purposes and processes of research using an expanded definition of scholarship that goes beyond the scholarship of discovery (research) to include the scholarship of integration, the scholarship of application and the scholarship of teaching. The course will also introduce students to quantitative and qualitative design approaches, examine foundational issues of research from both quantitative and qualitative perspectives and build skills for interpreting and evaluating research including criteria for evaluating empirical studies, particularly in the social sciences and in education.

MHPE 720 - Diversity in Higher Education

3 Credit Hours
Learners will reflect upon and articulate an understanding of ethnic and cultural diversity in higher education. Application of principles to medical and health professions education is expected. Learners will research and determine ways to address issues such as equity, unconscious bias and access to high quality education and develop effective teaching strategies illustrating best practices in establishing ideal learning environments.

MHPE 725 - Business of Simulation

3 Credit Hours
Today's simulation centers are analogous to small businesses, in that they involve small teams leveraging limited resources to support the mission critical needs of clients (students, faculty, residents, practicing clinicians, etc.). Often, simulation centers are established without an understanding of the long-term resource requirements - be they market share, funding, staff, equipment or space. This course will explore the core business principles required to help leaders both better manage their center and develop or hone their business model.

MHPE 727 - Organizational Management

3 Credit Hours
A study of management theory and organizational management as related to leadership, organizational design, culture, workforce strategy and change management with an emphasis on the application of management theory and research to organizational management. This course provides an opportunity to explore conceptual frameworks addressing organizational development, leadership, strategy and management of change.

MHPE 730 - Simulation Program Design

3 Credit Hours
This capstone course provides students with an in-depth, supervised opportunity to apply knowledge and skills gained in the first three courses. Students will focus on improving an existing simulation program, solving a problem in an existing simulation program or building a simulation program from scratch based on what is most relevant to them.

MHPE 800 - Applied Learning Theories

3 Credit Hours
Cross-listed: MHPE 600

This course is an exploration of adult learning theory. Application of principles to medical and health professions education is expected. Learners successfully completing this course will explore major theorists in the field of adult learning and create an educational philosophy. Learners will create artifacts in an electronic portfolio to exemplify the application of seven areas of learning theory: assessment of prior knowledge, encoding and retrieval and knowledge, motivation for learning, mastery of learning, feedback and practice, course climate and self-directed learning.

MHPE 801 - Instructional Methods

3 Credit Hours
Cross-listed: MHPE 601

This course prepares students with theoretic foundations and best practices to plan, apply, design and evaluate appropriate instructional methods to enhance learner achievement. Application of principles to medical and health professions education is expected. Learners analyze a wide range of instructional methods including team-based, problem-based, inter-professional, outcome-based, experiential, indirect, and interactive in a variety of educational settings including small- and large-groups, clinical, bedside, ambulatory, community, rural, and distance.

MHPE 802 - Curriculum Development

3 Credit Hours
Cross-listed: MHPE 602

This course teaches a systematic curriculum development approach. Application of principles to medical and health professions education is expected. Educators and curriculum leaders will gain knowledge, skills and experiences in multiple facets of curriculum development including curricula planning, design, development, implementation,

evaluation and improvement/revision. Learners will also explore the benefits and challenges related to the collaborative nature of curriculum development through practical examples and application of curricular planning models.

MHPE 803 - Assessment of Learning

3 Credit Hours
Cross-listed: MHPE 603

This course prepares learners to design evidence-based assessment strategies to improve instructional effectiveness for faculty and learning outcomes for students. Application of principles to medical and health professions education is expected. A wide array of formative and summative assessment instruments and techniques will be explored and applied through practical application.

MHPE 804 - Educational Scholarship Seminar

1 Credit Hours
The goals of the educational scholarship seminar are to explore opportunities for educational scholarship within medical and health professions education and to provide the student the opportunity to strengthen foundational skills necessary to achieve candidacy and subsequent successful completion of a contemporary scholarly project. Proposal writing, Institutional Review Board (IRB), manuscript preparation and options, publication in scholarly journals, educator portfolios and grant preparation are core topics. The course will be repeated for a total of three credits.

MHPE 805 - Applied Statistics

3 Credit Hours
Learners will gain an understanding of the statistical tests used in medical and health professions education research. The focus is on understanding why a particular test is used and how to interpret and apply results obtained from each test. Utilizing SPSS statistical analysis software, learners will perform all statistical procedures related to descriptive statistics and inferential statistics such as t-tests, analysis of variance, correlation, regression, and chi-square. Visual representation of data will also be covered.

MHPE 806 - Mixed Methods Research Design

3 Credit Hours
Learners will explore general qualitative/quantitative research methods used in medical and health professions education research. The goal of the course is acquisition of skills needed to understand, plan, manage, analyze and interpret studies where data is mixed (qualitative and quantitative).

MHPE 806 - Mixed Methods Research Designs

3 Credit Hours
Learners will explore general qualitative/quantitative research methods used in medical and health professions education research. The course will include investigation of quantitative and qualitative research approaches, sampling techniques, validity, and ethical considerations. The goal of the course is acquisition of skills needed to understand, plan, manage, analyze and interpret studies where data is mixed (qualitative and quantitative).

MHPE 807 - Emergent Research Methods (PhD)

3 Credit Hours
Learners will explore emerging research methods in an effort to answer new research questions brought on by the increasingly globalized world and rapidly changing health care industry. Learners will identify emergent qualitative and quantitative research designs used in medical and health professions education research e.g. document research, ethnography, arts based research, structural equation modeling, and internet research. Learners will gain the skills and knowledge needed to design and conduct research studies that examine complex issues in a rapidly changing world.

MHPE 808 - Sociocultural Contexts of Teaching and Learning

3 Credit Hours
The goal of the course is to provide learners with a strong background for designing educational experiences, planning educational programs, and conducting research on a variety of teaching and learning-related questions. Application of principles to medical and health professions education is expected. The course is designed to help participants consider the meaning of learning and the various contextual factors that influence the learning process in higher education. This course explores the application of the learning science in the design of learning environments. Learners evaluate inclusive, diverse, and equitable educational environments and use insights to improve practices, as well as the technologies higher education institutions use to document and assess learning.

MHPE 809 - Designing Educational Experiences

3 Credit Hours
This course prepares learners with theoretic foundations and best practices to plan, apply, design, and evaluate appropriate instructional methods to enhance learner achievement. Application of principles to medical and health professions education is expected. Learners will analyze a wide range of instructional methods and then design an array of formative and summative assessments utilizing evidence-based assessment instruments and techniques.

Course Descriptions

Print this Page

Medical & Health Professions Education

MHPE 810 - Practicum

3 Credit Hours
The practicum provides students with an in-depth supervised opportunity to apply knowledge and skills gained in the MHPE core teaching courses - Sociocultural Contexts of Teaching and Learning and Designing Educational Experiences. Working as part of a simulated faculty team, learners will completely develop all components of an online course. This is a virtual practicum.

MHPE 814 - Organization and Management in Higher Education

3 Credit Hours
Learners will research and understand higher education organizational structures and issues of oversight. Application of principles to medical and health professions education is expected. Topics will include law and governance, finance, accreditation, professional ethics and leadership, faculty issues, and intellectual property, copyright and outside funding.

MHPE 815 - Current Issues in Higher Education

3 Credit Hours
Learners will explore issues of contemporary concern among higher education practitioners, faculty, and administrators. The course utilizes a historical perspective to establish the background for the discussion of the issues influencing higher education today. Topics related to academic and student affairs in academic health centers will be identified and examined. Coursework and readings provide a nuanced understanding of differing perspectives on complex issues. Learners will utilize higher education research to examine issues, identify pros and cons, and challenge assumptions. Doctoral-level writing is emphasized.

MHPE 815 - Current Issues in Higher Education

3 Credit Hours
Learners identify and reflect on core issues in higher education and investigate competencies necessary for educational leaders to demonstrate effectiveness in leadership around these issues. Application of principles to medical and health professions education is expected. Topics related to academic and student affairs will be identified and examined. Learners are expected to develop a professional development plan for addressing gaps in knowledge, skills, and abilities around identified issues.

MHPE 820 - Diversity in Higher Education

3 Credit Hours
Learners will reflect upon and articulate an understanding of representation of individuals (primarily students and faculty) from diverse backgrounds in institutions of higher education. The social, legal, and political discourse that has shaped education (knowledge making) in the United States and its impact on diversity in higher education will be explored. Learners will research and determine ways to address issues such as equity, bias, and access to high quality education and develop effective teaching strategies illustrating best practices in establishing ideal learning environments. Historical (seminal texts dating back early as 1900) and dynamic, “real-time” literature and media will be explored and further enriched through our active participation. Therefore, you are advised to follow the course through Blackboard (particularly Course Materials and Discussion Board) as assignments, requirements, and information may be updated.

MHPE 825 - Data-based Decision Making

3 Credit Hours
Learners will gain a perspective on institutional research and data-driven decision making by exploring real-world institutional problems. The goal of the course is to help the learner acquire skills in asking data-driven questions, collecting and preparing data, mining data for patterns, developing institutional knowledge, and creating real predictive models.

MHPE 830 - Candidacy Seminar

3 Credit Hours
This course is designed to thoroughly evaluate the learner’s knowledge of medical and health professions education and their concentration using combined written and oral evaluation strategies and an evaluation of the learner’s educator portfolio. A preliminary research proposal must be presented and approved and dissemination outlet identified. Learners must successfully complete this course before moving on to complete their research.

MHPE 900 - Research

Varies 2, 4, or 6 Credit Hours
The goal of this course is submission of the doctoral candidate’s research proposal to IRB and receiving approval to collect data.
Prerequisites Advisor approval required.

USIE 800 - Advanced Imaging, Physics and Instrumentation

3 Credit Hours
This course is designed as an online/live offering for students to improve their understanding of medical imaging modalities including CT, MRI, X-ray and most importantly Ultrasound. Each student must successfully pass a practice SPI (Sonographic Physics & Instrumentation) examination to complete the course successfully. For those that have not achieved a passing grade in the national SPI (Sonographic Physics and Instrumentation) examination they will attain eligibility status to sit the SPI exam if they wish. In addition to preparing students for the SPI examination, they will explore other medical imaging modalities as well. As a major project a student will develop an online imaging module and prepare a series of relevant assessments for the module. Each student will prepare and deliver a live lecture for faculty focused on an area of imaging that demonstrates their understanding and mastery of the area.

USIE 801 - Ultrasound Competency and Assessment

1 Credit Hours
This course will introduce students to the concepts of skills acquisition, measurement and assessment in UGME and GME education (Undergraduate and Graduate Medical Education). Students will look at the literature around how POCUS has influenced and been influenced by the prevailing literature on competency. Students will look at various curricula associated with medical ultrasound and how they differ in their approaches of assessing sonographic-skills, and sonographic knowledge of learners. It will look at how rubrics, feedback and OSCE's (objectively structured clinical examinations) are utilized as tools of skills assessments in relationship to ultrasound program delivery.

USIE 802 - POCUS Scanning and Educational Approaches: Limbs, Head and Neck

3 Credit Hours
This course will require students to look at the existing literature as it relates to teaching ultrasound in the regions of Musculoskeletal, Head and Neck, and procedures that are performed with POCUS (Point of Care Ultrasound). After surveying some of the literature, students will demonstrate ultrasound skills and submit weekly images for feedback and assessment from specific regions. Students will work on developing tools for the delivery of an approved ultrasound module of their choice. This will include the knowledge component, the lab/sonoskills component and the assessment and feedback components.

USIE 803 - POCUS Scanning and Educational Approaches: Cavities and Program Management

3 Credit Hours
This course will require students to look at the existing literature as it relates to teaching ultrasound of the cavities and includes scanning in the regions of the thorax, abdomen and pelvis as it relates to focused exams and clinical decision making. After surveying some of the literature, students will acquire and submit ultrasound images weekly for feedback and assessment from specific regions. Students will then shift focus to discussing the development and management of an ultrasound program. This will include budgeting, staffing proposals, resources allocation and equipment considerations. In addition it will cover some of the marketing and aligning the program within the goals and culture of the institution.

Medicine

CFC 100 - Human Structure

7 Credit Hours
The Human Structure course provides a comprehensive overview of clinically relevant human anatomy through a case-based, collaborative approach. The module describes the human body's form, structure, function, and development by recognizing typical variations and using these variations to describe and explain clinically relevant abnormalities. Students utilize critical thinking skills and then learn to integrate the anatomical sciences and medical imaging while engaging with content that strongly emphasizes cultural humility, professionalism, and ethical behavior. Students will also begin their journey in clinical skills, learning essential aspects of the "clinical conversation" such as taking a patient history using a culturally humble approach.

CFC 101 - Foundations of Disease

17 Credit Hours
Foundations of Disease provides the fundamental building blocks necessary to progress to subsequent organ system modules within the curriculum. Foundational concepts are linked to corresponding pathological conditions, prioritizing the principles necessary for discriminating health and disease and predicting clinical manifestations from available data. Covered in the course are molecular cell biology and genetics, biochemistry and metabolic disorders, and the interaction of cells with their environment, including the fundamental concepts of neoplasia. Basic principles of pharmacodynamics and pharmacokinetics are introduced, and relevant pharmacology is integrated throughout the course. Fundamentals of the immune system are also covered, with context provided by introducing microorganisms and corresponding infectious diseases. General mechanisms of disease and the core principles of pathology are fully integrated throughout the course.

To address clinical skills, students will learn physical exam techniques and develop the exam skills required to obtain a core physical examination. They will gain practice in interpreting clinical information and generating differential diagnoses. Students will also learn and apply the basic principles of biostatistics, the scientific method and Evidence-Based Medicine (EBM) as they apply them to clinical problems.

CFC 102 - Introduction to Organ Systems

9 Credit Hours
Introduction to Organ Systems represents the transition to organ system courses in the Care Forward Curriculum. Students will explore the histology, immunology, microbiology, pathology, physiology/pathophysiology, and pharmacology of the following - heme, musculoskeletal (muscle/bone), skin, and gastrointestinal organ systems. Integration is achieved across all major medical basic science disciplines, from normal anatomic and physiologic functions to abnormal disease states to relevant pharmacotherapy. Students continue to develop their clinical skills such as hypothesis-driven data gathering, prioritizing a differential diagnosis, developing a problem representation, comparing/contrasting illness scripts, and proposing a leading diagnosis relevant to these organ systems.

CFC 103 - Hormones and Reproductive Health

18 Credit Hours

The Hormones and Reproductive Health course will enable students to acquire and apply knowledge of internal homeostasis/metabolism and reproduction from basic science to clinical situations. Students will review the embryological and anatomical development of the endocrine system and reproductive tract; they will acquire and apply physiological, pharmacological, and pathological knowledge necessary to prevent, evaluate, and treat metabolic, endocrine, male and female reproductive disorders, sexually transmitted infections, and breast diseases. Students will participate in discussions of the ethics of reproduction. They will also develop their clinical examination skills by working with standardized patients trained in teaching female pelvic and breast exams, male genital examinations, and using ultrasound.

CFC 200 - Heart, Lung and Kidney

13 Credit Hours

In Heart, Lung, and Kidney, students will learn about the disease processes which affect the cardiovascular, pulmonary, and renal systems in a fully integrated manner. The course builds upon students' prior understanding of the structure of these systems. It provides students with the tools to recognize causes and potential diseases and develop diagnoses and management plans for diseases of the heart, lungs, and kidneys based on signs, symptoms, and diagnostic results. Intricate working relationships between these three organs will be reinforced by discussing disease states such as acid-base imbalances, hypertension, heart failure, chronic kidney disease, and atherosclerosis. Students will use clinical cases to integrate basic science and clinical concepts related to these systems. In addition, appropriate medical imaging and diagnostic techniques are introduced, including ultrasound, pulmonary function testing, and EKG interpretation.

CFC 201 - Brain, Mind and Behavior

9 Credit Hours

The Brain Mind & Behavior course is devoted to developing an understanding of the nervous system. This course intends to foster active, self-motivated learning with a strong professional drive to master the content of functional neuroanatomy, neurology & neuropathology and psychopathology. Students will use clinical cases to integrate foundational science and clinical concepts to learn to localize the lesion, develop a differential, interpret physical and diagnostic exam findings, and determine appropriate treatment. Clinical skills knowledge will expand, including how to conduct a neurological examination, ophthalmologic examination, and mental status examination. In addition, students will expand their understanding of clinical ethics in practice and spend time considering the care of LGBTQ patients.

ITD 495 - Foundational Sciences III

6 Credit Hours

Need course description

MED 100 - Foundational Science

The Foundational Sciences 1 module introduces students to the molecular and biochemical underpinnings of cellular structure and function and initiates the foundations of clinical practice through conducting a patient-centered interview. Students will apply the principles of cell structure and function to clinical scenarios. Also, this module addresses the fundamentals of organ structure and function and builds upon the foundations of clinical practice laid in earlier in the module. Students will be able to apply the principles and process of organ structure and function to effective practice.

MED 102 - Human Structure

Our Human Structure module gives a foundation in clinically relevant concepts of gross anatomy, microanatomy and human embryology. In addition, students use several modes of medical imaging (ultrasound in particular) to help them fully see what is before them. Students will develop good manual dissection skills.

MED 103 - General Mechanisms of Disease

The General Mechanisms of Disease module serves as a transition from the foundational modules to the organ systems modules. It focuses on the general mechanisms of disease, introducing students to microbiology and infectious disease, principles for discriminating healthy from unhealthy conditions and predicting clinical manifestations from available data. Students will interpret clinical data and prioritize differential diagnoses and management plans. Students will also conduct integrated and focused physical examinations based on chief complaint and history.

MED 104 - Skin, Muscle and Bone

The Skin, Muscle and Bone module provides students with the tools to recognize the causes and potential diseases of the integumentary and musculoskeletal systems. Through integration of these systems, the students will develop the ability to diagnose and create management plans for diseases of skin, muscle and bones based on signs, symptoms, complaints and diagnostic results.

MED 105 - Gastrointestinal System and Metabolism

The Gastrointestinal System and Metabolism module provides students with the tools to recognize causes and potential gastrointestinal and metabolic diseases. Students will develop the ability to develop diagnoses and management plans for gastrointestinal system and metabolic diseases based on signs, symptoms, complaints and diagnostic results.

MED 200 - Heart, Lung and Kidney

In the Heart, Lung and Kidney module students will learn about the disease processes which affect the cardiovascular, pulmonary and renal systems in a fully integrated manner. This module builds upon students' prior understanding of the structure of these systems and provides students with the tools to recognize causes and potential diseases and the ability to develop diagnoses and management plans for diseases of heart, lungs and kidneys based on signs, symptoms, complaints and diagnostic results. Intricate working relationships between these three organs will be reinforced by discussing disease states such as acid-base imbalances, hypertension, heart failure, chronic kidney disease and atherosclerosis. Through use of clinical cases, students will integrate basic science and clinical concepts related to these systems. In addition, appropriate medical imaging and diagnostic techniques are introduced, including ultrasound, pulmonary function testing and EKG recording and interpretation.

MED 201 - Hormones and Reproductive Health

Students will apply their knowledge of embryology and anatomy to the endocrine and reproductive systems and will acquire knowledge of internal homeostasis, the role of hormones in metabolism, pregnancy, development and aging. Students will develop their examination skills of female and male reproductive organs and develop diagnoses and management plans for diseases of the endocrine and reproductive systems based on signs, symptoms, complaints and diagnostic results.

MED 202 - Brain, Mind and Behavior

The Brain, Mind and Behavior module provides students with the skills to differentiate between normal and abnormal processes and behavior and to interpret diagnostic tests or findings specific to neurology and psychiatry. Students will be able to generate a differential diagnosis and create an effective management plan for neurological and psychiatric diseases.

MED 203 - Multisystem Disorders

The Multisystem Disorders module provides students with the tools to effectively manage diseases that affect multiple organ systems. Examples include Alcoholism, Drug Abuse and Diabetes. Students will identify the underlying biochemistry, pathology, pathophysiology, immunology and genetics related to abnormal process of multisystem diseases and be able to identify and manage the interactions created within the multiple systems.

Medical Sciences

DMSC 703 - Scholarly Writing

3 Credit Hours
The physician assistant profession is placing greater emphasis for members to enter into academic debates as publishing scholars. So it is especially important to understand the expectations that shape scholarly writing.

This course is an overview of writing and organizational skills necessary for completion of the capstone and submission of articles for publication. It includes development of writing and research skills and components of research design. The major milestone o this course is completion of the Introduction section for the capstone requirement.

DMSC 704 - Quality Improvement in Healthcare

3 Credit Hours
This course will cover the area of healthcare quality and improvement in all facets of healthcare including, but not limited to, private practice, clinical settings, hospital systems, and other healthcare facilities. Through a series of topics that range from teamwork, analysis, and communications, to risk analysis, accreditation, and personnel factors, the course will help the learner navigate facets of quality improvement that impact every corner of the healthcare environment. General descriptions of government process, regulation, and accountability will also be explored.

DMSC 705 - Advanced Clinical Practicum I

3 Credit Hours
This is the first in the series of two courses that will allow the student to advance their skills and knowledge within their given specialty. Students will work closely with an identified preceptor or healthcare administrator to categorize personal skills they wish to advance in the clinic or areas to implement improvements or change within their healthcare system at any level. Students will also have the opportunity to reflect on this process and refine their strategies for improvement.

DMSC 717 - Accreditation and Leadership in PA Education

3 Credit Hours
This course is an overview of leadership structures in academia and PA Programs utilizing the ARC-PA standards as a guide. Topics include organizational hierarchy, program hierarchy, effective program leadership, and academic leadership. Institutional and program accreditation is also reviewed with emphasis on leadership roles in ensuring continued compliance and accurate interpretation of accreditation standards.

DMSC 723 - Policy and Politics of Healthcare

3 Credit Hours
This course is an introduction to the policy process, frameworks for understanding health policy issues, background research necessary for policy implementation and implementation strategies.

DMSC 801 - Advanced Clinical Practicum II

3 Credit Hours
This is the second in the series of two courses that allow the student to advance their skills and knowledge within their given specialty. This course will build upon Advanced Clinical Practice I. Students will continue with projects that will improve their clinical abilities and learn more advanced ideas and concepts within the healthcare structure and systems. Students will continue working with an identified preceptor or healthcare administrator to identify personal skills they wish to advance in the clinical setting or areas to implement improvements or change within their healthcare system at any level. Students will also have the opportunity to reflect on this process and refine their strategies for improvement. Students will also be exposed to professional colleagues who will provide expertise in several areas of healthcare, including leadership, research, and administration.

DMSC 802 - Capstone I

3 Credit Hours
This is the first in a series of three capstone courses in which students will work towards completing the second, third and fourth chapters of their contemporary scholarship dissertation (CSD). In this semester, students will enhance their understanding of the conference presentation process. Students will investigate opportunities for presentation at

professional conferences, explore the components of the conference application process, and construct a full conference application for submission. The major milestone of this course will be the completion of a full conference application and conference presentation.

DMSC 805 - Capstone II

3 Credit Hours
This is the second in a series of three capstone courses in which students will work towards completing the second, third and fourth chapters of their contemporary scholarship dissertation (CSD). In this semester, students will work to complete the third chapter, in which they will research, write, and revise a publishable scholarly work. The content of this paper will directly correlate to the student's professional area of interest. The major milestone of this course will be submission of a manuscript to a reputable scholarly journal.

DMSC 806 - Capstone III

3 Credit Hours
This is the third in a series of three capstone courses in which students will enhance their understanding of the grant process. In this semester, students will investigate real grant opportunities, explore the detailed components to the grant application process, and construct a full grant application for submission. The major milestone of this course will be the completion of a full grant application that could be used for submission.

DMSC 807 - Learning Assessment and Evaluation

3 Credit Hours
This course explores the importance of learning assessment and evaluation in health education. Students will navigate the learning assessment and evaluation process, including identifying the fundamentals of assessment, discovering evaluation and assessment methods, and evaluating these methods for quality, validity, and reliability. Topics specific to health professions education will also be discussed, including the use of situation judgement tests and simulation in assessment.

DMSC 808 - Healthcare Policy for PAs

3 Credit Hours
This course will explore the fundamental theories of health policy, including its innovations, implementation, and analysis, emphasizing its impact on the PA profession. The course will prepare doctoral physician assistants to critically analyze health policy and its potential impact on the PA profession. Doctoral students will be expected to write critical analyses on various health policy topics.

DMSC 809 - Teaching and Learning in PA Education

3 Credit Hours
This course is a brief overview of organizational and leadership structures in academia and PA Programs. PA Program accreditation is emphasized in the planning and execution of the PA educational curriculum. Additionally, the course prepares doctoral students to plan and evaluate appropriate instructional methods to enhance learner achievement.

Molecular Diagnostics and Precision Medicine

MDPM 500 - Principles of Molecular Diagnostics

3 Credit Hours
Course will cover basic concepts of molecular biology including nucleic acids, chromosomes, DNA replication, transcription, and translation and the role of inherited and acquired mutations in disease. The role of clinical molecular diagnostics in detection, prognosis, theranostics, and monitoring and management of patients with inherited and infectious diseases will be explored.

MDPM 501 - Molecular Diagnostics Laboratory

3 Credit Hours
Course will cover basic molecular biology laboratory techniques including nucleic acid isolation, restriction enzyme digestion, polymerase chain reaction (PCR), quantitative reverse-transcription PCR, DNA sequencing, western blot, ELISA, and PCR-RFLP. This includes both hands on experience and lecture-based explanation of the science behind the techniques.
Prerequisites MDTS 500

MDPM 600 - Principles of Molecular Diagnostics

3 Credit Hours
This course will cover the molecular pathology of various diseases including epigenetic disorders, metabolic disorders coagopathies, cardiac disease, and infectious disease. It will also focus on cutting edge areas of molecular medicine and diagnostics such as pharmacogenomics, regenerative medicine and the microbiome.
Prerequisites MDTS 500 and MDTS 501 or permission from instructor. Co-requisite: MDTS601 (or permission of instructor).

MDPM 601 - Molecular Diagnostics Laboratory

3 Credit Hours
Course will cover advanced techniques and technologies in molecular diagnostics. Students will gain hands on experience in diagnostic methods using relative quantification of qRT-PCR, sequencing, and fragment analysis using capillary electrophoresis. Alternative techniques and emerging technologies such as next-generation sequencing will also be discussed.
Prerequisites MDTS 500

MDPM 620 - Clinical and Research Lab Regulations and Ethics

3 Credit Hours
Students will be engaged and guided through a series of lectures and class discussions that emphasize regulatory and ethical considerations in the clinical molecular diagnostic laboratory, scientific research laboratory, and human subjects research environments. This class will cover issues specific for the Clinical Laboratory (CLIA regulatory environment) as well as Responsible Conduct of Research generally (https://grants.nih.gov/grants/guide/notice-files/NOT-OD-22-055.html) , including: conflict of interest; policies regarding human subjects, live vertebrate animal subjects in research, and safe laboratory practices; mentor/mentee responsibilities and relationships; safe research environments (e.g., those that promote inclusion and are free of discriminatory harassment); collaborative research; peer review; data acquisition and analysis; laboratory tools (e.g., tools for analyzing data and creating or working with digital images); recordkeeping practices, including methods such as electronic laboratory notebooks; secure and ethical data use; data confidentiality, management, sharing, and ownership; research misconduct and policies for handling misconduct; responsible authorship and publication; and the scientist as a responsible member of society, contemporary ethical issues in biomedical research, and the environmental and societal impacts of scientific research.

Students will be responsible for viewing one assigned asynchronous online lecture the first part of each week, which will be followed by a synchronous live videoconference discussion of the topic later in the week, including case studies and other situational descriptions of ethical dilemmas, led by a faculty member. The asynchronous (taped) lecture will be followed with a short online test ("open book") that must be completed within 24 hours after viewing it and prior to the videoconference discussion of that topic. These short test results will be tallied as 40% of the student's final grade, with another other 40% dependent upon active participation of the student in the videoconference discussions. An online final exam will comprise the remaining 20% of the grade.

MDPM 640 - Molecular Cytology and Histology

3 Credit Hours
Need course descriptionThis course will provide didactic training and hands on experience in methodologies associated with clinical and experimental molecular cytology and histology. This includes, immunohistochemistry, immunofluorescence, fluorescent in situ hybridization, and fluorescent chromosome analysis. Students will learn to design and implement experiments using these technologies to answer questions in molecular diagnostics.
Prerequisites MDPM 600 and MDPM 601 or instructors approval

MDPM 660 - Molecular Diagnostics Practicum

9 Credit Hours
Need course description

MDPM 669 - Molecular Diagnostics Practicum

3 Credit Hours
Students will perform directed laboratory research in an academic, industry, or clinical laboratory. Research project will be supervised by student's mentor. Projects must encompass the use of molecular diagnostics techniques and must be approved by an advisory committee selected by the student and approved by the program director. Upon completion of the 15 credit hours, students will present their findings in an open seminar.

MDPM 669 - Molecular Diagnostics Practicum

2-9 Credit Hours
Students will perform directed laboratory research in an academic, industry, or clinical laboratory. Research project will be supervised by student's mentor. Projects must encompass the use of molecular diagnostics techniques and must be approved by an advisory committee selected by the student and approved by the program director. Upon completion of the 15 credit hours, students will present their findings in an open seminar.
Prerequisites 6 credits of MDPM 698

MDPM 698 - Molecular Diagnostics Laboratory Rotation

1-3 Credit Hours
Students will obtain molecular diagnostic research experience in laboratories of prospective mentors. Student will be trained in research methods and procedures and will obtain a perspective on potential projects. Rotations can be completed in academic research, industry, or clinical laboratories. Work must include the use of molecular diagnostic techniques and rotations must be approved by the program director.
Prerequisites MDTS 500 & MDTS 501 pre or co requisite

MDPM 698 - Molecular Diagnostics Laboratory Rotation

2-6 Credit Hours
Students will perform directed laboratory research in an academic, industry, or clinical laboratory. Research project will be supervised by student's mentor. Projects must encompass the use of molecular diagnostics techniques and must be approved by an advisory committee selected by the student and approved by the program director. Upon completion of the 15 credit hours, students will present their findings in an open seminar.

MDPM 720 - Genomics and Bioinformatics

3 Credit Hours
Genomics and Bioinformatics combines a didactic survey of topics important for understanding the origin, curation, advantages, and limitations of a variety of key genomic resources with hands-on training in the proper use of widely accessed web-based genome resources and common web-based bioinformatic tools
Prerequisites MDPM 600 and 601 or equivalent with approval from instructor

NEU 404 - Clinical Adult Neurology

Clinical neurology in the outpatient and inpatient settings in cooperating hospitals. The students will evaluate and follow neurology consultations in the hospital and assist in the neurology clinic. Specific reviews of various neurological illnesses will be made. Opportunities exist for observation in diagnostic laboratories (e.g. Epilepsy Monitoring Unit, Autonomic Lab, EMG Lab, Music Medicine, etc.)

NEU 998 - Neurology

Non-site-specific elective with a member of the EVMS faculty

NEU 999 - Neurology

Away elective

Obstetrics/Gynecology

OBG 301 - Obstetrics and Gynecology Clerkship

6 Credit Hours
The EVMS Obstetrics and Gynecology Clerkship provides students with clinical experience in labor and delivery, gynecology and the outpatient clinic at EVMS and our community partners. Our faculty and residents contribute to medical student education through direct observation in the clinical setting, bedside teaching, interactive case-based didactics, standardized patient encounters, and student mentoring and advising. Students will develop the ability to perform the medical interview and physical examination of women and incorporate ethical, social, and diverse perspectives to provide culturally competent health care.

OBG 400 - Advanced Clerkship in Clinical Obstetrics and Gynecology

This elective permits the assumption of greater patient responsibility on the part of the medical student both in the outpatient and inpatient settings. This elective is recommended if a student is interested in pursuing a residency in OB/GYN and desires more in-depth exposure to the specialty. The faculty will be pleased to attempt to tailor a program to the student's particular interest, but the basic usual expectation should be advanced clinical management and reinforcement of cognitive material and problem solving skills. The student will function as an "acting intern."

OBG 401 - Reproductive Endocrinology and Infertility

The experience teaches introductory concepts of homeostasis, hormone synthesis, structure/function and hormonal signal transduction; the key hormones and growth factors and their roles in reproduction; basic female and male reproductive anatomy; physiology of the ovulatory cycle, menstruation and menopause; pharmacological control of follicular development of fertility treatment and contraception; disorders of fertility and pathology of the reproduction system; ovarian stimulation protocols; and the role of GnRH agonists and antagonists in ART. There is opportunity to be involved with surgery depending on experience and desire of the student.

OBG 402 - High-Risk Obstetrics - Advanced Clerkship

The student will participate in the care of the high-risk obstetrical patient, working directly with the faculty members of the Division of Maternal-Fetal Medicine and the residents on the Academic Obstetrics Service at Sentara Norfolk General Hospital. Inpatient care is stressed. However, the student will attend patients at a weekly high-risk clinic and participate in outpatient high risk ob clinic and ultrasound. At the completion of the elective, the student should have an understanding of the approach to diagnosis (including special laboratory and ultrasound) and decision-making in complicated obstetrics.

OBG 407 - Benign Gynecology

The purpose of this elective is to provide the students with further experience in inpatient and outpatient benign gynecology. The student will function as a "sub-intern" in the diagnosis, evaluation and treatment of women with various gynecologic problems. It will include both inpatient and outpatient experiences, with participation in clinics, gynecologic surgeries, and ongoing inpatient care.

OBG 410 - Reproductive Genetics

Although exposed to the general concepts of genetic risk assessment in the third year clerkship, the majority of students have little experience with medical genetics as practiced. The goals of the elective will include observation of genetic counseling, risk assessment calculation, counseling regarding prenatal diagnosis options, prenatal screening to include noninvasive prenatal testing of fetal aneuploidy (NIPT), population-based carrier screening, ultrasound assessment of fetal anomalies (and their implications), teratogen exposure in pregnancy and recurrence risk.

OBG 411 - Urogynecology

Students will gain experience in urogynecology in an office and hospital setting, obtain hands-on experience in the operating room in a supervised setting, and learn management of outpatient urodynamic testing and other evaluations pertinent to the patient with urinary incontinence.

OBG 415 - Advanced Educational/Research Elective

The student will actively participate in the planning, coordinating and successful execution of various educational activities of the third year OB-GYN clerkship and participate in educational and/or clinical research under the direction of Dr. Too and her appointed clinical research supervisors. Included duties with respect to the third year clerkship include,

but are not limited to, assisting with orientation, suture workshops, simulation training, updating and proctoring the clerkship mid-term examination, development and testing of objective structured clinical exams (OSCE's), standardized patients (SP's) and other teaching responsibilities as directed by Dr. Too.

OBG 417 - Obstetrics and Gynecology

This elective permits the assumption of greater patient responsibility on the part of the medical student both in the outpatient and inpatient settings. This elective is recommended if a student is interested in pursuing a residency in OBGYN and desires more in-depth exposure to the specialty. The faculty will be pleased to attempt to tailor a program to the student's particular interest, but the basic usual expectation should be advanced clinical management and reinforcement of cognitive material and problem-solving skills.

OBG 418 - Advanced Clerkship in Benign Gynecology and Urogynecology

The Acting Internship (AI) experience is designed to encourage senior medical students to assume patient care responsibilities similar to those of an intern (PGY-1 resident), including night call. This course is designed for students pursuing a surgical career who are interested in increasing their knowledge of pelvic anatomy and fundamental surgical skills with an emphasis in minimally invasive surgery. The student will complete a structured curriculum that includes pelvic anatomy, surgical instrumentation, surgical energy, & fundamental laparoscopic skills. The student will participate in clinical activities including observation in the operating room one and one half days per week and will be involved in direct patient care two half days in outpatient gynecology clinics. The remainder of the time will be in self-directed study and surgical simulation skills. The student will be assigned a mentor from the Gynecology Division to supervise the completion of the course.

OBG 419 - Advanced Clerkship in Benign Gynecology

The Acting Internship (AI) experience is designed to encourage senior medical students to assume patient care responsibilities similar to those of an intern (PGY-1 resident), including night call. This course is designed for students pursuing a surgical career who are interested in increasing their knowledge of pelvic anatomy and fundamental surgical skills with an emphasis in minimally invasive surgery. The student will complete a structured curriculum that includes pelvic anatomy, surgical instrumentation, surgical energy, & fundamental laparoscopic skills. The student will participate in clinical activities including observation in the operating room one and one half days per week and will be involved in direct patient care two half days in outpatient gynecology clinics. The remainder of the time will be in self-directed study and surgical simulation skills. The student will be assigned a mentor from the Gynecology Division to supervise the completion of the course.

OBG 998 - Obstetrics/Gynecology

Non-site-specific elective with a member of the EVMS faculty

OBG 999 - Obstetrics/Gynecology

Away elective

Occupational Therapy

OCCT 721 - Foundations of Occupational Therapy Practice

2 Credit Hours
Students examine the historical and philosophical foundations that have shaped the profession of occupational therapy, its domain, values, and theories, and the foundations of practice with individuals, groups, and populations. Students explore the value of occupation and the role of occupational therapy in promoting health and wellness.

OCCT 749 - Occupations I

6 Credit Hours
Students analyze the domains and dimensions of occupations, occupational performance skills and patterns, and the structures, functions, and processes of the body and body systems. Students conduct biomechanical assessments and identify essential performance for health and function.

OCCT 750 - Occupations II

4 Credit Hours
Students analyze the domains and dimensions of occupations, occupational performance skills and patterns, and the structures, functions, and processes of the body and body systems. Students will examine the structures and function of the central, autonomic and peripheral nervous systems and apply neuroscience principles to clinical conditions that disrupt human engagement and performance.

OCCT 751 - Occupations III

3 Credit Hours
Students examine the aging process and the evaluation and treatment of physical, developmental, psychosocial, and mental health disorders of older adults. Students design evaluation and intervention plans for clients receiving services in home, community, and skilled nursing settings.

OCCT 752 - Occupation, Health and Wellness across the Life span

3 Credit Hours
Students examine human development, occupational patterns, and cultural influences across the lifespan that enable individuals, groups and populations to optimally participate in occupations that promote health. Students apply critical reasoning to consider the impact of disorders on participation and health.

OCCT 753 - Pediatric Habilitation and Rehabilitation: Theory and Practice

6 Credit Hours
Students examine the influence of psychosocial factors on occupational performance and participation in individuals, groups, and populations. Use of self as a therapeutic agent and group process skills are emphasized.

OCCT 754 - Professional Reasoning and the Occupational Therapy Process

3 Credit Hours
Students utilize professional and clinical reasoning to apply the occupational therapy process in client care. Students analyze information that supports team collaboration, clinical decision making, effective client care, and service reporting.

OCCT 755 - OT Evaluation of Occupational Performance

3 Credit Hours
Students explore the evaluation process in occupational therapy practice including observation, interviewing, assessment administration and interpretation, decision making, and reporting. Tests and measurement theory, psychometrics, methods, procedures, and test interpretation are examined.

OCCT 756 - Professional Identity and Ethical Formation

3 Credit Hours
Students integrate foundational concepts to promote professionalism, ethical reasoning, therapeutic use of self, and lifelong competent and interprofessional practice. Students examine professional identity and the role of professional relationships in occupational therapy practice.

OCCT 768 - Field Work I: Pediatrics

1 Credit Hours
In this twelve-week full time course students are provided supervised field experiences applying the occupational therapy process with individuals, groups and/or populations with occupational performance and participation needs.

OCCT 821 - Elements of Research I: Theories of Inquiry and Scholarly Literature

3 Credit Hours
Students develop knowledge of the application of statistics for the healthcare professional. Students utilize descriptive statistics, normality, parametric and non-parametric hypothesis testing and simple linear regression to evaluate research and form clinical decisions.

OCCT 822 - Elements of Research II: Using Evidence to Inform Practice

3 Credit Hours
Students apply knowledge of practice and research to design effective intervention to meet clients' needs. Students design clinical questions related to diagnosis, prognosis, and intervention, and critically appraise the research literature on a topic of interest to the practice community.

OCCT 841 - Education and Learning in Healthcare and Health Education

2 Credit Hours
Students explore teaching and learning theory, threshold concepts, and signature pedagogy in occupational therapy academic and fieldwork education. Activity analysis and learning strategies to promote health literacy, performance, engagement, and behavioral change are examined.

OCCT 843 - Leadership and Advocacy in Occupational Therapy Practice

2 Credit Hours
Students will examine approaches to professional development and strategic planning and examine their leadership competencies. They will discuss roles and responsibilities and develop a professional leadership and business plan.

OCCT 845 - Health Care Policy and Program Management

2 Credit Hours
Factors, forces, and dynamics of the healthcare system and service delivery environment are examined, and students compare the interrelationships of health policy, healthcare, and practice. Students conduct an epidemiological analysis of a challenging healthcare issue.

OCCT 847 - Therapeutic Relationship and Client Collaboration

2 Credit Hours
Students examine the elements of developing and maintaining relationships, communicating with clients and members of the team, and resolving interpersonal challenges in the roles of practitioner, practice scholar, and leader/advocate.

OCCT 848 - Fieldwork I b - Adults

1 Credit Hours
Students conduct an occupation-based assessment of a client to in a clinical or community-based setting that serves the needs of adults with disabilities. Students examine occupational performance and its impact on participation and health and wellness in individuals and groups.

OCCT 850 - Adult Rehabilitation: Theory and Practice

6 Credit Hours
Students examine occupations and the evaluation and treatment of physical, psychosocial, and mental health disorders of adults. Students design evaluation and intervention plans for clients receiving services in acute and sub-acute care, inpatient and outpatient rehabilitation, and community-based settings

OCCT 851 - Productive Aging and Rehabilitation: Theory and Practice

3 Credit Hours
Students examine the aging process and the evaluation and treatment of physical, developmental, psychosocial, and mental health disorders of older adults. Students design evaluation and intervention plans for clients receiving services in home, community, and skilled nursing settings.

OCCT 853 - Mental Health Promotion and Recovery: Theory and Practice

6 Credit Hours
Students examine the influence of psychosocial factors on occupational performance and participation in individuals, groups, and populations. Use of self as a therapeutic agent and group process skills are emphasized.

OCCT 854 - OT Technology and Context Adaptation

2 Credit Hours
Students apply professional reasoning and activity analysis to meet clients' occupational needs. Students analyze, grade, modify, and adapt occupations and activities to support occupational performance and participation.

OCCT 855 - Occupational and Activity Analysis

2 Credit Hours
Students apply professional reasoning and activity analysis to meet clients' occupational needs. Students analyze, grade, modify, and adapt occupations and activities to support occupational performance and participation.

OCCT 856 - Interprofessional Telehealth Care

1 Credit Hours
Students interact with other health professionals to make patient care decisions in the virtual environment. Students examine the process and technologies required to provide interdisciplinary telehealth care, explore the legal, regulatory and reimbursement issues in telehealth care, and deliver healthcare via videoconferencing.

OCCT 857 - Field Work I: Psychosocial

1 Credit Hours
Students conduct evaluations and design a group-based intervention in a clinical or community-based setting that serves the needs of adults with disabilities. Students examine occupational performance and its impact on participation and health and wellness in individuals and groups.

OCCT 858 - Elements of Research III: Critical Analysis of Occupational Therapy Practice

3 Credit Hours
Students analyze the external and internal criticisms of the profession and examine the evidence addressing practice. Students examine the body of evidence addressing an intervention of interest and complete a systematic review of the evidence.

OCCT 859 - Elements of Research IV: Scholarship of Practice Approaches and Design

2 Credit Hours
Students explore research approaches and design and participate in grant writing and mentored research project with a faculty member that links theory and practice, facilitates understanding of complex real-world complex, and facilitates knowledge translation.

OCCT 868-V1 - Field Work I: Adults

1 Credit Hours
In this twelve-week full time course students are provided supervised field experiences applying the occupational therapy process with individuals, groups and/or populations with occupational performance and participation needs.

OCCT 868-V2 - Field Work II: A

6 Credit Hours
In this twelve-week full time course students are provided supervised field experiences applying the occupational therapy process with individuals, groups and/or populations with occupational performance and participation needs.

OCCT 869 - Field Work II: B

6 Credit Hours
In this twelve-week full time course students are provided supervised field experiences applying the occupational therapy process with individuals, groups and/or populations with occupational performance and participation needs.

OCCT 870 - Community and Population Health

1 Credit Hours
Students examine the role of occupation in health promotion, health education, and prevention of illness. Key concepts of population health, social determinates of health, health promotion, and health behavior will be applied to develop community and population-based approaches.

OCCT 871 - Professional Development Planning

1 Credit Hours
Students examine their knowledge, skills and professional competencies and establish a resume and professional development plan. Students examine the value of supervision and mentorship relationships.

OCCT 890 - Practice Scholar Seminar I

1 Credit Hours
Students examine the formation of their identity as an occupation-based practice scholar and ethical leader and explore challenges in service delivery systems of significance to occupational therapy's value and role in health and wellness promotion.

Course Descriptions

Contract All Courses |

Occupational Therapy

OCCT 891 - Practice Scholar Seminar II

1 Credit Hours
Students examine innovative approaches to service delivery and discuss their formative capstone experience and their potential role as a practitioner, practice scholar, and leader/advocate in health management and promotion.

OCCT 892 - Practice scholar Seminar III

2 Credit Hours
Students examine their capacity for leadership and advocacy for the role of occupation in achieving health and wellbeing of individuals, groups, and populations. Students reflect on their own plans for leadership and advocacy in their upcoming capstone project.

OCCT 893 - Capstone

7 Credit Hours
The doctoral capstone project is a 14-week full-time experiential course designed to develop students' skills role related focus areas. Students implement an individually mentored, increasingly self-directed capstone project as the culminating learning activity of the doctoral program.

OCCT 894 - Practice Scholar Symposium

2 Credit Hours
The synthesis of knowledge gained throughout the didactic curriculum, service-learning and field experiences, and in-depth scholarly capstone experience and project is demonstrated through the completion and presentation of a scholarly product.

Opthalmology

OPH 400 - Clinical Ophthalmology

An introduction to comprehensive and subspecialty ophthalmic practice. Emphasis will be placed on general ophthalmology, acute ocular pathology and trauma, retinal pathology, glaucoma and pediatrics. The student will work closely with ophthalmology residents as well as faculty. Curriculum can be tailored to the student's particular interests. The rotation will particularly benefit those interested in ophthalmology as a career, as well as other subspecialties including emergency medicine, internal medicine and pediatrics.

OPH 402 - Clinical Ophthalmology

This elective will include exposure to the office practice of ophthalmology and ophthalmic surgery with emphasis on managing and diagnosing common eye diseases.

OPH 403 - Subspecialty Ophthalmology: Cornea, External Disease, Uveitis

40-50 hour per week clinical rotation with close observation in clinic and OR.

OPH 998 - Ophthalmology

Non-site-specific elective with a member of the EVMS faculty

OPH 999 - Ophthalmology

Away elective

Orthopedic Surgery

ORT 403 - Orthopedics

First text to serve as basic reference while on rotation: Essentials of Orthopaedic Surgery by Sam Wiesel (published by Saunders). Rotator will spend approximately 0700 to 0730 in morning conference and 0730 to 1600 in clinical setting, which will primarily be the acute care clinic but can be other services if desired and available (i.e., total joint, sports medicine, hand, trauma, etc.) A comprehensive curriculum of lectures intended for non-orthopedists will be given during the course of the month. Second text: Physical Examination of the Spine and Extremities by Stanley Hoppenfeld (published by Appleton-Century-Crofts).

ORT 409 - Orthopedic Surgery and Sports Medicine

Student will follow private practice orthopedist during office hours, surgery and rounds. Student will have ample time for their own studying and reading. Student should come away with a basic understanding of orthopedic surgery and clinical evaluation of the orthopedic patient.

ORT 412 - Orthopedic Surgery/Physical Medicine and Rehabilitation

Students will experience all facets of Orthopedic Surgery and Spine Surgery, Office Practice and life. In addition, Physical Medicine and Rehabilitation will be included.

ORT 413 - Orthopedic Trauma Surgery

The student will participate in a busy orthopedic trauma surgery service at Sentara Norfolk General Hospital, the region's level 1 trauma center. The student will also participate in insured and indigent clinic experiences, inpatient rounding, and major open orthopedic surgery in the operating room. The student will integrate into our team that includes an orthopedic trauma attending surgeon, advance practice clinician, orthopedic chief resident, and usually a a first year emergency medicine resident. Night call will be negotiable and consistent with the educational goals of the learner.

Otolaryngology

OTO 402 - Otolaryngology

This elective offers a broad and flexible orientation suitable for medical students interested in surgery or the primary care specialties. The student will receive a wide exposure to medical and surgical aspects and diseases of the head and neck in adults and children. All students obtain experience with the diagnosis and initial treatment of head and neck problems commonly encountered by primary care providers. Because the ENT department serves a large and diversified patient population, there is also ample opportunity for more in-depth experience with the complete spectrum of head and neck disorders. The proportion of time each medical student spends in the clinic or operating room will be tailored to emphasize the student's interests.

OTO 403 - Otolaryngology for the Primary Care Physician

This elective is designed for the medical student interested in the primary care specialties (family practice, internal medicine, pediatrics) and is oriented toward outpatient services. The student will receive a wide exposure to medical and surgical aspects of diseases of the head and neck in adults and children. Major patient contact will be through the departments clinical offices, hospital clinics, and hospital rounds. There will be selected operating room experience to demonstrate common procedures.

OTO 404 - Otolaryngology for the Future Surgeon

This elective offers an orientation to otolaryngology for the future surgeon. An emphasis will be placed on medical and surgical aspects of diseases of the head and neck with the development of specific surgical skills related to these diseases. The course will be divided between operating room experiences and office otolaryngology. The elective will be fashioned to meet the needs of the student, and be tailored toward medical students interested in the Otolaryngology-Head & Neck Surgery residency.

OTO 998 - Otolaryngology

Non-site-specific elective with a member of the EVMS faculty

OTO 999 - Otolaryngology

Away elective

Pathologists' Assistant

PATH 313 - Histology for Health Professions

2 Credit Hours
This course provides students with an understanding of the normal architecture of cells and an opportunity to gain appreciation of how cellular components specialize to form primary tissues, and of how these tissues give rise to organs and organ systems. The course allows for the evaluation of the structure-function relationships in normal cells, tissues, and organs. Students will acquire morphological pattern recognition and cell/tissue/organ identification skills at the light microscopic level and to a lesser extent at the electron microscope level through a lecture-lab combination, systems-based approach. Students will be introduced to proper use of a light microscope and essentials of microscopy. Utilizing light microscopes in a laboratory setting and on-line tutorials to recognize the morphology of structures, students will relate these structures to their function.

PATH 500 - Intro to Anatomical Laboratories - online

1 Credit Hours
This course serves as an introduction to laboratory environments commonly seen in the practice of Pathology and fulfills training requirements necessary for continued study in

the Pathologists' Assistant Program. Training will address bloodborne pathogen safety, laboratory safety and handling of biohazardous materials and waste. Proper use of Personal Protective Equipment (PPE) and laboratory regulations of the College of American Pathologists (CAP), OSHA and the Joint Commission will also be addressed. Training in human subjects' research regulations and requirements (via CITI training) will also be a component of this course. As a requirement for completion of this course, students will attain a two-year certification (by the American Heart Association) in Basic Life Support for Healthcare Providers (BLS-P). This course will also serve as an introduction to the functional, operational and administrative aspects of laboratories including the Surgical Pathology Laboratory at Sentara Norfolk General Hospital, the EVMS Biorepository and LifeNet Health.

PATH 501 - Medical Ethics - online

2 Credit Hours
This is a hybrid course having both an online component and face-to-face classroom discussions. The course was developed by Edx Inc., in collaboration with the faculty of Georgetown University, Kennedy Institute of Ethics. The course content and videos are equivalent to the (PHLX101-03X) course offered at Georgetown University. The in-house utilization of the course has supplemental features that include periodic interactive face-to-face classroom discussions on selected topics and themes. These discussions, conducted either as Blackboard postings or as classroom exchanges, personalize the course content. The course presents five major themes of bioethics and each of the five major themes is highlighted by a classroom discussion on the topic. Each week, a new unit will become available to the students either online or Blackboard. Presented in this course are the following themes: Autonomy, Bioethics and the human body, Bioethics as it pertains to the beginning and end of life and bioethics that have a global impact.

PATH 502 - Educational Methodologies online

2 Credit Hours
This is an online component course that introduces the student to a variety of learning and teaching methods for health professionals. The course emphasizes the integration of knowledge and experience in preparing the student to function effectively in clinical clerkships. It covers a broad range of topics designed to improve learning skills, teaching, interactions with supervisors, residents, how to interact effectively with preceptors, how to become an effective preceptor to students and residents. Core themes include orienting the student learner, defining and applying feedback, application and analysis of effective questioning to promote knowledge and comprehension, strategies used in clinical educational encounters, role modeling, entrustment and behavioral elements of professionalism in the clinical setting.

PATH 503 - Essential Physiology and Primer for Human Anatomy

5 Credit Hours
This is a comprehensive introductory course to integrative organ system physiology and homeostatic regulatory mechanisms. Interrelationships of structure and function are reinforced throughout the course. The flow of the course is intended to interphase closely with the topic material being taught concurrently in Histology (PATH 513
). The anatomy primer portion of the course introduces interactive learning exercises, videos and diagrams that expose the student to the major structural features that they will encounter in Anatomical Foundations (PATH 504
).

PATH 504 - Anatomical Foundations

5 Credit Hours
Cross-listed: MPA 5061
, MSA 508

The course is divided into 4 modular units of learning. The sequence is: back & upper extremities; head and neck; thorax & abdomen; pelvis & lower extremity. This course affords the student a coherent, sequential approach to the dissection and study of human anatomy at the gross level with applied clinical relationships for PA, SA & PathA students. The general objective is for the experience of dissection to lead to a 3-D visual concept of the human body in order to relate this to future professional settings. This 3-D dissection experience is extrapolated to all the other bodies in the anatomy lab providing the student with the anatomical basis for understanding and appreciating the variations and complexities of the human body. Students should be able to demonstrate to each other all the different normal structures and any pathological structures detailed in the student learning objectives for specific lectures. Students should be able to integrate materials in a particular module to talk about clinical/surgical functions. These objectives are evaluated by clinical scenario types of questions on exams.

PATH 506 - Microbiology

2 Credit Hours
This course will cover Medical Bacteriology and includes an introduction to bacteria biology including structure, growth, genetics, pathogenesis, mechanism-of-action of antimicrobial drugs and the fundamentals of disease prevention. Specific bacteria pathogens along with the human diseases they cause will be discussed. Emphasis will be on optimum methods of obtaining samples for culture and identification. Essential concepts related to life cycles, pathogenicity and aseptic technique will be introduced. One lecture each will introduce basic concepts in medical virology, medical mycology and medical parasitology.

PATH 507 - Neuroanatomy

2 Credit Hours
This course is a comprehensive introduction to integrative nervous system anatomy and physiology. Interrelationships of structure and function are reinforced throughout the course, including neurological cases. The flow of the course is intended to interphase closely with the topic material being taught concurrently in Mechanism of Disease (PATH 516
) and Pathophysiology (PATH 510
). The Neuroanatomy course introduces interactive learning exercises based on interactive lectures, clinical cases and material demonstrations using videos, materials and diagrams that expose the student to the major structural and functional features.

PATH 508 - Medical Photography

2 Credit Hours
This course applies the basic foundations of digital photography to medical photo documentation techniques. Students will learn principles of light, optics, exposure, metering, lighting, special filters, annotation and archiving of images both at the macro and microscopic level. Learning methodologies include lectures and application in a practicum setting.

PATH 509 - Autopsy and Surgical Pathology Technique

3 Credit Hours
This course is a combination of lectures and laboratory sessions. Students will be taught established surgical pathology and autopsy techniques. Autopsy techniques will include evisceration and dissection methods. Historical context and legal considerations will also be introduced. Surgical pathology topics will include general dictation and grossing techniques as well as specific organ/system methods, as well as the AJCC Cancer Staging Manual criteria and CAP protocols. There will be a review of laboratory operations, coding and laboratory safety as it applies to the Pathologists' Assistant. The laboratory portion of the course will include fixed, porcine organ/tissue grossing, frozen sections and dictation exercises. Students will be oriented to the facilities of Sentara Norfolk General Hospital Surgical Pathology and the Tidewater District Office of the Virginia Medical Examiner's Office.

PATH 510 - Pathophysiology

4 Credit Hours
Cross-listed: MPA 5003

This course is a didactic presentation of human pathophysiology designed for Health Professions students. A clear understanding of the etiology, pathogenesis, pathophysiology and morphologic changes of disease serves as an essential basis for the understanding and competent practice in all areas of medicine. Students in this course will: Develop a background and vocabulary in pathophysiology; acquire an understanding of general physiologic/pathophysiologic processes such as inflammation, repair, neoplasia and senescence; survey pathophysiologic processes and morphologic changes which manifest in organ systems and establish a basis for the understanding of disease; exercise an approach to clinical problems which evaluates symptoms, signs and findings with a knowledge of pathophysiology to formulate a diagnosis with due consideration of differential diagnoses.

PATH 511 - Organ System Pathology

4 Credit Hours
This course is a comprehensive introduction to integrative organ system pathology. and will include interrelationships of structure and function are reinforced throughout the course. The flow of the course is intended to interphase with topic material being taught concurrently in Autopsy and Surgical Pathology Techniques (PATH 509
). The course introduces an interactive learning experience that exposes the student to all the major organ system pathology as is presented in Robbins Pathology and will provide the student with a strong background for fulfilling the competency requirements for a career as a Pathologists' Assistant.

PATH 512 - Histotechnology I

2 Credit Hours
This course focuses on the laboratory skills required to function in a clinical or research histology facility including specimen acquisition and fixation, tissue processing, embedding, sectioning and staining. Paraffin-based techniques with H&E/special stains are introduced. The student is expected to gain experience in cryomicrotomy and is introduced to a variety of immunohistochemical techniques. Chemical and environmental safety issues are covered in depth and emphasized. Proper record-keeping practices including quality control and quality assurance requirements are also reinforced. Responsible lab management procedures are emphasized including essential inventory control concerns, as well as instrumentation, care, quality assurance and maintenance.

PATH 513 - Histology for Health Professions - online

2 Credit Hours
This course provides students with an understanding of the normal architecture of cells and an opportunity to gain appreciation of how cellular components specialize to form primary tissues and how these tissues give rise to organs and organ systems. The course allows for the evaluation of the structure-function relationships in normal cells, tissues and organs. Students will acquire morphological pattern recognition and cell/tissue/organ identification skills at the light microscopic level and to a lesser extent at the electron microscope level through a lecture-lab combination, systems-based approach. Students will be introduced to proper use of a light microscope and essentials of microscopy. Utilizing light microscopes in a laboratory setting and on-line tutorials to recognize the morphology of structures, students will relate these structures to their function. This course is a critical prerequisite to Pathology and Pathophysiology.

PATH 514 - Medical Terminology

2 Credit Hours
This is an interactive online and temporally guided self-paced course conducted using Quizlet. The course provides the student with an extensive vocabulary building set of exercises in medical terminology. The course is constructed with multiple sets of self-educational exercises that instruct the student in: General rules governing medical nomenclature, general rules pertaining to plurality and pronunciation, common medical terms and conditions, prefixes and suffixes of medical terms, covering AAPA suggested list of medical terms derived from Robbins Pathology textbook. The individual study sets are designed to cover each individual chapter of Robbins Pathology textbook. The students are introduced to CPT coding for surgical pathology used by the American Medical Association.

PATH 515 - Embryology - online

2 Credit Hours
This course is a comprehensive introduction to human embryology with application to pathology. The course is intended to interface with the topics taught concurrently in Anatomical Foundations (PATH 504
).

PATH 516 - General Mechanisms of Disease

3 Credit Hours
The General Mechanisms of Disease module serves as a transition from the foundational modules to the organ systems modules. It focuses on the general mechanisms of disease, introducing students to microbiology and infectious disease, principles for discriminating healthy from unhealthy conditions and predicting clinical manifestations. The course consists of face-to-face lectures by basic science faculty focusing on major principles and their biomedical applications. Exams are used to assess foundational knowledge and facilitate knowledge integration and are designed to facilitate student review and self-assessment. The PathA student will complete approximately 60 contact hours. The course

will have three major non-comprehensive multiple choice exams each covering approximately 6 to 8 hours of lecture content. The course will assess topic-specific foundational knowledge and facilitate disease knowledge integration.

PATH 600 - Clinical Rotations

8 Credit Hours

This course is the first of three consecutive courses comprising the Supervised Clinical Practice (SCP) component of the EVMS Pathologists' Assistant Program. This course consists of immersive clinical experiences in the various disciplines where Pathologists' Assistants may serve. Students will function under the direct supervision and guidance of site preceptors (Pathologists, Pathologists' Assistants, or other appropriate laboratory professionals). These rotations will include experience in Surgical Pathology, Medical Autopsy Pathology, Forensic Autopsy Pathology, Laboratory Management and Bio-Banking/Biorepository Sciences. The settings for these experiences will include district offices of the Virginia Medical Examiner's Office, military and Veterans Administration hospitals, community hospitals, larger private hospital complexes, academic medical centers and the EVMS Biorepository. Students will apply the knowledge and the skills developed in previous didactical courses to develop skills necessary for clinical practice. This course will introduce the student to the demands of the working environment and expectations of a practicing Pathologists' Assistant.

PATH 601 - University of Pathology Informatics Certificate of Completion Program

2 Credit Hours

A new self-paced online certificate program, University of Pathology Informatics (UPI) leverages case-based learning to develop critical knowledge of informatics concepts. UPI is a joint effort between the American Society for Clinical Pathology (ASCP) and the Association for Pathology Informatics (API) focusing on the four laboratory informatics competencies: Information Fundamentals, Information Systems, Workflow & Processes and Governance & Management. This certificate program consists of 20 custom courses; 12 core and eight elective courses are required to earn the certificate. UPI utilizes a case-based approach, where you will act as the project leader in developing a pathology informatics needs assessment for a laboratory.

PATH 602 - Special Topics: Pathology (Pediatric Pathology) online

2 Credit Hours

This is an online course that introduces the student to a variety of commonly encountered pediatric pathology cases. The course emphasizes the integration of knowledge obtained from prior pathology courses and prepares the student to function effectively in clinical clerkships where pediatric samples are encountered. It covers a broad range of topics designed to improve knowledge specific to pediatric cases and samples. Following successful completion of this course the student should be able to interact with pathologists and residents specialized in the field of pediatric pathology to carry out the function of a Pathologists' Assistant.

PATH 603 - Clinical Rotations

8 Credit Hours

This course is the second of three consecutive courses comprising the Supervised Clinical Practice (SCP) component of the EVMS Pathologists' Assistant Program. This course also consists of immersive clinical experiences in the various disciplines where Pathologists' Assistants may serve. Students will function under the direct supervision and guidance of site preceptors (Pathologists, Pathologists' Assistants, or other appropriate laboratory professionals). These rotations will include experience in Surgical Pathology, Medical Autopsy Pathology, Forensic Autopsy Pathology, Laboratory Management and Bio-Banking/Biorepository Sciences. The settings for these experiences will include district offices of Virginia Medical Examiner's Office, military and Veterans Administration hospitals, community hospitals, larger private hospital complexes, academic medical centers and the EVMS Biorepository. Students will continue to develop skills for clinical practice, an emphasis will be placed in functioning with greater autonomy and efficiency. They will expand their repertoire of specimen types and perform duties of progressively increasing complexity. Learning objectives addressed in prior courses or clinical rotations will be reinforced and emphasized. This course will prepare the student to meet the demands of the working environment and expectations of a practicing Pathologists' Assistant.

PATH 604 - Lab Management University Certificate of Completion Program (online LMU)

2 Credit Hours

This course uses the Lab Management University (LMU) self-paced online certificate program that improves competencies in laboratory management. It will teach the student practical, day-to-day skills needed to function successfully in a laboratory environment. All core concepts of laboratory management are introduced. The Fundamentals Certificate of Completion in Laboratory Management is awarded on completion of 25 courses across six core competencies: Leadership, Personnel Management, Operations, Financial Management, Informatics and Compliance. Students select and complete 25 courses under the Fundamentals program at their own pace, receiving their Certificate of Completion in Laboratory Management upon successful completion.

PATH 605 - Gross Anatomy Teaching Assistant

1 Credit Hours

The students will participate in ongoing educational activity in the Gross Anatomy course for first year medical students or physician assistants and surgical assistants. It is anticipated that the PathA teaching assistant rotation (60 contact hours; approx. 8 weeks) will facilitate the learning experience of students currently enrolled in the course. Activities that the teaching assistant will conduct include dissection of cadavers for prosection presentation, photo documentation of dissection specimens of sufficient quality to be used for educational purposes. Conduct processing, dictation, and photo documentation of collected specimens of various pathologies encountered in the cadavers. The teaching assistants will participate in setting up formative quizzes, assisting in setting up of laboratory practical exams, opening of the calvarium and removal of brains and evaluations of student presentations.

PATH 606 - Special Topics: Pathology (Neuropathology) online

1 Credit Hours

This is an online course that introduces the student to a variety of commonly encountered neuropathology cases. The course emphasizes the integration of knowledge obtained from prior pathology courses and prepares the student to function effectively in clinical clerkships where neuropathology samples are encountered. It covers a broad range of topics designed to improve knowledge specific to neuropathology cases and samples. Following successful completion of this course the student should be able to interact with pathologists and residents specialized in the field of neuropathology to carry out the function of a Pathologists' Assistant.

PATH 607 - Clinical Rotations

4 Credit Hours

This course is the final course of the Supervised Clinical Practice (SCP) component of the EVMS Pathologists' Assistant Program. This course consists of immersive clinical

experiences in the various disciplines where Pathologists' Assistants may serve. Students will function under the direct supervision and guidance of site preceptors (Pathologists, Pathologists' Assistants, or other appropriate laboratory professionals). These rotations will include experience in Surgical Pathology, Medical Autopsy Pathology, Forensic Autopsy Pathology, Laboratory Management and Bio-Banking/Biorepository Sciences. The settings for these experiences will include district offices of Virginia Medical Examiner's Office, military and Veterans Administration hospitals, community hospitals, larger private hospital complexes, academic medical centers and the EVMS Biorepository. In this course, students will emphasize and refine the skills and abilities required of a practicing Pathologists' Assistant and will be capable of working with indirect supervision and with the independence expected of a PathA program graduate. Upon completion of this course, students will be fully competent in all essential duties of a PathA.

PATH 608 - ASCP Certification Exam Prep

4 Credit Hours
This seminar course is designed as a comprehensive review, study guide and self-evaluation tool with the goal of preparation for the American Society for Clinical Pathology Board of Certification (ASCP-BOC) Pathologists' Assistant certification examination. Students will have access to pre-course and post-course practice examinations and interactive study materials. Appropriate reference texts will be available as well as other review materials. This course will make use of the seminar format with students synthesizing material from multiple courses and disciplines into presentations to be shared with the class. The course will begin with a pre-course practice test to evaluate individual strengths and weaknesses in preparation of review for the ASCP-BOC Pathologists' Assistant Examination. Students will then be assigned seminar topics and will work in groups of two or three, to synthesize material and create presentations. Multiple disciplines (anatomy, pathology, histology, embryology, surgical pathology techniques, etc.) shall be included in the generation of review presentations and presentations will provide the foundation for seminars led by the assigned group. A post-course practice examination will allow the student to track their progress and identify any remaining points of weakness.

PATH 609 - Graduate Seminar

2 Credit Hours
This is a capstone research project designed to introduce the student to multiple elements of an original research project. The student will be responsible for selecting a topic in the discipline of Pathology to be worked up as a case-study finding or original research finding. The student will be responsible for the selection of the topic of interest, conducting literature search, compilation and analysis of the data material and writing of the findings in the form of an abstract and/or manuscript. Although not required, the reported findings should be of sufficient originality and scientific merit that it could be suitable for peer-review publication or presentation at a scientific meeting. The student will be responsible for writing and editing the final abstract, manuscript or report under the guidance of the Program Director. If the findings are submitted for publication, the student will be responsible for addressing reviewer comments and re-submission for publication with assistance from the Program Director. The course presents several major themes and opportunities of instructional methods related to research techniques and methods in health profession education. This course will allow the student to receive instructional and scientific guidance from the Program Director for initiating and completing a case-study report or other approved research project of interest. The culmination of the project will required that the student present the findings in an open seminar setting either in-house or at an approved scientific meeting to enhance the learning experience. The students will have the opportunity to participate in multiple discussions from the audience during their presentation.

Pathology

PAT 400 - Anatomic and Clinical Pathology

Laboratory medicine is an exciting and broad discipline that includes anatomic pathology (surgical pathology, autopsy pathology and cytology), clinical pathology (hematology, chemistry and microbiology), and transfusion medicine (clinical transfusion medicine and blood banking). The goal of this rotation is to provide an opportunity to learn the functional aspects of each of these areas, the appropriateness of test ordering and the processes involved in arriving at specific diagnoses, thereby fostering understanding and better working relationships between clinicians and the laboratory. Students will have the opportunity to rotate through all of the major areas of the anatomic and clinical laboratories and any other areas of special interest, time permitting.

PAT 401 - Gross Anatomical Pathology of Trauma and Sudden Death

The role of the Medical Examiner in the community is investigating deaths in the public interest of the administration of justice and detecting hazards to public health and safety. Students will participate in the determining the Pathology of sudden death and trauma.

PAT 409 - Pathology

Anatomic and clinical are offered. Course content can be flexible with regards to student interest in a particular subject matter. Gross and microscopic anatomic pathology will be emphasized. Students may assist in autopsies. Clinicopathologic correlation will be stressed. Sentara Norfolk General Hospital is a private surgical pathology practice which has involvement in academic work. Students will gain experience in utilization of state of the art diagnostic procedures including immuno-peroxidase studies, molecular pathology, and flow cytometric immunophenotyping. Students have the opportunity to explore pathology with regard to possible career choice or to augment knowledge of tissue pathology as it pertains to other specialties such as surgery, oncology, radiology, etc.

PATH 510 - Pathophysiology

4 Credit Hours
A study of the cellular, organ and system changes associated with human disease processes and the physiologic responses associated with selected human pathologies. The course introduces students to clinical medicine by reviewing the pathophysiologic basis of the symptoms and signs of prevalent diseases.

Pathology and Anatomy

PAT 998 - Pathology and Anatomy

Non-site-specific elective with a member of the EVMS faculty

PAT 999 - Pathology and Anatomy

Away elective

Pediatric

PED 301 - Pediatrics

6 Credit Hours
The EVMS Pediatrics Clerkship provides students with clinical experience in the inpatient/hospital setting and outpatient clinic, including exposure to pediatric sub-specialties and the newborn nursery. Our faculty and residents contribute to medical student education through direct observation in the clinical setting, bedside teaching, interactive case-based didactics, standardized patient encounters, computer case simulation, and student mentoring and advising. Students will develop the ability to obtain an age-appropriate history, physical exam, and generate an initial diagnostic and therapeutic plan for children of any age. Students will demonstrate communication skills with patients and families that convey respect, integrity, flexibility, sensitivity, and compassion.

PED 401 - Neonatal-Perinatal Medicine

This elective is designed to familiarize the student with the Neonatal Intensive Care Unit (NICU) at CHKD and to participate in the management of neonates under direct supervision of the neonatal-perinatal faculty. Students will be able to apply the basic sciences (physiology, biochemistry, and microbiology) to the care of sick neonates. This elective is designed to allow the student to function as an acting intern in the NICU. When taking night call, the student will have the opportunity to accompany the attending neonatologist and pediatric residents in the delivery room to attend high risk deliveries.

PED 402 - Pediatric Endocrinology Clinical Experience

Opportunity to become acquainted with endocrine problems of childhood and adolescence. Students will learn about the more common endocrine problems and how they are managed. They will also learn about the impact of chronic disease on physical and psychosocial-emotional growth.

PED 403 - Pediatric Cardiology

This is primarily an outpatient cardiology clinic rotation with opportunities to observe surgeries, TEEs, catheterizations, advanced imaging, and EP studies. The student will learn the clinical signs and symptoms of the major congenital and acquired pediatric cardiac conditions. Self-directed reading of primary articles as well as texts will be required. Relevant EKGs echocardiography, x-rays and physical exam findings will be reviewed.

PED 405 - Pediatric Acting-Internship

The Acting Internship (AI) experience is designed to encourage senior medical students to assume patient care responsibilities similar to those of an intern (PGY-1 resident), including night call. The purpose of this course is to provide the student with the opportunity to further develop his/her clinical skills and knowledge in pediatrics. Under the supervision of the faculty attending and supervising resident, the student will admit patients, perform history and physical examinations, write orders, discuss the case with the supervising resident and attending, make daily rounds with the pediatric team, and perform clinical procedures. This elective is designed to give the student considering a career in pediatrics the opportunity to function as an acting-intern on a pediatric ward and to assess his/her suitability and interest in pediatric residency training.

PED 406 - Pediatric Infectious Diseases

The student will gain experience in the diagnosis, evaluation, and treatment of infectious diseases in both inpatient and outpatient settings. Inpatient experience is mostly in a consultative role, which allows the student to focus on the infectious disease issues. Work is distributed to maximize learning. Students are encouraged to delve into the literature about patients or conditions they find particularly interesting. The outpatient clinic provides experience with acute infectious problems outside the realm of the generalist's knowledge. In addition, patients with sub-acute or chronic infections or immune-compromising conditions are followed. Weekly city- wide infectious diseases case conference and weekly division meetings provide additional didactic learning, and contact with many ID-trained sub-specialists.

PED 409 - Pediatric Hematology/Oncology

The purpose of this elective is to provide the student with an opportunity for practical application of acquired knowledge and skills pertaining to pediatric hematology/oncology. The student's clinic time will be spent in the outpatient practice.

PED 411 - Pediatric Gastroenterology, Hepatology and Nutrition

A comprehensive rotation encompassing all aspects of the discipline of pediatric gastroenterology, hepatology and nutrition. The student will work with all age groups, from newborn to young adult, in the inpatient and outpatient setting. Travel to satellite offices is the student's option. The student will observe and sometimes assist with procedures, such as endoscopy, dilation and liver biopsy. Attendance at all GI-related conferences and a presentation at the monthly journal club will be expected.

PED 412 - Pediatric Nephrology

A comprehensive experience in pediatric nephrology. Includes daily inpatient rounds, consultations, outpatient clinics daily. Emphasis on clinical diagnosis and management of acute and chronic renal diseases including fluid-electrolyte, acid-base, and renal failure. Prior arrangement required.

PED 414 - Ambulatory Pediatric Medicine

This elective is designed to give the student experience in both the diagnosis and management of common acute illnesses in children, as well as learn the essential features of well child and adolescent care including developmental assessment and health maintenance and common long-term illness management of children in the General Academic Pediatrics Outpatient Center.

PED 415 - Pediatric Critical Care Medicine

This elective is designed to familiarize the student with the subspecialty of pediatric critical care medicine. The student shall become familiar with the management of critically ill children who have a variety of medical and surgical problems. The student will be familiar with the social, ethical and medical-legal issues associated with the practice of critical care. The student will function as a house officer under the direct supervision of the attending and senior residents on the PICU service.

PED 416 - Clinical Genetics

This elective provides the student with a comprehensive introduction to the field of clinical genetics. Students have the opportunity to learn about a range of genetic disorders, genetic diagnostics and genetic counseling by participating in the evaluation of children in inpatient and outpatient settings.

PED 419 - Clinical Pediatric Neurology

Clinical experience with the wide spectrum of neurological disorders in children, including neuromuscular diseases, epilepsy, headache, brain tumors, neuro-degenerative diseases, and neonatal neurology.

PED 420 - Pediatric Pulmonology

The student will actively participate as a member of the division, on an outpatient basis. Student will either shadow or independently see patients in clinic. Inpatient time is to be expected when there are no clinics. Attendance at general pediatric conferences will be expected.

PED 421 - Allergy/Clinical Immunology Rotation

Student will be involved directly in the evaluation and management of patients with allergic and immunologic disorders, including asthma, allergic rhinitis, atopic dermatitis, urticaria, food allergy, anaphylaxis, and recurrent infections. Knowledge and clinical experience will be obtained by learning to interpret blood levels for immune function, CXRs, PFTs, skin testing and food challenges.

PED 422 - Pediatric Emergency Medicine

This elective is located in the emergency department of the Children's Hospital of The King's Daughters. Students will be expected to see patients independently and then present the history, physical examination, assessment and plan to the ED attending physician in an efficient, organized manner. Participants in the elective will receive hands-on experience in managing a wide variety of medical and surgical problems that present to a busy pediatric emergency department. The ideal student for this rotation is one who is serious about experience in pediatric emergency medicine, can work independently and who is willing to work a full clinical schedule.

PED 423 - Office Based Pediatrics

This elective is being offered as an opportunity to obtain experience in a pediatrician's office. Under the supervision of the pediatrician, the student will perform duties of a practicing pediatrician. The elective is designed to give the student considering a career in pediatrics the opportunity to further assess his/her interest in pediatric practice.

PED 426 - Child Abuse Pediatrics

During the child abuse rotation, students will become familiar with the medical and forensic mental health assessment of children with suspected sexual abuse, physical abuse, and/or neglect. Basic knowledge of child abuse pediatrics will be acquired through inpatient and outpatient consultations, scheduled clinics, observation of medical and mental health faculty, attendance at multidisciplinary team meetings and observation of court proceedings.

PED 428 - Pediatric Pain Medicine and Palliative Care

This elective provides the student with an introduction to the fields of pediatric pain management and pediatric palliative care. Students have the opportunity to learn about a variety of medical conditions requiring palliative care and pain management by participating in the evaluation of children in inpatient and outpatient setting.

PED 998 - Pediatrics

Non-site-specific elective with a member of the EVMS faculty

PED 999 - Pediatrics

Away elective

Physical Medicine & Rehabilitation

PMR 400 - Physical Medicine and Rehabilitation

Flexible inpatient and/or outpatient clinical experiences for adult physical medicine and rehabilitation. Inpatient rehabilitation of stroke, head injury, spinal cord injury, amputee and other orthopedic and neurologic disorders. Outpatient musculoskeletal and pain management including manipulation, acupuncture, epidurals and nerve blocks. Specialty

clinics for spinal cord injury, muscular dystrophy, spasticity and cerebral palsy and head injury. Electrodiagnostic evaluation of muscle and nerve disorders. Choice of 2 - 4 weeks duration.

PMR 998 - Physical Medicine and Rehabilitation

Non-site-specific elective with a member of the EVMS faculty

PMR 999 - Physical Medicine and Rehabilitation

Away elective

Physician Assistant

MPA 5002 - Introduction to Medical Diagnostics and Interventions

0.5 Credit Hours
This course will introduce the fundamentals and foundational skills of clinical ultrasonography.

MPA 5003 - Physiology and Pathophysiology

4 Credit Hours
The purpose of this course is to provide advanced coverage of human pathophysiology through the analysis of diseased and other abnormal physiological conditions.

MPA 5005 - Medical Diagnostics I

3 Credit Hours
This course introduces and assesses clinical competency of specified skills, diagnostic modalities, and interventions related to professional responsibilities and practices in patient care.

MPA 5061 - Clinical Anatomy for Health Professions

5 Credit Hours
Cross-listed: MSA 508
, PATH 504

A study and exploration of the human cadaver through lecture, lab dissection and prosecution.

MPA 5082 - Introduction to the PA Profession

3 Credit Hours
This course explores the history, role, practice scope and professional policies of the physician assistant in healthcare. It also presents an interactive and strategic examination of the evolving American healthcare system, the issues and controversies relative to healthcare reforms and the growing impact of managed care.

MPA 5091 - Clinical Assessment and Reasoning I

3 Credit Hours
Introduces the beginning practitioner to the skills of listening, communicating, data collecting and documenting patient encounters.

MPA 5112 - Clinical Pharmacology I

3 Credit Hours
This course provides preparation for appropriate administration/prescription of medicines, which is accomplished through a study of drug classifications, pharmacodynamic actions and rationale for therapeutic use of prescription and nonprescription medications.

MPA 5142 - Psychosocial Elements of Wellness

2 Credit Hours
The societal determinants of health, illness and disease are explored as a continuum of community care, a promotion of cultural sensitivity and an enrichment of the clinician-patient relationship.

MPA 5162 - Introduction to Clinical Medicine I

5 Credit Hours
This course is designed to lay the foundation for patient care through a comprehensive understanding of illness. This 3-course series in the medical sciences and related technologies addresses care of the adult, adolescent and pediatric patient beginning with common acute self-limited illnesses and progressing to more complex, well-defined chronic disorders.

MPA 5165 - Medical Diagnostics II

3 Credit Hours
This course introduces and assesses clinical competency of specified skills, diagnostic modalities, and interventions related to professional responsibilities and practices in patient care.

MPA 5193 - Clinical Assessment and Reasoning II

4 Credit Hours
This course introduces the use of examination techniques and equipment used during a patient-centered physical examination and emphasizes the relationship of the exam to the history to aid in developing competency and clinical judgment in clinical assessment. It also promotes a working knowledge base for integrating information into decision-making, diagnosis hypothesis, clinical reasoning, and data resolution skills through cooperative learning strategies and selected clinical topics.

MPA 5213 - Clinical Pharmacology II

3 Credit Hours
Preparation for appropriate administration/prescription of medicines is accomplished through a study of drug classifications, pharmacodynamic actions and rationale for therapeutic use of prescription and nonprescription medications.

MPA 5235 - Medical Diagnostics III

2 Credit Hours
This course introduces and assesses clinical competency of specified skills, diagnostic modalities, and interventions related to professional responsibilities and practices in patient care.

MPA 5253 - Introduction to Epidemiology and Evidence-Based Medicine

2 Credit Hours
This course introduces population epidemiology and decision-making theory, followed by an introduction to and application of the principles of evidence-based medicine to patient care.

MPA 5263 - Introduction to Clinical Medicine II

5 Credit Hours
Designed to lay the foundation for patient care through a comprehensive understanding of illness. This 3-course series in the medical sciences and related technologies addresses care of the adult, adolescent and pediatric patient beginning with common acute self-limited illnesses and progressing to more complex, well-defined chronic disorders.

MPA 5295 - Clinical Assessment and Reasoning III

5 Credit Hours
This course integrates the patient-centered history-taking and physical examination skills presented in Clinical Assessment and Reasoning I and II and emphasizes differential formulation in the context of problem-focused encounters. A systematic approach is used in studying the comprehensive and problem-oriented clinical assessment of various patient populations within simulated cases.

MPA 5314 - Patient Counseling and Education

2 Credit Hours
This course builds on knowledge gained in clinical science courses by providing the student with the skills necessary to educate patients about their disease processes, help patients become a partner in their own healthcare and guide patients toward health-promoting behavior.

MPA 5341 - Legal and Medical Ethical Issues in Medicine

2 Credit Hours
This course examines the relationships and impact of health law and medical ethics in healthcare by analyzing case studies of contemporary health issues.

MPA 5342 - Business of Medicine

1 Credit Hours
The purpose of this course is to provide the student with a future provider's perspective of the US health care system.

MPA 5364 - Introduction to Clinical Medicine III

5 Credit Hours
Designed to lay the foundation for patient care through a comprehensive understanding of illness. This 3-course series in the medical sciences and related technologies addresses care of the adult, adolescent and pediatric patient beginning with common acute self-limited illnesses and progressing to more complex, well-defined chronic disorders.

MPA 5365 - Clinical Pharmacology III

2 Credit Hours
Preparation for appropriate administration/prescription of medicines is accomplished through a study of drug classifications, pharmacodynamic actions, and rationale for therapeutic use of prescription and non-prescription medications.

MPA 5465 - Introduction to Clinical Practice

1 Credit Hours
This course will cover clinical year expectations and standards as well as reinforce the extensive medical knowledge base that was developed during the didactic portion of the MPA program. The primary focus is to prepare students for the clinical year by reinforcing clinical knowledge and emphasizing information needed to be successful in the clinical year.

MPA 5705 - Supervised Clinical Practice: Family Medicine

3 Credit Hours
The supervised clinical practice in Family Medicine is designed to prepare a student to function in an ambulatory setting in a role appropriate to a primary care physician assistant (PA) [Standard B3.04]. Each student will experience patient encounters that are essential in preparation for entry into practice. Students will be able to evaluate/assess patients involving one or more of the following types of encounters: preventative, acute, or chronic. [Standard B3.02]. Each student will be given the opportunity to apply knowledge and skills learned in the didactic program as s/he is exposed to patients seeking medical care across the life span, including infants, children, adolescents, adults, and elderly [Standard B3.03]. Dependent on the patient population of the practice, the student may also encounter patients seeking care for conditions requiring surgical management, prenatal and gynecologic care, as well as care for behavioral and mental health conditions [Standard B3.03].

MPA 5715 - Supervised Clinical Practice: Pediatric Medicine

3 Credit Hours
The supervised clinical practice in Pediatric Medicine is designed to prepare a student to function in an ambulatory setting in a role appropriate to a primary care physician assistant (PA) [Standard B3.04]. Each student will experience patient encounters that are essential in preparation for entry into practice. Students will be able to evaluate/assess patients involving one or more of the following types of encounters: preventative, emergent, acute, or chronic. [Standard B3.02]. Each student will be given the opportunity to apply knowledge and skills learned in the didactic program as s/he is exposed to patients seeking medical care across the life span, including infants, children, and adolescents [Standard B3.03]. Dependent on the patient population of the practice, the student may also encounter patients seeking care for conditions requiring behavioral and mental health conditions [Standard B3.03].

MPA 5725 - Supervised Clinical Practice: General Internal Medicine I

3 Credit Hours
The supervised clinical practice experience in Internal Medicine is designed to prepare a student to function in an Internal Medicine setting in a role appropriate to a primary care physician assistant (PA). [Standard B3.04]. Each student will experience patient encounters that are essential in preparation for entry into practice. Students will be able to evaluate/assess patients involving one or more of the following types of encounters: preventative, acute, or chronic. [Standard B3.02]. Each student will be given the opportunity to apply knowledge and skills learned in the didactic program as s/he is exposed to patients seeking medical care across the life span, including infants, children, adolescents, adults, and elderly [Standard B3.03]. Dependent on the patient population of the practice, the student may also encounter patients seeking care for conditions requiring surgical management, prenatal and gynecologic care, as well as care for behavioral and mental health conditions [Standard B3.03].

Course Descriptions

Contract All Courses |

Physician Assistant

MPA 5735 - Supervised Clinical Practice: Emergency Medicine

3 Credit Hours
The supervised clinical practice (SCP) experience in Emergency Medicine is designed to prepare a student to function in an emergency department setting in a role appropriate to a primary care physician assistant (PA) [Standard B3.04]. Each student will experience patient encounters that are essential in preparation for entry into practice. Students will be able to evaluate/assess patients involving one or more of the following types of encounters: preventative, emergent, acute, and/or chronic. [Standard B3.02]. Each student will be given the opportunity to apply knowledge and skills learned in the didactic program as s/he is exposed to patients seeking medical care across the life span, including infants, children, adolescents, adults, and elderly [Standard B3.03]. Dependent on patient population, the student may also encounter patients seeking care for conditions requiring surgical management, prenatal and gynecologic care, as well as care for behavioral and mental health conditions [Standard B3.03].

MPA 5745 - Supervised Clinical Practice: General Surgery

3 Credit Hours
The supervised clinical practice experience in Surgery is designed to prepare a student to function in an ambulatory or inpatient setting in a role appropriate to a physician assistant (PA) practicing in surgery. [Standard B3.04]. Each student will experience patient encounters that are essential in preparation for entry into practice. Students will be able to evaluate/assess patients involving one or more of the following types of encounters: preventative, emergent, acute, or chronic. [Standard B3.02]. Each student will be given the opportunity to apply knowledge and skills learned in the didactic program as s/he is exposed to patients seeking medical care across the life span, including infants, children, adolescents, adults, and elderly [Standard B3.03]. The student will encounter patients seeking care for conditions requiring surgical management [Standard B3.03].

MPA 5755 - Supervised Clinical Practice: Women's Health

3 Credit Hours
The supervised clinical practice (SCP) in Women's Health is designed to prepare a student to function in an outpatient and/or inpatient setting in a role appropriate to a physician assistant (PA) practicing in women's health [Standard B3.04]. Each student will experience patient encounters that are essential in preparation for entry into practice. Students will be able to evaluate/assess patients involving one or more of the following types of encounters: preventative, acute, or chronic. [Standard B3.02]. Each student will be given the opportunity to apply knowledge and skills learned in the didactic program as s/he is exposed to patients seeking medical care across the life span, including adolescents, adults, and elderly [Standard B3.03]. Dependent on the patient population of the practice, the student may also encounter patients seeking care for conditions requiring surgical management, prenatal and gynecologic care, as well as care for behavioral and mental health conditions [Standard B3.03].

MPA 5785 - Supervised Clinical Practice: Psychiatry and Behavioral Health

3 Credit Hours
The supervised clinical practice (SCP) in Psychiatry and Behavioral Health is designed to prepare a student to function in various clinical settings and gain exposure to behavioral health [Standard B3.04]. Each student will experience patient encounters that are essential in preparation for entry into practice. Students will be able to evaluate/assess patients involving one or more of the following types of encounters: preventative, emergent, acute, or chronic. [Standard B3.02]. Each student will be given the opportunity to apply knowledge and skills learned in the didactic program as s/he is exposed to patients seeking care for behavioral and mental health conditions across the life span (children, adolescents, adults, and/or elderly) [Standard B3.03]. Upon completion of this SCP students will have the skills necessary to evaluate and manage patients with a variety of psychiatric problems. The student will be familiar with the indications, contraindications, side effects and dosing guidelines for the medications commonly used in psychiatry and be able to use selected psychoactive pharmaceuticals appropriately. Additionally, students are expected to perform psychiatric interviews and mental status examinations. The student will learn and understand the role of psychiatrists, psychologists, social workers and nurses in the care of the psychiatric patient and learn when to make referrals for specialized psychiatric care to the appropriate specialists. The aim is to achieve a level of competency in psychiatry to be able safely carry out the duties of a PA in any domain of medicine, promulgate respect and understanding of psychiatry as a medical discipline and its importance to other medical specialties, and to dispel attitudes which result in stigmatization of patients with psychiatric disorders.

MPA 5790 - Supervised Clinical Practice: Elective I

3 Credit Hours
The supervised clinical practice (SCP) experience in an elective aims to meet program expectations related to a student's chosen field of interest. This SCP is offered to provide the student with knowledge of the role of a practicing physician assistant (PA) in the setting of his/her choosing, including (but not limited to) outpatient, emergency department, inpatient, or operating room environments [Standard B3.04]. Each student will experience patient encounters that are essential in preparation for entry into practice. Students will be able to evaluate/assess patients involving one or more of the following types of encounters: preventative, emergent, acute, chronic or cosmetic. [Standard B3.02]. Each student will be given the opportunity to apply knowledge and skills learned in the didactic program as s/he is exposed to patients seeking medical care across the life span, including infants, children, adolescents, adults, and elderly [Standard B3.03]. Dependent on the particular area of interest, the student may also encounter patients seeking care for conditions requiring surgical management, prenatal and gynecologic care, as well as care for behavioral and mental health conditions [Standard B3.03].

MPA 5795 - Supervised Clinical Practice: Elective II

3 Credit Hours
The supervised clinical practice (SCP) experience in an elective aims to meet Program Expectations related to a student's chosen field of interest. This SCP is offered to provide the student with knowledge of the role of a practicing physician assistant (PA) in the setting of his/her choosing, including (but not limited to) outpatient, emergency department, inpatient, or operating room environments [Standard B3.04]. Each student will experience patient encounters that are essential in preparation for entry into practice. Students will be able to evaluate/assess patients involving one or more of the following types of encounters: preventative, emergent, acute, chronic or cosmetic. [Standard B3.02]. Each student will be given the opportunity to apply knowledge and skills learned in the didactic program as s/he is exposed to patients seeking medical care across the life span,

including infants, children, adolescents, adults, and elderly [Standard B3.03]. Dependent on the particular area of interest, the student may also encounter patients seeking care for conditions requiring surgical management, prenatal and gynecologic care, as well as care for behavioral and mental health conditions [Standard B3.03].

MPA 5800 - Foundations of Interprofessional Practice

0.5 Credit Hours
Foundations of Interprofessional Practice introduces interprofessional roles in healthcare in order to enable effective collaboration for a safe, effective and value-driven healthcare delivery system by emphasizing teams of professionals working together in order to benefit patients and improve health outcomes. The course extends through semesters 1 and 2.

MPA 5801 - Practicum for Interprofessional Practice

0.5 Credit Hours
Practicum for Interprofessional Practice introduces interprofessional roles in healthcare to enable effective collaboration for a safe, effective and value-driven healthcare delivery system by emphasizing teams of professionals working together in order to benefit patients and improve outcomes. This course is an interprofessional educational experience for both PA and MD students at EVMS. The course extends through semesters 3 and 4.

MPA 5802 - Interprofessional Practice

1 Credit Hours
This course focuses on the observation and application of interprofessional concepts within healthcare teams in clinical practice to enable effective collaboration for a safe, effective and value-driven healthcare delivery system. This is accomplished by emphasizing teams of professionals working together in order to benefit patients and improve health outcomes.

MPA 5807 - Service Learning Practicum

1 Credit Hours
This course provides an opportunity for students to spend at least 15 hours in a community, health-related agency during the clinical year of the program. The goal of the course is to reinforce the community orientation of the medical school and promote a commitment to service in our graduates. Projects are presented to peers prior to graduation.

MPA 5837 - Senior Seminar

5 Credit Hours
The purpose of this course is to prepare the student for transition to a practicing PA through lectures, small group activities and oral presentations. Students will be required to participate in comprehensive board review sessions designed for certification. At the conclusion of the course, students will be required to pass a summative evaluation designed to assess overall performance and preparation for clinical practice.

MPA 5900 - Senior Seminar

5 Credit Hours
The purpose of this course is to prepare the student for transition to a practicing PA through lectures, small group activities and oral presentations. Students will be required to participate in comprehensive board review sessions designed for certification. At the conclusion of the course, students will be required to pass a summative evaluation designed to assess overall performance and preparation for clinical practice.

Physiology

PHY 400 - Studies on Hormone Production by the Fetal-Placental Unit During Pregnancy

This laboratory studies the role of estrogen on fetal placental development and impact of alterations in the maternal/fetal hormonal milieu as well as endocrine disruptors that mimic estrogen action (e.g. bisphenol) on placental and fetal development, maternal well-being, fetal programming, pregnancy outcome and risk for development of disease in adulthood. Studies show that estrogen regulates placental cellular invasion of the maternal uterine spiral arteries in early pregnancy a process that is essential for appropriate utero-placental blood flow and which when defective leads to development of maternal hypertension and preeclampsia as well as compromise fetal growth leading to IUGR. Studies also show that estrogen in the second half of gestation regulates placental catabolism of maternal stress hormones (e.g. cortisol) and programs fetal organ/metabolic systems important for insulin action and thus prevention of insulin resistance (e.g. diabetes) in adulthood. The student will be expected to choose one or more of these or other clinical complications of human pregnancy (e.g. preeclampsia, IUGR; gestational diabetes, prematurity; placenta accreta), summarize the etiology, clinical manifestations etc. and via library search and interaction/discussion with Dr. Pepe to summarize and integrate the relevant basic science research being performed to elucidate cause, improve treatment and enhance fetal-maternal well-being and pregnancy outcome.

Physiological Sciences

PHY 998 - Physiological Sciences

Non-site-specific elective with a member of the EVMS faculty

PHY 999 - Physiological Sciences

Away elective

Plastic Surgery

PLS 403 - Plastic Surgery/Reconstructive Surgery

Students will rotate through the plastic surgery service, engaging in contact with patients and assisting in surgery; attending lectures, conferences and suture workshops including microsuturing. Exposure to all aspects of reconstructive and aesthetic surgery; including breast, facial, pediatric and general plastic surgery procedures. Participation in a research project or preparation of an in-depth essay or paper on a particular subject in plastic surgery.

Psychiatry

PSY 301 - Psychiatry

6 Credit Hours
The EVMS Psychiatry Clerkship provides students with clinical experience in the inpatient psychiatry setting at EVMS and partnering institutions. Our faculty and residents contribute to medical student education through direct observation in the clinical setting, bedside teaching, interactive case-based didactics, and student mentoring and advising. Students will develop the ability to diagnose psychiatric disorders commonly seen in the child, adolescent, adult, and elderly patient populations and demonstrate empathy for individuals experiencing mental illness.

PSY 404 - Consultation/Liaison Psychiatry

The student will be exposed to Consultation/Liaison Psychiatry, a branch of Psychiatry specializing in psychiatric care of the medically ill patient. The student will participate as an integral member of the consultation team, which is comprised of an attending consultation/liaison psychiatrist, residents, and clerkship students. The rotation takes place at Sentara Norfolk General Hospital, a 425 bed general hospital with developed trauma, critical care and specialty units. The students will be expected to evaluate, present and write up consult cases. The student will work closely with the resident and attending physicians and will attend rounds, follow-up on assigned cases, attend conferences and grand rounds. Common diagnoses encountered include delirium, dementia, mood, anxiety and personality disorders.

PSY 407 - Acting Internship in Psychiatry

This course is designed for seniors wishing for a sub-internship experience in Inpatient Psychiatry prior to beginning residency in Psychiatry. However, students entering the Primary Care field, who want further experience recognizing and assessing mental illness should also apply. The purpose of this rotation is to provide increasing amounts of responsibility for treating psychiatric inpatients. The student will act as an intern with primary responsibility for patient care including evaluation and treatment.

PSY 408 - Addiction Psychiatry

The student will be exposed to Addiction Psychiatry, a branch of Psychiatry specializing in the treatment of addictive disorders, i.e., alcoholism and other psychoactive substance dependence. Many of the patients will also have a dual diagnosis. The students will participate as a member of a multidisciplinary team and work closely with the attending psychiatrist and other treatment team members. The rotation takes place in an intensive REHABILITATIVE RESIDENTIAL setting where patients reside for up to 120 days. This is an intensive and highly structured program, which operates on a "bio-psychosocial model" of treatment with a strong emphasis on the 12-Step recovery process. The program is headed by a psychiatrist and includes a program specialist, social worker, addiction therapists and other support personnel. Other treatment tracks include relapse prevention, aftercare, and family. The student will be expected to actively participate in program activities to include: (1) individual and group therapy; (2) community meetings; (3) family counseling; (4) didactic therapy; (5) physical, recreational and occupational therapy; (6) treatment planning; and (7) assessment triage. Students may also be exposed to subspecialty areas to include detoxification and inpatient psychiatric substance abuse education. Utilization of current literature and appropriate references is encouraged. Emphasis is placed on learning the biopsychosocial assessment and formulation, as well as in motivational intervening therapy.

PSY 412 - Psychiatry Acting Internship

This course is designed for seniors wishing for a sub-internship experience in Inpatient Psychiatry prior to beginning residency in Psychiatry. However, students entering the Primary Care field, who want further experience recognizing and assessing mental illness should also apply. Cases of greater interest in maximizing the educational objectives and that meet the student interests will be selected. Particular areas of interest can include Substance (alcohol or Illicit Substances), Use Disorders, Neurocognitive Disorders (Dementia), Psychotic Disorders, Mood Disorders, Anxiety Disorders, Post Traumatic Stress Disorder or Personality Disorders. The Biopsychosocial model is used with a crisis intervention approach. Brief stabilization is followed by return to the community or non-acute level of care. Under the psychiatrist's supervision, the student would be responsible for assessing the patient and implementing their own treatment plan. The student would follow the response to treatment, updating or modifying the plan as required.

PSY 416 - Psychosomatic Medicine (Consultation-Liaison Psychiatry)

Consultation-Liaison (C-L) Psychiatry is a branch of psychiatry that entails consultation to medically and surgically ill hospitalized patients, education of students and clinicians of all disciplines, and research. The setting for the practice of C-L Psychiatry is the general hospital. Naval Medical Center Portsmouth is a 366 bed general hospital. 4th year medical students will learn key elements in an effective C-L team. Ability to conduct mental status exam and interpret findings in conjunction with laboratory and neuro-imaging; capacity to assess the potential for suicidality, aggression and agitation within a medical-surgical setting; ability to work with and clearly communicate findings and recommendations to non-psychiatric physicians, other health care workers, and families. Usual coverage during duty hours for C-L service pager is 0730-1600. Medical students' duty hours will be 0730-1700. Rounds are daily from 1300 to 1500 except for Fridays when we round from 1430 to 1600. Students will be exposed to "talking papers" as a form of learning and teaching others during rounds. Talking Papers are a quick reference outline on key points of an oral briefing.

PSY 417 - Inpatient Geriatric Psychiatry Acting Internship

This course is designed for seniors wishing for a sub-internship experience in Inpatient Psychiatry prior to beginning residency in Psychiatry. However, students entering the Primary Care field, who want further experience recognizing and assessing mental illness should also apply. This elective may be beneficial for students interested in Geriatric Medicine, Internal Medicine, Family Medicine, Psychiatry or other fields that would involve the Geriatric population. The student will be exposed to the Senior Treatment Area at Sentara Norfolk General Hospital, which is an inpatient Geriatric Psychiatry unit. This unit hosts a population of patients 65 years or older who often present with dementia, delirium psychosis, anxiety and affective states, alongside the physical impairments of various medical conditions, including movement disorders, cardiac and pulmonary conditions and progressive terminal illness. At this location, the student will work actively with the attending physician and will gain experience in diagnostic assessments, behavioral and pharmacologic management of psychiatric illness and the education of patients/caregivers. Treatment modalities include the exposure to Electroconvulsive Therapy which is an effective and safe option for medication-refractory depression, psychosis or catatonia in this population. The student will follow and manage patients daily and play an active role in team presentations. Common topics on this rotation include polypharmacy, ways to minimize confusional states, interdisciplinary management, palliative care, resources in the community and caregiver burden. Efforts will be made to expose the student to topics of interest.

PSY 419 - Army Psychiatry

Military outpatient mental health care is different than general outpatient care in several ways. The population is generally physically healthy and younger. The goal of treatment is not only symptom improvement, but evaluation of fitness for duty. There are administrative evaluations not conducted in the civilian sector. Focus will on new patient evaluations conducted in the outpatient setting.

PSY 420 - Rural Outpatient Psychiatry

This clinically-oriented elective will provide the student with exposure to rural mental health care for children, adolescents and adults in the outpatient setting. The realms of anxiety, affective/mood disorders, neuro-developmental disorders, psychotic illness will be explored. The elective curriculum would include content on mental health disparities in rural areas and on the Eastern Shore.

PSY 421 - Emergency Psychiatry

This clinically-oriented elective will provide the student with exposure to Emergency Psychiatry in the Emergency Room at Sentara Norfolk General Hospital. The student will participate in evaluations of, but not limited to, patients with psychotic, mood, personality and substance use disorders as well as lethality. The student will evaluate the need for emergent psychopharmacology and ultimate disposition.

PSY 998 - Psychiatry

Non-site-specific elective with a member of the EVMS faculty

PSY 999 - Psychiatry

Away elective

Public Health

MPH 600 - Introduction to Public Health

1 Credit Hours
This course provides an introduction to the multidisciplinary field of public health. Students will learn the history, core functions and roles of the U.S. public health system through grounding in the 12 foundational public health knowledge areas.

MPH 611 - Social and Behavioral Sciences for Public Health

3 Credit Hours
This course is a social and behavioral sciences core course for the MPH program. Psychological, social and cultural concepts and models relevant to health and disease in society are reviewed and critiqued. The course will enable students to describe core theoretical perspectives from each of the social science disciplines of psychology, sociology and anthropology. Students will learn how to select and apply appropriate social and behavioral models to the design of public health interventions and policies. The course will also cover existing social inequalities in health status related to race, social class and gender and the critical intersection between social risk factors, behavioral risk factors, and the development and implementation of public health interventions. Social ecological models that influence population health at multiple levels are emphasized.

MPH 612 - Statistical Reasoning for Public Health

3 Credit Hours
This course is an introduction to the use of statistics in the health field with emphasis on descriptive statistics, estimation, linear regression and contingency tables.

MPH 613 - Principles of Environmental Health

3 Credit Hours
This course is an introduction to the chemical, physical and biological factors affecting human health and disease with emphasis on the skills to detect environmental factors in health problems and to determine methods of control to prevent disease and maximize environmental quality.

MPH 614 - Principles Of Epidemiology

3 Credit Hours
This course is an introduction to epidemiology as a body of knowledge and a method for analyzing community health problems with emphasis on how to measure and describe the health of populations, the natural history of diseases in population groups, standardization of rates, sources of data, study designs, measurements of risk, evaluation of screening tests, causal inferences and outbreak investigation. This course includes lectures, reading and individual and group assignments.

MPH 620 - Public Health Administration and Management

3 Credit Hours
This course is an introduction to the understanding of the structure and functions of the American healthcare system, public health practice in the United States and basic managerial responsibilities. Emphasis is places on management tasks and styles, structure and trends in the healthcare system, legal and regulatory frameworks for public health, organizational and community.

MPH 626 - Effective Information Technology for Healthcare Organizations

3 Credit Hours
This course provides the key concepts related to information technology within healthcare organizations. Students will learn how information technology is used as a tool to improve performance within healthcare organizations for positive health outcomes. Topic areas include the electronic health record, HIPAA and security requirements, ethics and legal rules for retrieving and managing clinical data, computerized provider order entry and the use of administrative and registry data for standard reports.

MPH 627 - Data Visualization

3 Credit Hours
This course is intended to be a step-by-step introduction to the world of visual analytics and is designed for the beginner and intermediate uses of data visualization. The course will help students to understand and apply important concepts and techniques in data visualization, moving from simple to complex situations and combine them in interactive dashboards. Topics to be covered include data connection, different graphs and charts, quick table calculations, designing interactive dashboards, mapping, unions and joints.

MPH 630 - Statistical Software for Public Health

3 Credit Hours
This course is a collection of modules that introduce students to selected statistical software that are used widely in many areas of public health and research. The course will familiarize students with the primary features of statistical software, as well as database management, basic programming skills and tools and some simple statistical procedures. (Prerequisites: MPH 612, MPH 614)

MPH 631 - Leveraging Data for Evidence-Based Decision Making

3 Credit Hours
Cross-listed: MHA 593
, MHDS 601

The utilization of data in decision-making is essential in healthcare delivery. Data can be used to evaluate the quality of care delivery, program effectiveness, health economics and more. This course provides an introduction to the use of data and how to transform analysis results into evidence-driven decisions. Students will also learn how to apply and integrate these concepts into health-related scenarios and gain fundamental skills in data-driven decision-making for healthcare leaders.

MPH 632 - Health Law and Ethics

3 Credit Hours
This course examines legal, regulatory and ethical issues health professionals are likely to confront. In this course, we will examine the legal principles needed to analyze regulatory and liability issues. We will study selected principles and policies under-girding health, the American system of health law, including common law principles of liability and federal/state legislation regulating health professionals and operations. We will also discuss the impact of state and federal law on the operation of various health-related organizations.

MPH 633 - Healthcare Marketing

3 Credit Hours
This course examines marketing principles, concepts and skills applied to health care organizations and health care networks. Students will examine marketing methodologies and principles for evaluating consumer decision making actions for health care services. The course will place emphasis on social media and electronic forms of marketing health care services. The course will culminate with the development of a strategic health care marketing plan.

MPH 690 - Leadership: Theories, Skills and Applications

3 Credit Hours
The emphasis of this course is on the practice of leadership. The course will equip the student with the basic managerial background, fundamentals and theories which will be applicable at any level in management and in leadership positions. Students will be exposed to the interaction of leadership, change, communication and power as seen in the healthcare environment. This course will examine the traits of leading, developing leadership skill, creating a vision, managing conflicts and obstacles in an organization.

MPH 701 - Introduction to Healthcare Analytics

1 Credit Hours
Participants will learn cutting edge strategies for implementing change and achieving high performance in their work environments from recognized healthcare delivery experts.

MPH 703 - Programming Tools and Techniques in Data Management

3 Credit Hours
This course is designed to train students in basic and advanced statistical programming languages R, SAS, and SQL together with techniques and tools necessary for data management and data mining. It will provide you with the skills in the data management process for analytics including data acquisition, cleaning, debugging, and decision making tools through case studies and projects.

MPH 704 - Predictive Data Analysis

3 Credit Hours
Healthcare data in multiple formats were collected daily for the ultimate purpose of better patient care and reducing cost. The volume and variety of data accumulated in the healthcare industry call for effective analytics tools that can extract insightful information from the data to leverage business and medical decisions. Predictive analytics involves the processes of developing statistical models to predict outcomes from future data by building validated mathematical relationships between variables from existing data. (Prerequisites: MPH 701, MPH 703)

This course introduces the techniques of predictive analytics in the context of a healthcare environment. The aim is to provide students with the highly demanded skills in data analytics and data mining by training them on how to move from data collection to data analysis and how to use data as the basis to predict future outcomes. Topics to be covered include formulating a hypothesis, examining data structure, selecting data, determining and designing appropriate statistical models, evaluating the models and interpreting the results.

Prerequisites

- MPH 701
- MPH 703

MPH 705 - Data Mining and Machine Learning

3 Credit Hours
This course covers healthcare analytics using data mining and machine learning techniques. Statistical software, R, will be implemented for data exploration and visualization, classification, clustering and time series analysis.

Decision trees, nearest neighbor algorithm, artificial neural networks and support vector machine methods will be introduced. Case studies and real-world data will be utilized to leverage data mining and machine learning outcomes. (Prerequisites: MPH 701, MPH 704)

MPH 706 - Categorical Data Analysis

3 Credit Hours
This course is designed to prepare the graduate students, health professionals, or fellows to apply statistical methods for analyzing categorical data relevant to healthcare analytics and public health research. The topics to be covered in this course include statistical models (e.g., logistic regression models and loglinear models) for categorical responses. Another emphasis of this course is to demonstrate the statistical methods of categorical data analysis based on real-world data using R and SAS software packages. (ADS Track Prerequisites: MPH 701, MPH 703); (EPI Track Prerequisites: MPH 612, MPH 630)

MPH 707 - Survival Analysis

3 Credit Hours
This course is designed to prepare the graduate students, health professionals, or fellows to apply basic methods of statistical analysis for survival (a.k.a. time-to-event) data relevant to clinical and public health research. The major topics to be covered include the Kaplan-Meier product-limit estimation, log-rank and related tests, the Cox regression model, parametric model, power and sample size justification, competing risk analysis, and recurrent event analysis. Interpretation of subsequent analysis results will be stressed. Concepts will be explored through critical review of the biomedical and public health literature, class exercises, two exams, and a data analysis project. Computations will be illustrated using the statistical software package SAS

The course is intended for graduate students and health professionals who will be actively involved in the analysis and interpretation of biomedical research or public health studies generating time-to-event data. (ADS Track Prerequisites: MPH 701, MPH 703); (EPI Track Prerequisites: MPH 612, MPH 630)

MPH 721 - Healthcare Strategy

3 Credit Hours
This course is designed to help students learn about essential aspects of strategic planning and strategic management in the context of healthcare service organizations. Students will acquire an enhanced understanding of the complex U.S. healthcare system, apply planning concepts to formulate mission and vision statements, and formulate goals and objectives as part of a strategic plan. The course content will also address aspects of organizational leadership, along with the importance of implementation and monitoring progress to achieve continuous quality improvement and to “close the loop” with strategic planning initiatives.

MPH 723 - Policy and Politics

3 Credit Hours
This course is an introduction to policy process, frameworks for understanding health policy issues, background research necessary for policy implementation and implementation strategies.

MPH 727 - Organizational Management

3 Credit Hours
This course examines organizational management and behavior as related to leadership, organizational design, culture, processes, workforce strategy and change management with an emphasis on the application of theory and research to organizational management and behavior. This course provides an opportunity to explore conceptual frameworks addressing organizational behavior, development, leadership, strategy, and management of change.

MPH 733 - Financing Healthcare

3 Credit Hours
Students examine financial evaluation of the healthcare industry, the source of funds and effects of changing patient policies. Other topics of interest will be financial strategies, budgets and capital outlay.

MPH 736 - Conflict Analysis and Negotiations

3 Credit Hours
This course will provide students with advanced knowledge and skills in the theory of conflict analysis and resolution and negotiations, including but not necessarily limited to:
1. Skill development and collaborative problem solving at the individual, group, and organizational level.
2. Conceptual and practical skills in negotiation that are essential for managers.
3. Third-party conflict intervention, which can assume several forms such as fact-finding, conciliation, mediation, and arbitration.

MPH 737 - Infectious and Chronic Disease Epidemiology

3 Credit Hours
This 3-credit hour course is offered to Epidemiology Track students as a required course and to Masters of Public Health students in the remaining tracks as an elective course. This course is focused on substantive areas in epidemiology with an emphasis on 'infectious disease epidemiology' and 'chronic disease epidemiology'. The course gives the introductory scientific and biomedical theories of modern public health problems and explores mechanisms and models of the major categories of disease.

MPH 750 - Community Practicum

3 Credit Hours
This course is an opportunity to apply knowledge and skills gained in academic courses in a working environment or community setting under the supervision of a preceptor. This course requires a written report to the preceptor and the course director as well as oral presentation.

MPH 772 - International Health Exchange Program

3 Credit Hours
This course exposes students to important issues in international public health and is unique in that it involves the analysis of health problems in the broad social, cultural, economic and political contexts that generate and sustain them.

MPH 779 - Introduction to Research Methods

3 Credit Hours
The goal of this course is to provide practical, step-by-step guidance in the research process. The organizing framework used is the scientific method, which is applied to current health initiatives. Students develop a unique research design proposal.

Public Health - Epidemiology

MPHE 615 - Public Health Administration and Management

3 Credit Hours
This course is an introduction to the understanding of the structure and functions of the American healthcare system, public health practice in the United States and basic managerial responsibilities. Emphasis is on management tasks and styles, structure and trends in the healthcare system, legal and regulatory frameworks for public health, organizational and community assessment and public health settings and services. This course consists of lectures, reading and written assignments.

MPHE 624 - Data Management with SAS

3 Credit Hours
SAS is a collection of modules that are being used widely in many areas of research and industry. It is a powerful integrated system that enables the users to process and analyze data. This course introduces students to the main features of SAS programming, including basic data management, programming tools, and some simple statistical procedures.

MPHE 630 - Statistical Software for Public Health

3 Credit Hours
This course is a collection of modules over selected statistical software that are being used widely in many areas of public health and research. This course introduces students to the main features of statistical software, including basic data management, programming tools, and some simple statistical procedures.

MPHE 702 - Biostatistics II

3 Credit Hours
Topics from inferential statistics and probability modeling will be discussed and illustrated using data selected from real-life health-related applications. Data analysis emphasizing proper interpretation of results and familiarity with SAS software will be a key component of the course.

MPHE 711 - Epidemiologic Methods I

3 Credit Hours
This course introduces elements of study design, data analysis and inference in epidemiologic investigation.
Prerequisites MPH 612

MPHE 715 - Current Issues in Epidemiology

3 Credit Hours
This course offers discussions with experts experienced in the diverse applications of epidemiology in current research and practice with an emphasis on emerging infectious diseases, environmental and occupational health, chronic diseases and community intervention trials. Methods include lectures, discussions, class presentations and development of research project.

MPHE 718 - Epidemiologic Methods II

3 Credit Hours
This course covers statistical design and analysis concepts and methods in epidemiologic research.

MPHE 721 - Healthcare Strategy

3 Credit Hours
Cross-listed: DHSC 901

This course examines strategy-making issues for healthcare organizations, including analysis of economic incentives, financial strategies, development of mission and goals and formulation and implementation of long-range strategies to accomplish those goals.

MPHE 723 - Policy and Politics of Health

3 Credit Hours
Cross-listed: DHSC 900

- This course is an introduction to the policy process, frameworks for understanding health policy issues, background research necessary for policy implementation and implementation strategies.

MPHE 727 - Organizational Management

3 Credit Hours
This course examines issues and principles in the management of individuals, groups and organizations. Topics include motivation and reward systems, group dynamics and organizational design and change.

MPHE 733 - Financing Healthcare

3 Credit Hours
Students examine financial evaluation of the healthcare industry, the source of funds and effects of changing patient policies. Other topics of interest will be financial strategies, budgets and capital outlay.

MPHE 736 - Conflict Analysis and Negotiations

3 Credit Hours
Cross-listed: DHSC 703

This course examines issues and principles in the management of conflict and negotiation within organizations. Topics include resolution strategies and organizational design and change.

MPHE 737 - Infectious and Chronic Disease Epidemiology

3 Credit Hours
This course focuses on substantive areas in epidemiology with an emphasis on infectious disease epidemiology and chronic disease epidemiology. The course will also include projects focused on field epidemiology, with an emphasis on public health surveillance and outbreak investigation. These topics are important for epidemiologists and other health professionals in public health practice.

Radiation Oncology

ROC 401 - Clinical Radiation Oncology

Students will learn biology, physics, and clinical application of radiation in the management of tumors and certain specific non-malignancies. They will be exposed to the use of external beam radiation therapy using 3-D planning, IMRT, using interstitial therapy such as prostate implants. This is accomplished by new patient conferences and examination of patients. The students will learn to evaluate tumor response, acute and late normal tissue reactions to radiation therapy, and the use of chemotherapy with radiation therapy.

Radiation Oncology & Biophysics

ROC 998 - Radiation Oncology and Biophysics

Non-site-specific elective with a member of the EVMS faculty

ROC 999 - Radiation Oncology and Biophysics

Away elective

Radiology

RAD 400 - Radiology

During the elective students will spend their mornings participating in read-out sessions in the various subspecialties of Diagnostic Radiology, spending 1-3 days in each modality. Time devoted to the sub-specialties can be tailored to the special needs and interests of the participants, such as pediatric radiology, interventional and neuroradiology, etc. (based on availability). Required reading is a basic radiology text that will be distributed to the students the first day of their rotation. Afternoons the students will attend lectures given by both attendings and residents in Radiology. Time will be allowed for self-instruction, so that students may review the ACR teaching files, web-based learning tools and radiologic anatomy. Students are expected to attend all teaching conferences held in the department at 7:00 a.m. and noon. At the end of the rotation the student will prepare and present a short case presentation. A written and oral exam is given toward the end of the rotation.

RAD 407 - Interventional Radiology

The Interventional Radiology (IR) elective offers the 4th year student a 4-week experience in caring for patients undergoing image-guided procedures. The student will work closely with attendings, residents, and other providers as an integral member of the IR team. Students will learn to perform basic IR procedures including PICC line placement and core needle biopsies, assist in advanced procedures including TIPS and chemo-/radioembolization, and participate in consults for the IR service. The student will attend Department of Radiology morning (7AM) and noon didactic conferences. The student will also attend Diagnostic Radiology medical student lectures given by residents, unless he/she has already completed RAD 400
satisfactorily; if so, the lecture time will be replaced with reading/study time. Required reading includes selected chapters of The Requisites: Vascular and Interventional Radiology. Recommended supplemental reading for students who have not completed RAD 400
is Learning Radiology: Recognizing the Basics. Both texts available through Brickell Library's Online Resources. Students will also have access to IR Lecture Series slides covering high-yield IR topics. Written exam at end of rotation will be based on the required reading. The student will also present a case during noon conference highlighting pathophysiology and interventional techniques during the last week of the elective.

RAD 408 - Diagnostic Radiology Ultrasound

One to two EVMS M4 students planning a career in radiology with special interest in ultrasound will gain advanced understanding of the radiologic subspecialty while working with Radiology attendings and residents through a variety of activities including hands on scanning, developing procedural skills, didactics and self-directed learning. We expect each student to provide 160 hours of engagement during the course of the year similar to a full four week block rotation (4 weeks x 40 hours = 160 hours) to be completed by March 15th of academic year. Given interviews and away rotations the student may not be able to participate in all course educational offerings. Maximum numbers of hours permitted for each activity will ensure a balanced experience.

RAD 998 - Radiology

Non-site-specific elective with a member of the EVMS faculty

RAD 999 - Radiology

Away elective

Reproductive Clinical Science

RCS 700 - Biochemistry and Molecular Cell Biology

2 Credit Hours
This course presents the basic principles of cellular structure and function, which are the infrastructure for understanding clinical endocrinology and embryo metabolism. This 4-module course examines the structure of biological components and their roles in biochemical processes - metabolism, molecular feedback through hormones, signal transduction, cellular physiology and molecular biology. Case study discussion boards and current journal article discussions connect the basic science content to IVF.

RCS 701 - Introduction IVF, Laboratory Tech and Skills Development

3 Credit Hours
Laboratory science and technology are at the foundation of the Clinical Embryology Laboratory, and ART success rates are largely dependent on the quality of the laboratory environment and the knowledge and skill of laboratory personnel. This course covers the basic laboratory skills and techniques used in the IVF and andrology laboratories. A required, on-campus component includes hands-on training and skills evaluation.

RCS 702 - Molecular Biology and Genetics

3 Credit Hours
This course includes an introduction to molecular biology with an emphasis on the structure and function of both DNA and RNA and their roles in protein synthesis. Aspects of gene structure-function and regulation will also be discussed in this course, including a section on mitochondrial DNA. Research in this area includes the use of molecular techniques, which will be illustrated. This course also provides instruction in the fundamentals of human cytogenetics with discussions of chromosomal structure and cell division, as well as both genetic and epigenetic mechanisms of inheritance and different types of mutations and aneuploidies. This course will also introduce basic molecular biological techniques that are used in current molecular biological research including DNA, RNA isolation and analysis, protein isolation and analysis, genetic engineering, cloning and sequencing, gene expression analysis, PCR and quantitative real-time RCR.

RCS 703 - Female Reproductive Endocrinology & Infertility

3 Credit Hours
This course provides an introduction to endocrinology, female reproductive anatomy and the latest information in basic reproductive physiology of the female at all life stages, including puberty, mid-reproductive life and menopause. Chronic reproductive abnormalities will be discussed in detail using the current literature, including hypothalamic amenorrhea, polycystic ovarian syndrome and premature menopause. The role of gonadotropin hormone therapy in ovulation induction and controlled ovarian stimulation along with complications, such as ovarian hyperstimulation and multiple births, will also be discussed. The use of agonists and antagonists in ART and stimulation protocols for difficult cases, such as the poor responder and hyper-responder, will be covered, along with donor egg and surrogacy and ethics.

RCS 704 - Current Topics In IVF

1 Credit Hours
This course is a journal club format designed to give basic instruction for reading the literature as students prepare to take courses in the following semesters that depend on journal articles as a supplement to or the sole source of reading. Another purpose for this course is to introduce current topics in IVF prior to thesis topic selection in the second semester. The students will work in groups to present papers selected by the program faculty. The online meeting format will be used to present and record the sessions; these sessions can be attended synchronously or asynchronously. Discussion boards will also be used to review and critique the presentations.

RCS 705 - In Vitro Fertilization Technology

3 Credit Hours
In vitro fertilization has given its name to the field of reproductive medicine. This course presents a historic overview of the field of IVF and all current techniques and regulatory issues including: how to collect, recover, assess, prepare, fertilize and maintain gametes and embryos; the basic protocols for IVF, ICSI, GIFT, ZIFT, TET and ET; the types of culture media and culture systems used in IVF; how to design and maintain a quality IVF laboratory; the principles and application of Quality Assurance (QC, proficiency testing) and laboratory safety (security, fire, electrical, patient issues, staff issues); the operation and maintenance of common lab equipment, recordkeeping, personnel issues and standards of good practice; how to troubleshoot problems that may arise in the IVF lab; and topical subjects, such as derivation of embryo stem cells from blastocysts and cloning. Assigned asynchronous discussions with faculty and students connect students with current topics allowing them to present their own experiences and to review the current literature for changes in the field.

RCS 706 - Gametes and Embryos

3 Credit Hours
The objective of this course is to present the recent understanding of the development of gametes and embryos to connect the participants with the molecular principles behind IVF laboratory practice. Using the historic and current literature, this course covers the molecular aspects of the origin of germ cells, oogenesis, spermatogenesis, meiosis, fertilization and preimplantation, development, implantation of embryos, gamete pathology and aging. The students are taught how to evaluate a current journal article and write a research paper to discuss their findings.

RCS 707 - Research Methods and Capstone/Thesis: Project and Statistics

2 Credit Hours
Statistics and research study design are essential tools in any scientific endeavor. Developing a thesis research study design and understanding the background literature needed to create a capstone review or practice improvement project requires a rudimentary knowledge of basic statistics. In this course, students will receive training in biostatistics, which is the study of statistics used in medical and basic biological research. Students will: learn the fundamental principles of biostatistics, study applications of biostatistics in clinical medicine, participate in statistical problem-solving and learn the fundamental components of a research study design.

RCS 708 - Advanced IVF, Laboratory Tech and Skills Development

2 Credit Hours
Laboratory science and technology are at the foundation of the Clinical Embryology Laboratory, and ART success rates are largely dependent on the quality of the laboratory environment and the knowledge and skill of laboratory personnel. This course covers advanced laboratory skills and techniques used in the IVF and andrology laboratories. A required, on-campus component includes hands-on training and skills evaluation.

RCS 709 - Research Methods Capstone/Thesis: Project Proposal

1 Credit Hours
The master's project must be an original project of scholarship or research on a relevant topic in reproductive biology or medicine resulting in a paper. Students select either the review, QC/QI or research track. In all cases, an EVMS and possibly local advisers are selected to help determine the proper approach to the project. Depending on the track

selected, a detailed capstone research or QC/QI study design is developed. To aid in capstone writing, a section of the courses have been developed to give the students an outline of the steps for writing their project. Basic elements of the capstone project for the three different tracks are covered: development of a thesis statement, data commentary, introduction, background, discussion and conclusion; specific to the research thesis, materials/methods and results. A major concern in publication today is plagiarism; this topic is also covered in detail. All students in this program are required to take IRB, bloodborne pathogens and HIPAA for research training during this course.

RCS 710 - Genetics of Reproduction and Infertility

3 Credit Hours

Many aspects of medicine, including reproductive medicine, are beginning to revolve around underlying genetic causes or predispositions. This course covers many important areas of genetics including: the basis of sex determination with functional anomalies of the reproductive system, the origin of aneuploidy and other chromosomal abnormalities in oocytes, sperm and embryos, the epidemiology and genetic basis of pregnancy wastage, the current status of preimplantation/prenatal genetic diagnosis and its applications and the molecular techniques that are available for PGD and prenatal diagnosis. Current journal article critiques and PGD design projects are used to connect with recent developments in the field.

RCS 711 - Research Methods Capstone/Thesis: Master's Project

1 Credit Hours

The master's project must be an original project of scholarship or research on a relevant topic in reproductive biology or medicine resulting in a paper. Students select either the review, QC/QI or research track. In all cases, an EVMS and possibly local advisers are selected to help determine the proper approach to the project. Depending on the track selected, a detailed capstone research or QC/QI study design is developed. To aid in capstone writing, a section of the courses have been developed to give the students an outline of the steps for writing their project. Basic elements of the capstone project for the three different tracks are covered: development of a thesis statement, data commentary, introduction, background, discussion and conclusion; specific to the research thesis, materials/methods and results. A major concern in publication today is plagiarism; this topic is also covered in detail. All students in this program are required to take IRB, bloodborne pathogens and HIPAA for research training during this course.

RCS 712 - Male Reproductive Function and Dysfunction

3 Credit Hours

The emphasis of this course will be on the physiology and pathology of the male reproductive system in the context of evaluations for male infertility. Knowledge of reproductive function by reviewing recent discoveries about the physiology and dysfunction of the male reproductive system will be presented using current articles and techniques. Relevant areas include: normal and abnormal spermatogenesis, reviewing slides prepared from testicular biopsies, basic semen analysis, standard tests of sperm function using microscopy and specialized functional and "non-functional" sperm evaluating assays. Also covered are disorders like testicular cancer, benign and malignant prostate and genetic causes of male infertility, male contraception and gender pre-selection using sperm. Additionally, students will be challenged with the evaluation of case studies in andrology.

RCS 713 - Research Methods Capstone/Thesis: Scientific Writing

3 Credit Hours

The master's project must be an original project of scholarship or research on a relevant topic in reproductive biology or medicine resulting in a paper. Students select either the review, QC/QI or research track. In all cases, an EVMS and possibly local advisers are selected to help determine the proper approach to the project. Depending on the track selected, a detailed capstone research or QC/QI study design is developed. To aid in capstone writing, a section of the courses have been developed to give the students an outline of the steps for writing their project. Basic elements of the capstone project for the three different tracks are covered: development of a thesis statement, data commentary, introduction, background, discussion and conclusion; specific to the research thesis, materials/methods and results. A major concern in publication today is plagiarism; this topic is also covered in detail. All students in this program are required to take IRB, bloodborne pathogens and HIPAA for research training during this course.

RCS 714 - Cryopreservation

2 Credit Hours

The goals of cryopreservation are to preserve viable gametes, embryos, tissues and even whole organs for future fertility options and to enable augmented pregnancy rates for IVF. In this course, the biological effects of cooling and freezing will be covered in detail. Additionally, the discussion will include the following: principles of cryopreservation using conventional, equilibrium cooling methods, vitrification as an alternative to conventional freeze-thawing, applications and adaptations of low temperature banking for different cell and tissue type as well as safeguards for quality assurance. Assigned asynchronous discussion groups between faculty and students are used to have students present their own experience in the lab or to review current literature to discuss recent changes in techniques.

RCS 715 - Ethics, Society and ART

1 Credit Hours

The objective of this course is to provide the student with a historical background of various traditional beliefs about reproduction, as well as the comments of moral theologians, ethicists, philosophers, sociologists and others about these same beliefs. The student will gain considerable understanding to be prepared to discuss these sensitive subjects with patients. Specifically, the course will provide a limited amount of background material but will refer the student to original sources, as well as to selected commentaries. At the practical level, the student will be presented with clinical case histories and will be expected to discuss the pros and cons of each case and offer a realistic resolution to the ethical or moral dilemma. Grades in this course will be determined by the students' evaluation of these case studies and a take-home exam.

RCS 716 - Scientific Writing

1 Credit Hours

Students who do not successfully complete the thesis requirement will be required to enroll in this extended writing course until it is completed. This course can only be repeated a select number of times.

RCS 717 - IVF Clinical Internship

3 Credit Hours

During the second year of the program, those entering with no or limited experience will be placed in internships at various clinics and at the EVMS training facility. These experiences will give students additional hands-on skills in andrology and embryology that will broaden their knowledge in best practices in the field of IVF.

RCS 801 - Advanced Statistics

3 Credit Hours
Advanced Statistics explores the use of statistics in basic and clinical science research. Learn what types, when and how to use different analysis tools for qualitative and quantitative statistics and quality assurance calculations. Particular attention will be focused on clinical and laboratory applications as well as basic science research.

RCS 802 - Assisted Reproduction Evidence-Based Practice Journal Club

1 Credit Hours
Using the best evidence from literature, learn how to interpret and formulate best practices in IVF. This course will utilize the principles of evidence-based medical practice and adapt them to the clinical IVF environment.

RCS 803 - Comparative Anatomy and Physiology of Reproduction

3 Credit Hours
Knowing which type of animal models and how they may be used in research is an essential component of interpreting and applying study outcomes to humans. This course will illustrate the uses and limitations of these animal models in the study of human reproduction.

RCS 804 - Experimental Design

3 Credit Hours
Essential skills for a researcher are how to design a study and how to apply advanced experimental modeling techniques. These are both combined here, leading to best practices development in experimental design.

RCS 805 - Advanced Topics IVF

1 Credit Hours
Using the literature, students will present current topic areas in IVF, laboratory and clinical research. How to conduct research in this area will also be covered in this course.

Course Descriptions

Contract All Courses |

Reproductive Clinical Science

RCS 806 - Developmental Biology

3 Credit Hours
Study the origin and development of form and patterns in organisms. Recent investigations and recent research methodology on the processes of growth and differentiation are stressed.

RCS 809 - Toxicology and Infertility

3 Credit Hours
Environmental factors influence fertility during development, gametogenesis, fertilization and embryogenesis. This course explores the current technology, theories and research surrounding toxins and fertility.

RCS 810 - Research Literature Review

3 Credit Hours
During this course, students learn the best techniques for reviewing the literature, summarizing previous data and writing a review of a topic area. Students will produce their own topic literature review by the end of this course.

RCS 811 - Advanced Topics Male Infertility Research Literature

1 Credit Hours
Using the literature, students will present current topic areas in male infertility, treatment and research. How to conduct research in this area will also be covered in this course.

RCS 812 - Clinical Laboratory Management

3 Credit Hours
All aspects of the management of a clinical lab will be presented in this course. Students will develop new protocols, write risk management reports, develop QC guidelines and design and justify the design of an IVF facility as a portfolio project.

RCS 814 - ART and Genetics

1 Credit Hours
Using literature, students will present current topics in ART and genetics. How to conduct research in this area will also be covered in this course.

RCS 815 - Dissertation Research Proposal Development

4 Credit Hours
This course gives students an opportunity to structure their research projects and write a proposal for their dissertation.

RCS 816 - Dissertation Research

Varies 1, 3, 6, 7 Credit Hours
The objective of this course is to follow the dissertation research plan and track progress of dissertation research.

RCS 819 - The Business of IVF

1 Credit Hours
Management of the IVF facility from the business perspective is the main goal of this course. Students will construct an analysis of a laboratory business plan and propose phased changes to make improvements.

Surgery

ORT 998 - Orthopedic Surgery

Non-site-specific elective with a member of the EVMS faculty

ORT 999 - Orthopedic Surgery

Away elective

PLS 998 - Plastic Surgery

Non-site-specific elective with a member of the EVMS faculty

PLS 999 - Plastic Surgery

Away elective

SUR 301 - Surgery

6 Credit Hours
The EVMS Surgery Clerkship provides students with clinical experience in inpatient surgery at EVMS and partnering institutions as well as exposure to the outpatient surgical clinic. Our faculty and residents contribute to medical student education through direct observation in the clinical setting, bedside teaching, interactive case-based didactics, procedural skills, computer case simulation, review of clinical documentation, and student mentoring and advising. Students will develop the ability to demonstrate basic surgical and procedural skills and provide pre-operative and post-operative care to a diverse patient population.

SUR 402 - Clinical Surgery - Professorial Service

The Acting Internship (AI) experience is designed to encourage senior medical students to assume patient care responsibilities similar to those of an intern (PGY-1 resident), including night call. Students will gain exposure to broad range of surgical conditions on the wards, in the operating room and clinics and full participation on the surgery professorial service. The student will participate in weekly teaching rounds with Dr. L.D. Britt and other faculty small group teaching sessions.

SUR 404 - Shock/Trauma

This rotation is designed to introduce the student to the principles of initial assessment, resuscitation and decision making needed to deal with the multiply injured patient. Operative management, care in the intensive care unit and integration of care by multiple services are emphasized on daily rounds. The role of the Trauma Surgeon/team as coordinating physician is demonstrated especially regarding complex multi-system injury patients. The student will be assigned to one of the Trauma Teams. Responsibilities on call include care of all new incoming patients, ongoing care in the Burn Trauma Unit and on the floor service. The student is expected to function as an integral team member under the direction of the Chief Resident and attending staff. Initial reading material will be distributed at the start of the rotation.

SUR 411 - Surgical and Breast Oncology

This is a senior elective (year M4) for any student interested in surgical oncology and breast surgery. The focus will be on the evaluation and staging of patients with common malignancies especially gastrointestinal cancer, breast cancer, melanoma, as well as unusual and complex problems. The importance of a well-thought out treatment plan as well as the multi-modality approach to care, will be emphasized. Importance will be placed on the comprehensive management of the entire patient, not only from a medical standpoint, but also in terms of psychological, social, and rehabilitation aspects. The student will also become familiar with the complexity of current national protocol studies. The student will be assigned to patients for twice daily rounds, procedures and ward work. Students will be required to attend the tumor conferences. During the rotation the student will be expected to perform an in-depth analysis each week on a tumor-specific evaluation or treatment that the student encountered and give a brief 10-minute summary to the course director. The textbook for the course is “THE M.D. Anderson Surgical Oncology Handbook, 4th Edition, Lippincott, 2006.” Online reference for the course is “The National Comprehensive Cancer Network” ONCCN.

SUR 416 - Emergency General Surgery Acting Internship

One M4 year student per rotation will have the opportunity to work on the Emergency General Service (EGS) at Sentara NGH for four weeks. They will be expected to function at the intern level helping the R2 and chief manage the service. They will be expected to see inpatient and ED consults and to round on patients on a daily basis. Call will be every 4th to 5th night with early release post call. Students will be off at least one weekend day per week. Students will participate in patient management, placement of central lines, arterial lines, PA catheters, chest tubes, tracheostomies, PEGs and OR cases. Students will participate in all Department of Surgery conferences and didactic sessions during their rotations. Each acting intern will be responsible for organizing one EGS journal club. This elective is ideal for the student interested in surgery or the subspecialties.

SUR 417 - Clinical Vascular Surgery Acting Internship

One M4 year student per rotation will have the opportunity to learn the clinical aspects of Basic Science and Vascular Surgery.

SUR 418 - Clinical Vascular Surgery Research

Retrospective Vascular Surgery Clinical Research. Student will have opportunity to work with research fellows and co-author studies.

SUR 998 - Surgery

Non-site-specific elective with a member of the EVMS faculty

SUR 999 - Surgery

Away elective

CSA 300 - Priniciples of Surgical Assisting I

3 Credit Hours
Principles of Surgical Assisting is a two-part course that teaches fundamental skills of the surgical assistant: basic procedural knowledge, basic surgical anatomy, the language of surgery, Anesthesia assistance, bladder catheterization, surgical positioning, application of tourniquets, prepping and draping, visualization techniques, hemostasis, suturing and knot tying techniques, dressings and drainage systems, pre-operative and post-operative pain control methods, wound healing and the use of special equipment.

CSA 301 - Principles of Surgical Assisting II

3 Credit Hours
Principles of Surgical Assisting is a two-part course that teaches fundamental skills of the surgical assistant: basic procedural knowledge, basic surgical anatomy, the language of surgery, Anesthesia assistance, bladder catheterization, surgical positioning, application of tourniquets, prepping and draping, visualization techniques, hemostasis, suturing and knot tying techniques, dressings and drainage systems, pre-operative and post-operative pain control methods, wound healing and the use of special equipment.

CSA 302 - Principles of Surgical Assisting III

3 Credit Hours
Principles of Surgical Assisting is a two-part course that teaches fundamental skills of the surgical assistant: basic procedural knowledge, basic surgical anatomy, the language of surgery, Anesthesia assistance, bladder catheterization, surgical positioning, application of tourniquets, prepping and draping, visualization techniques, hemostasis, suturing and knot tying techniques, dressings and drainage systems, pre-operative and post-operative pain control methods, wound healing and the use of special equipment.

CSA 303 - Surgical Anatomy Lecture

3 Credit Hours
This course is designed to show to the Surgical Assistant student the relationship between surgery and the different body systems. This course emphasizes advanced anatomic knowledge as it is applied towards surgical diagnosis and procedures. Students are expected not only to identify the structures of the body but also know the structures form and function.

CSA 304 - Biomedical Sciences

3 Credit Hours
This course introduces the student to various biomedical sciences topics that effect the surgical patient. The course discusses surgical site infection prevention, the effect of blood and fluid loss on a patient's homeostasis and how to reverse those effects. The course also highlights anesthesia and the medication used during surgery.

CSA 305 - Professional Practices Special Topics Series

3 Credit Hours
Professional Practice Topics course covers critical elements of the Surgical Assisting profession such as scope of practice, professionalism, legal and ethical requirements as well as business services/practices of the profession.

CSA 400 - Clinicals

3 Credit Hours
Development of clinical skills for entry into the surgical assistant profession.

CSA 401 - Clinicals

3 Credit Hours
Development of clinical skills for entry into the surgical assistant profession.

CSA 402 - Clinicals

3 Credit Hours
Development of clinical skills for entry into the surgical assistant profession.

MSA 502 - Medical Terminology

2 Credit Hours
The Medical Terminology class is an intense, three-week course taught at the beginning of the surgical assisting student's first year. The course employs a body systems-oriented, word-analysis approach to learning medical terminology. The goal of the class is to prepare students for the terminology they might encounter in their subsequent coursework, in their clinical rotations and ultimately in their roles as healthcare professionals.

MSA 503 - Surgical Microbiology with lab

3 Credit Hours
Surgical Microbiology reviews the infectious processes and organisms, immune responses, risks to operating-room patients and personnel and universal precautions.

MSA 504 - Advanced Topics of Surgical Assisting I

1 Credit Hours
Advanced Topics of Surgical Assisting is a monthly journal club that investigates topics addressed in the core curriculum classes as well as current issues impacting the surgical assisting profession. Course readings will be provided by program faculty and surgical assistant professional organizations.

MSA 505 - Advanced Topics of Surgical Assisting II

1 Credit Hours
Advanced Topics of Surgical Assisting is a monthly journal club that investigates topics addressed in the core curriculum classes as well as current issues impacting the surgical assisting profession. Course readings will be provided by program faculty and surgical assistant professional organizations.

MSA 506 - Operative Practices

2 Credit Hours
Lecture series is a seminar course that explores the details of topics such as attitude and etiquette in the operating room (OR), casting and splinting, stress management, ethics, surgical technique, OR conduct and patient interaction, back-table setup and the SA, trauma, sterile technique, gowning and gloving review. The seminars are conducted by program alumni and other medical professionals.

MSA 507 - Surgical Rounds

3 Credit Hours
Surgical Rounds is a hands-on clinical training experience lead by surgical residents to complement the student's didactic experience through active participation as part of a surgical team to develop the critical clinical skills needed for a surgical assistant.

MSA 508 - Clinical Anatomy for Health Professions

5 Credit Hours
Cross-listed: MPA 5061
, PATH 504

Gross Anatomy is a regional study of anatomy related to surgical procedures with cadaver lab. It also includes review of physiology relevant to survey and an introduction to basic embryology, histology and pathology.

MSA 510 - Advanced Surgical Pharmacology

2 Credit Hours
Advanced Pharmacology is a biophysical science based course which examines drugs used in surgery and emergency drugs, reviewing anaphylactic and toxicity reactions. The course also addresses anesthesia methods and agents and their methods of administration, describing how the surgical procedure may be affected by the agents used.

MSA 513 - Minimally Invasive Surgery and Simulation Skills Lab

4 Credit Hours
This course is designed to give the surgical assistant student a broad look into minimally invasive surgery while introducing the techniques involved. Numerous subspecialties, how minimally invasive techniques are utilized, and the history of these techniques will be discussed. Students will engage in hands-on learning to help facilitate the learning curve once they are in their clinical year.

MSA 515 - Surgical Physiology

4 Credit Hours
Surgical Physiology is a course provided by the biophysiology and applied surgical pathology for the advancement of knowledge application in the surgical environment designed for Surgical Assistant students. Topics including cell injury, inflammation and wound healing are covered.

MSA 517 - Principles of Surgical Assisting I Lecture

2 Credit Hours
Principles of Surgical Assisting is a two-part course that teaches fundamental skills: placement of monitoring devices, review of bladder catheterization, surgical positioning, application of tourniquets, prepping and draping, operative instrumentation, visualization techniques, hemostasis, suturing and knot tying techniques, dressings and drainage systems, post-operative pain control methods and the use of special equipment.

MSA 518 - Principles of Surgical Assisting I Lab

2 Credit Hours
Principles of Surgical Assisting is a two-part course that teaches fundamental skills: placement of monitoring devices, review of bladder catheterization, surgical positioning, application of tourniquets, prepping and draping, operative instrumentation, visualization techniques, hemostasis, suturing and knot tying techniques, dressings and drainage systems, post-operative pain control methods and the use of special equipment.

MSA 519 - Principles of Surgical Assisting II Lecture

2 Credit Hours
Principles of Surgical Assisting is a two-part course that teaches fundamental skills: placement of monitoring devices, review of bladder catheterization, surgical positioning, application of tourniquets, prepping and draping, operative instrumentation, visualization techniques, hemostasis, suturing and knot tying techniques, dressings and drainage systems, post-operative pain control methods and the use of special equipment.

MSA 520 - Principles of Surgical Assisting II Lab

2 Credit Hours
Principles of Surgical Assisting is a two-part course that teaches fundamental skills: placement of monitoring devices, review of bladder catheterization, surgical positioning, application of tourniquets, prepping and draping, operative instrumentation, visualization techniques, hemostasis, suturing and knot tying techniques, dressings and drainage systems, post-operative pain control methods and the use of special equipment.

MSA 521 - Clinical Reasoning for Surgical Assisting

1 Credit Hours
This course will provide the student with clinical reasoning skills set which is a fundamental tool of health care practitioners. The modality of the delivery of clinical reasoning content via case-based presentation of disease pathophysiological processes, assessment of the clinical patient, diagnostic tools, and interventions via a body systems approach.

MSA 600 - Trauma Surgery Rotation

2 Credit Hours
The Trauma Surgery Rotation is designed to expose surgical assistant students to the specialty dedicated to the care of the individual who has been injured, whatever the mechanism. Students will complete two 25-hour rotations with teams at specific clinical training sites.

MSA 601 - Business of Surgical Assisting Services

3 Credit Hours
This course presents an in-depth overview of the business of surgical assisting. Students are exposed to all aspects of the surgical assisting business to help them make informed career decisions.

MSA 602 - Medical Ethics of Surgical Assisting

2 Credit Hours
This course explores a variety of ethical and legal issues facing healthcare professionals and the Surgical Assisting profession.

MSA 603 - Capstone Project

3 Credit Hours
This is an applied science and practice application course. Students develop an educational resource product in their area of surgical specialty concentration for contribution to the program's resource library.

MSA 604 - Leadership in Healthcare

1 Credit Hours
This course is designed to allow the student to explore a specified surgical topic under the direct supervision of the faculty member.

MSAR 700 - Surgical Clinical Rotations

24 Credit Hours
Eight six-week surgical clinical rotations (3 credits each): 1,920 hours of clinical experience with up to 25% of training in surgical specialty such as orthopedics, plastics, cardiac, vascular and neurological.

Urology

URO 400 - Urology

This course includes experience with the broad, overall concepts of urologic disease and the practice of urology in the hospital and office setting. There will be an emphasis on the basic diagnostic procedures and treatment of patients with disease of the genitourinary organ system, male and female. Students will participate in assigned readings, diagnostic procedures, assist at surgery, and present patients at conferences. Students will become familiar with the American Urological Association (AUA) website - National Medical Student Curriculum, specifically the Core Content (all 9 areas) and Uroradiology cases (all 6 cases).

URO 404 - Urological Surgery Acting Internship

The Acting Internship (AI) experience is designed to encourage senior medical students to assume patient care responsibilities similar to those of an intern (PGY-1 resident), including night call. This rotation will be offered to M4 students who are interested in a career in Urology. They will be expected to function at the intern level, helping the residents and chief manage the service. They will be expected to see inpatient and ED consults and to round on patients on a daily basis. Call will be every fourth night. Students will develop a broad knowledge base of the concepts of urologic disease and the practice of Urology in the hospital and outpatient setting. Emphasis will be placed on diagnostic procedures and treatment of patients with disease of the genitourinary organ system, male and female. Students will be responsible for assigned readings, carrying out diagnostic

procedures, assist at surgery, and attending all departmental conferences where they will be expected to actively participate. Students will become familiar with the American Urological Association (AUA) website - National Medical Student Curriculum, specifically the Core Content (all 9 areas) and Uroradiology cases (all 6 cases).

URO 998 - Urology

Non-site-specific elective with a member of the EVMS faculty

URO 999 - Urology

Away elective