# Table of Contents

## INTRODUCTION
- Campus Security Report p. 2
- Tobacco Policy p. 2
- Family Educational Rights and Privacy Act p. 2
- Directory Information p. 3
- Misrepresentation of Academic Credentials p. 3
- Student Conduct, Rights and Responsibilities p. 4
- Student’s Bill of Rights p. 4

## GENERAL INFORMATION
- EAST TENNESSEE STATE UNIVERSITY p. 8
- Accreditation p. 8
- Memberships p. 8
- Vision Statement p. 8
- Mission Statement/Institutional Purpose p. 8
- Values p. 8
- The University p. 8
- JAMES H. QUILLEN COLLEGE OF MEDICINE p. 10
- Mission p. 10
- Goals p. 10
- Instructional Facilities p. 11
- Department of Learning Resources p. 11
  - Medical Library p. 11
  - Biomedical Communications p. 11

## ADMISSIONS
- Premedical Studies p. 14
- Selection Criteria p. 14
- Technical Standards p. 14
- Requirements for Admission p. 15
- Specific Academic Requirements p. 15
  - Chemistry
  - Physics
  - Biology
  - Communication Skills Course
  - Electives
- Computer Skills p. 15
- Advanced Placement of CLEP Credit p. 15
- Medical College Admission TEST (MCAT) p. 16
- Experience p. 16
- Application p. 16
- Nonresident Applicants p. 16
- Early Decision Program p. 16
- Supplementary Application Information p. 17
- Interview p. 17
- Advanced Standing Applications p. 17
- Class Reservation Deposit p. 18
- Deferred Matriculation p. 18
- Requirements for Entering Students p. 18
INTRODUCTION
The Quillen College of Medicine at East Tennessee State University is a Tennessee Board of Regents institution. The Tennessee Board of Regents is the nation’s sixth largest higher education system, governing 45 post-secondary educational institutions. The TBR system includes six universities, 13 two-year colleges, and 26 technology centers, providing programs to over 180,000 students in 90 of Tennessee’s 95 counties. Public higher education in Tennessee is coordinated by the Tennessee Higher Education Commission and consists of two systems—the University of Tennessee campuses, governed by the University of Tennessee Board of Trustees, and the state universities, community colleges, and technology centers governed by the Tennessee Board of Regents. The General Assembly created the Commission in 1967 to achieve coordination and unity among the programs of Tennessee’s public post-secondary institutions and to serve as a primary source of information concerning higher education in Tennessee.

Degree requirements for programs of study initiated under provisions of this bulletin shall remain in effect for six years. Students not completing requirements within the six-year period may be required to meet subsequent criteria; it is further provided, however, that the six-year limitation may be extended for interruption by military service where enrollment is resumed immediately upon release from service.

The course offerings and requirements of ETSU are continually under examination and revision. This catalog presents the offerings and requirements in effect at the time of publication, but is no guarantee that they will not be changed or revoked. However, adequate and reasonable notice will be given to students affected by any changes. This bulletin is not intended to state contractual terms and does not constitute a contract between the student and East Tennessee State University.

ETSU reserves the right to make changes as required in course offerings, curricula, academic policies, and other rules and regulations affecting students to be effective whenever determined by the institution. These changes will govern current and formerly enrolled students. Enrollment of all students is subject to these conditions.

ETSU complies fully with the Family Educational Rights and Privacy Act of 1974, as amended. East Tennessee State University is fully in accord with the belief that educational and employment opportunities should be available to all eligible persons without regard to age, gender, color, race, religion, national origin, disability, veteran status, or sexual orientation.

ETSU provides the opportunity for students to increase their knowledge by offering programs of instruction in the various disciplines and programs through faculty who, in the opinion of ETSU, are qualified for teaching at the college level. The acquisition and retention of knowledge by any student are, however, contingent upon the student’s desire and ability to learn while applying appropriate study techniques to any course or program. Thus, ETSU must necessarily limit representation of student preparedness in any field of study to that competency demonstrated at that specific point in time at which appropriate academic measurements were taken to certify course or program completion.

**Campus Security Report**

East Tennessee State University makes available to prospective students and employees the ETSU Security Information Report. This annual report includes campus crime statistics for the three most recent calendar years and various campus policies concerning law enforcement, the reporting of criminal activity, and crime prevention programs. The ETSU Security Information Report is available upon request from East Tennessee State University, Department of Public Safety, Box 70646, Johnson City, TN 37614-1702. The report can be accessed via the Internet at http://www.etsu.edu/dps/safetysecurity/securityreport.aspx.

**Tobacco Policy**

East Tennessee State University promotes a healthy, sanitary environment free from tobacco smoke and tobacco-related debris. The ETSU community acknowledges that long-term health hazards may accrue to people who use tobacco products or who are subjected to second-hand smoke. The failure to address the use of tobacco products on campus would constitute a violation of the Americans with Disability Act, the Vocational Rehabilitation Act, and Tennessee law.

This policy, therefore, prohibits the use of tobacco products in all university buildings, grounds, state-owned vehicles and off-campus locations. The use of all tobacco products shall be permitted in private vehicles only.

This policy is in effect 24 hours a day, year round, regardless of whether classes are in session. Violations of the policy will be dealt with in a manner that is consistent with university procedures. There shall be no reprisals against anyone reporting violations of this policy.

**Family Educational Rights and Privacy Act**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

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

Students should submit to the registrar, dean, head of
the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the university official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.

Students may ask the university to amend a record that they believe is inaccurate or misleading. They should write to the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her 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 disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff): a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her task. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the university discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

Personally identifiable information may also be released without the prior written consent of the student under one or more of the conditions listed below:

- Upon request the university will disclose the final results of any disciplinary proceeding conducted by the university against a student who is an alleged perpetrator of any crime of violence (as that term is defined in section 16 of Title 18, United States Code) or a non-forcible sex offense, if the university determines as a result of disciplinary proceeding that the student committed a violation of the institution’s rules or policies with respect to such crime or offense. The information shall include only the name of the student, the violations committed, and any sanction imposed by the university on the student. The university may include the name of any other student such as a victim or witness, only with the written consent of that student. The university will notify victims of sexual assault of the outcome of any disciplinary proceeding against the alleged perpetrator.

- The university will notify the alleged victim of any crime of violence or non-forcible sex offense (or if the victim is deceased, as a result of such crime or offense, to the next of kin) of the final results of any institutional disciplinary proceeding conducted against the alleged student perpetrator.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by East Tennessee State University 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 20202-4605

Directory Information

ETSU contracts the publication of a directory, which shows student names, addresses (e-mail, mailing, and campus box), major, and phone number. In addition, ETSU may release other directory information, defined as: enrollment status, dates of attendance, classification, previous institution(s) attended, awards, honors, photographs, degrees conferred (including dates), hometown and residency placement information, and sports participation information.

If students prefer not to have these items released, they may fill out a form to prevent disclosure of this data. This form is available through the COM Registrar’s Office and must be submitted no later than August 31. A new form for nondisclosure must be completed each academic year. A form submitted the last term a student enrolls would remain in effect until the student enrolls.

Misrepresentation of Academic Credentials

It is a Class A misdemeanor to misrepresent academic credentials. A person commits the offense of misrepresentation of academic credentials who, knowing that the
statement is false and with the intent to secure employment at or admission to an institution of higher education in Tennessee, represents, orally or in writing that such person has successfully completed the required coursework for and has been awarded one or more degrees of diplomas:

- from an accredited institution of higher education;
- from a particular institution of higher education; or
- in a particular field or specialty from an accredited institution of higher education.

**Student Conduct, Rights, and Responsibilities**

University students are citizens of the state, local, and national governments and of the academic community, and are, therefore, expected to conduct themselves as law-abiding members of each community at all times. Admission to an institution of higher education carries with it special privileges and imposes special responsibilities apart from those rights and duties enjoyed by non-students. In recognition of the special relationship that exists between the institution and the academic community which it seeks to serve, the Tennessee Board of Regents has authorized the president of the university to take such action as may be necessary to maintain campus conditions and preserve the integrity of the institution and its educational environment.

Pursuant to this authorization, the Tennessee Board of Regents has developed regulations that are intended to govern student conduct on the campus. In addition, students are subject to all national, state, and local laws and ordinances. If a student’s violation of such laws or ordinances also adversely affects the institution’s pursuit of its educational objectives, the institution may enforce its own regulations regardless of any proceedings instituted by other authorities. Conversely, violation of any section of the Tennessee Board of Regents regulations or university rules may subject a student to disciplinary measures by the institution whether or not such conduct is simultaneously in violation of state, local, or national laws.

A complete statement on institutional student disciplinary rules and procedures can be found in the online university catalog at http://catalog.etsu.edu.

**Student’s Bill of Rights**

Students, along with faculty, staff, and administrators are all members of the East Tennessee State University community. Inherent with such membership is the responsibility to conduct oneself reasonably to maintain a civil community that respects the rights of all individuals. The student has certain rights guaranteed by the Federal and State Constitutions or statutorily created legislation including:

- Freedom of inquiry, freedom of speech, and freedom of expression that is respectful or sensitive to the rights of individuals.
- The right to peaceably assemble, in accordance with federal, state, local, and ETSU regulations.
- Religious freedom and a clear division of church and state.
- Freedom from unreasonable search and/or seizure of person, or personal property.
- Freedom from discrimination or harassment on the basis of gender, age, race, color, religion, national origin, or other protected status.
- The right to privacy, including the maintenance of confidential records in accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and 1975, qualified by the Tennessee Open Records Law.
- The right to due process.

The Tennessee Board of Regents grants additional rights including:

- The right to due process in disciplinary procedures of the university, including written notification of charges, an explanation of procedures, and a hearing before an appropriate administrator or committee.
- The right to expeditious review of disciplinary sanctions upon appeal.
- The right to participate in the decision-making process of the university through the Student Government Association, other student governance organizations, and membership on university standing and advisory committees.
- The right to affiliate with officially registered student organizations if the membership requirements of those organizations have been met, and the right to seek to establish, through official procedures, additional student organizations of one's choosing.

East Tennessee State University acknowledges that students have a legitimate expectation that:

- Classes meet as scheduled, and begin and adjourn on time.
Course requirements are clearly specified.

The instructor is prepared for class and possesses both oral and written communications skills.

Paper project grades and test results are received in a timely manner.

Information about progress in coursework is provided.

The instructor is qualified to teach the subject matter.

Additionally, students have the right to expect:

- Accurate information concerning institutional services, regulations, policies, and procedures, in published form.
- Representation in the university governance system.
- Sound and accurate academic advice, information regarding courses required for graduation, and their schedule sequence.
- Reasonable notice of any changes in academic requirements or programs and assurance that such changes will not be made in a way that unduly impedes the academic progress of the student already enrolled.
- Flexibility in course scheduling (by dropping and adding) or withdrawing within university guidelines.
- Information about the various types of financial assistance available.
- Freedom to evaluate courses, programs and services, and provide input to appropriate segments of the campus administration.
Accreditation

Commission on Colleges of the Southern Association of Colleges and Schools

East Tennessee State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master’s, specialist and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097, phone 404-679-4500, www.sacscoc.org, with any questions regarding the accreditation of East Tennessee State University.

Memberships

- The American Council on Education
- The American Association of State Colleges and Universities
- The Tennessee College Association
- The Council for Advancement and Support of Education
- The Council of Graduate Schools in the United States
- The Council of Southern Graduate Schools
- The Council on Undergraduate Research
- The Tennessee Conference of Graduate Schools
- Association of Academic Health Centers
- Oak Ridge Associated Universities
- Institute of International Education
- National Collegiate Athletic Association
- Atlantic Sun Conference

Vision Statement

To become the best regional university in the country.

Mission Statement/Institutional Purpose

East Tennessee State University prepares students to become productive, enlightened citizens who actively serve their communities and our world. Education is the university’s foremost goal. ETSU provides outstanding programs of study, enhanced access to education, and distinctive educational and research opportunities to attract students from around the region and the world. ETSU affirms that a diverse population is necessary for the intellectual, social, economic, and professional development of our campus and regional communities. Innovation and integration of educational programs, opportunities and scholarly activities enable ETSU to enrich the cultural and intellectual environment, advance economic development, and increase the level of educational attainment of our community and region. Innovation is advanced through entrepreneurial initiatives, interdisciplinary collaboration, and community and international partnerships. The research mission of ETSU advances scholarly and creative activity that enhances the teaching and learning environment and benefits the regional, national, and global communities we serve.

ETSU awards degrees in over one hundred baccalaureate, master’s and doctoral programs, including distinctive interdisciplinary programs. The university provides strong, comprehensive educational, research, and service programs in the health sciences that advance the health and wellness of people throughout Tennessee and Southern Appalachia and of rural populations around the world. ETSU affirms the value of a liberal education and life-long learning by providing broadly enriching experiences through opportunities such as honors education, student research and creative activities, international study, community service, internships, and professional development. ETSU also affirms the importance of a total college experience by offering a rich campus life of cultural and artistic programs, diverse student activities, a variety of residential opportunities, and outstanding recreational and intercollegiate athletic programs.

Values

ETSU pursues its mission through a student-centered community of learning reflecting high standards and promoting a balance of liberal arts and professional preparation, continuous improvement, and based on core values where:

PEOPLE come first, are treated with dignity and respect, and are encouraged to achieve their full potential:

RELATIONSHIPS are built on honesty, integrity, and trust:

DIVERSITY of people and thought is respected:

EXCELLENCE is achieved through teamwork, leadership, creativity, and a strong work ethic:

EFFICIENCY is achieved through wise use of human and financial resources; and

COMMITMENT to intellectual achievement is embraced.

The University

East Tennessee State University is one of the principal institutions governed by the Tennessee Board of Regents. Since opening in 1911 as a two-year normal school educating teachers, ETSU has grown into a major, diversified university. It serves more than 13,000 students, many of them from the Tri-Cities Tennessee/Virginia region and surrounding areas. Students from all 50 states and from numerous other countries also attend ETSU.
ETSU is comprised of 11 colleges and schools: College of Arts and Sciences, College of Business and Technology, College of Clinical and Rehabilitative Health Sciences, Claudius G. Clemmer College of Education, Honors College, Quillen College of Medicine, College of Nursing, Bill Gatton College of Pharmacy, College of Public Health, School of Continuing Studies and Academic Outreach, and School of Graduate Studies.

ETSU nurtures an educational environment which respects individuality and stimulates creativity. It expands educational opportunities for all who desire and need university preparation while maintaining a setting conducive to intellectual curiosity and one that produces an enjoyable campus life.

The university is committed to the needs of all its students — from those who have emerging potential for university-level coursework to the gifted. ETSU also serves the region's citizens by providing a number of opportunities to continue lifelong learning.

ETSU has expanded to include baccalaureate degree programs in many fields and graduate programs leading to the master’s degree, educational specialist degree, and doctorate. For undergraduates, the university offers broad programming which embraces the philosophy of a liberal education for all with special programs providing a primary level of expertise in the arts and sciences disciplines and selected professional fields. Its master’s studies provide advanced and increasingly specialized preparation in academic, technical, and professional fields that meet the needs of our student population and promote regional development. Doctoral programs are available in a number of fields.

The university offers all programs and degrees during its regular day schedule, and extensive evening programs and online course offerings are also provided. With a 350-acre main campus in Johnson City along with centers in Kingsport and Elizabethton, ETSU maintains a semester enrollment of more than 13,000 students and serves 5,000-10,000 persons annually through continuing education and extended service programs.

A statewide leader in transfer articulation, ETSU shares over 280 agreements with 15 state and regional colleges and universities, allowing students to transfer credit hours easily.

Affirming a commitment to the fundamental values of higher education, ETSU presents programs of study that promote curiosity, stimulate thought, encourage reflection and the free interchange of ideas, and foster a genuine desire for learning. Undergraduate and graduate education at ETSU broaden the students' view of the world and encourage students to participate actively in creating a responsible, ethical society.

Through scholarship, research, and creative activity, the ETSU faculty both critically review and add to humanity's knowledge and cultural achievements. Faculty and staff apply their knowledge and expertise in the service of the region and the world beyond.

Throughout its history, ETSU has played a vital role in meeting the health care needs of the region. Programs in health education, public and environmental health, and nursing, some dating from the institution's earliest days, have evolved into formal colleges. The expansion of ETSU's Division of Health Sciences in the 1980s created still greater opportunities to serve the region, state, and nation through the development of a comprehensive academic health sciences center in Northeast Tennessee. The creation of the College of Pharmacy in 2005 further enhanced this aspect of the university's mission, as did the 2007 division of the College of Public and Allied Health into the College of Public Health (the first of its kind in Tennessee) and the College of Clinical and Rehabilitative Health Sciences.

The university's vision of education, scholarship, and service extends into the future, as outlined in “Turning Toward 2011: A Report by the Commission on the Future of ETSU.” The more than 100 faculty, staff, community leaders, alumni, and students who spent two years envisioning what ETSU might be like on the way to its centennial in 2011 described a university that continues to build alliances beyond its walls, exerting strong leadership in health care and health promotion, economic development, education, environmental concerns, crime and violence issues, and public administration. In doing so, ETSU seeks to balance the innovations of the 21st century with the need to preserve the human contact that has characterized education at ETSU since 1911.
QUILLEN COLLEGE OF MEDICINE

The Quillen College of Medicine is an active and integral part of the East Tennessee community. Located on East Tennessee State University’s main campus in Johnson City and on the grounds of the U.S. Veterans Affairs Medical Center, Mountain Home, with additional instructional facilities located throughout the Tri-Cities (Bristol, Kingsport, and Johnson City) and neighboring rural towns, the Quillen College of Medicine provides a rural community-based program with an emphasis on the education of primary care physicians.

The Quillen College of Medicine is fully accredited by the Liaison Committee on Medical Education (LCME) and was created through the enactment of the Veterans Administration Medical Assistance and Health Training Act passed by the United States Congress in 1972. This act provided for the establishment of the ETSU medical school and several others throughout the United States in conjunction with existing Veterans Administration hospitals. The College of Medicine was officially established by the Tennessee General Assembly in March 1974, received its letter of provisional accreditation from the LCME in June 1977 and enrolled its first class of 24 students in August 1978. Full accreditation status was awarded in February 1982. The college was officially named the Quillen College of Medicine in honor of Tennessee’s First District Representative, James H. (Jimmy) Quillen, who was highly instrumental in the establishment of the school.

In keeping with its original mission to provide primary care physicians and medical care for the people in the surrounding region, the Quillen College of Medicine has developed the Rural Primary Care Track (RPCT). The RPCT was initiated through a grant provided by the W. K. Kellogg Foundation’s Community Partnership Program to train medical, nursing, and allied health professionals students in an interdisciplinary team approach. Centers are currently operating in Rogersville and Mountain City.

Mission

The primary mission of the Quillen College of Medicine is to educate future physicians, especially those with an interest in primary care, to practice in underserved rural communities. In addition, the College is committed to excellence in biomedical research and is dedicated to the improvement of health care in Northeast Tennessee and the surrounding Appalachian Region. To achieve that goal, the College of Medicine offers a core curriculum that is equivalent or stronger than that offered by medical schools across the country. Added to that core curriculum are special experiences to prepare students for the unique challenges and rewards of practice in smaller rural communities, particularly in a primary care specialty. Our curriculum is delivered within a learning environment that maximizes individual faculty involvement aimed at enhancing the full professional development of our students. Graduates of the Quillen College of Medicine are noteworthy by their success nationally in securing residency positions in competitive programs within all specialties, with the majority selecting primary care disciplines.

Goals

1. Education: Continue to strengthen the “student centered learning environment” that focuses on the overall professional development of students and residents.

2. Research: Continue to strengthen research productivity, especially clinical research.

3. Clinical and Community Service: Firmly integrate our academic values into the planning and implementation of clinical activities as we focus on meeting the needs of our patients and the communities we serve.

4. Faculty and Staff Development: Further strengthen the College’s commitment to the success of our faculty and staff by investing in their professional development.

5. Diversity: Strengthen our recruitment and retention of a diverse complement of faculty, staff, and students so as to enrich our cultural environment, to strengthen our cultural competence, and to improve the care of our patients.

The Quillen College of Medicine endeavors to meet community and regional health needs by identification, creation, and execution of the necessary programs through utilization of its diverse resources. The college is a major health care provider for East Tennessee. In view of this responsibility, the college emphasizes primary care as the focus of medical practice and training programs. The primary care physician is defined as the physician of first and continuing contact, coordinating the entire care of the patient. Primary medical care is a function rather than a discipline. This care is provided by family physicians, general internists, general pediatricians, and obstetricians/gynecologists. In addition to meeting the clinical and service responsibilities, the college also supports a significant research endeavor.

The Quillen College of Medicine has an experienced and qualified faculty in the biological, behavioral, and clinical sciences. In addition to the full-time faculty, a number of practicing physicians in the community participate in the educational process as both part-time and volunteer faculty.
**Instructional Facilities**

Quillen College of Medicine enjoys an expansive array of modern, state-of-the-art, teaching facilities. Most academic coursework is provided in Stanton-Gerber Hall on the Veterans Administration campus. First occupied in 2002, this joint venture of the VA and the State of Tennessee provides over 180,000 square feet of teaching, laboratory, and office space. Classrooms provide a pleasant learning environment and are equipped with modern teaching technology. Labs are modern and provide equipment appropriate to the teaching/research enterprise. Small group and other academic experiences are provided in numerous other buildings and clinics on the grounds.

Clinical instruction is provided through the hospitals and clinics associated with Quillen. These include a number of modern hospitals throughout the Tri-Cities (listed below) and in our rural teaching locations. In addition, on the VA campus is the Mountain Home VA Hospital and directly across from Johnson City Medical Center on State of Franklin Road is the P.L. Robinson Clinical Education Building. A second clinical education building opened in April 2009. These modern facilities provide a broad patient base with exposure and training in both primary and tertiary care medicine. Specialized units include two level-one trauma centers, complete cardiac care, women’s health units, neonatal and pediatric intensive care, cancer treatment and children’s hospital. Nearly every area of modern medicine is practiced through our affiliated hospitals and additional experience is available at hospitals/health centers in our rural training locations. Always expanding, the Quillen College of Medicine currently enjoys a hospital patient base of over 2,000 teaching beds and outpatient clinical visits averaging over 189,000 per year.

**Affiliated Hospitals**

**In Bristol, TN:**
Bristol Regional Medical Center (W)

**In Johnson City, TN:**
James H. Quillen Veterans Affairs Medical Center
Johnson City Medical Center (M)
Woodridge Hospital (M)

**In Kingsport, TN:**
Holston Valley Medical Center (W)

**In Sevierville, TN:**
LeConte Medical Center (C)

**Rural Primary Care Training Sites:**
Hawkins County Hospital in Rogersville (W)
Johnson County Health Center in Mountain City (M)

*M=Mountain States Health Alliance; W=Wellmont Health System; C=Covenant Health*

**Department of Learning Resources**

**Medical Library**

The Medical Library provides access to information which meets the educational, research, and patient care needs of the students, residents, faculty and staff of the College of Medicine. The library also serves as a resource for other university departments as well as the health care community of the region. To fulfill the goal of satisfying the information needs of its clients, the library utilizes online databases, such as PubMed, MD Consult, Embase: Psychiatry, Up-To-Date, Dynamed and Essential Evidence Plus: offers classes on using information resources; provides personalized information services; and provides interlibrary loans for items not owned by the library. Other services include access to numerous electronic journals, document delivery, photocopying, library orientation and reference services. The library’s online public catalog provides easy access to all of the university’s library collections via author, title, subject and keyword searching.

The outreach and public services programs of the Quillen College of Medicine Library exist to assure access to quality information for the development of lifelong learners for the improvement of health. This takes expression outside the library facility in outreach to community health care professionals, health information consumers, campus PDA users, medical residents working in clinical services and for those students and others who utilize the library building by providing a climate of service.

Cooperative arrangements for sharing materials are enhanced through membership in the Tri-Cities Area Health Sciences Libraries Consortium, the Consortium of Southern Biomedical Libraries and resource library status in the National Library of Medicine’s National Network.

The Medical Library is located in Building 4 on the grounds in the Veterans Affairs Medical Center, Mountain Home. The library has a seating capacity of 213 and houses a collection of more than 96,000 books and journals, which support the academic, clinical and research programs of the College of Medicine. The building also includes a computer laboratory for COM, College of Pharmacy and Physical Therapy student use, a reference area, reading room, group study rooms, audio-visual study and viewing rooms, and a conference room. The building has wireless network available to its users. The historical collections of the library are housed in the Carnegie Library and in the Museum at Mountain Home.

**Biomedical Communications**

The Department of Biomedical Communications is located in rooms 2.14, 2.15, and 2.17 of the Quillen College of Medicine Library, Building 4, on the grounds of the James H. Quillen Veterans Affairs Medical Center, Mountain Home. This department assists students, resi-
students, faculty, staff, and others within the healthcare community by providing graphic design and production in support of teaching, research, patient care, public service and promotional programs. Services encompass print, display, and digital media; high quality color copying also available.
Admission to the Quillen College of Medicine is based on a competitive selection process involving applicants who meet the minimum requirements for admission. Always keeping the university’s values in mind, the Admissions Committee endeavors to select for admission those applicants who are the best qualified, with an emphasis on those who demonstrate a desire and propensity for primary care medicine and an interest in rural health.

Premedical Studies

Premedical preparation should be in an area chosen strictly according to the interest of the individual student. A specific major or minor course of undergraduate study for entering students is not advocated. A well-rounded undergraduate education is highly desirable, and students are encouraged to pursue an undergraduate program of their choosing.

In addition to acquiring specific knowledge, the premedical student should acquire certain basic skills and aptitudes such as the ability to read with speed, comprehension, and retention; the ability to understand concepts and draw logical conclusions; the ability to adapt quickly to new and different circumstances; and the ability to communicate effectively in all circumstances. Demonstrations and evidence of these abilities are sought throughout the admissions process. These skills and abilities are essential in becoming a high-quality practicing physician and a self-directed, lifelong learner.

Selection Criteria

The Admissions Committee evaluates applicants on the basis of demonstrated academic achievement, MCAT scores, letters of recommendation, pertinent extracurricular work and research experience, evidence of non-scholastic accomplishments and demonstrated motivation for the study and practice of medicine.

Criteria for admission are integrity, willingness and ability to assume responsibility, high scholastic achievement, maturity, intellectual curiosity, and sound motivation.

Quillen College of Medicine emphasizes and continues its commitment to increasing the number of qualified physicians from currently underrepresented minority groups and from disadvantaged backgrounds. The school actively promotes and encourages applicants from these groups.

Eligibility for admission shall be determined without regard to age, sex, color, race, religion, national origin, disability, or sexual orientation.

Technical Standards for Admission

Medical education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of skills and professional attitudes and behavior. Medical school faculties have a responsibility to society to graduate the best possible physicians, and thus admission to medical school has been offered to those who present the highest qualifications for the study and practice of medicine. Graduates of medical school must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. The Admissions Committee of the Quillen College of Medicine acknowledges Section 504 of the 1973 Vocational Rehabilitation Act and the Americans with Disabilities Act of 1990 and asserts that the ability to meet certain essential technical standards with or without reasonable accommodations must be present in the prospective candidates. Disclosure of a disability is voluntary; however, applicants who want to request accommodations during the admissions process should contact the East Tennessee State University Office of Disability Services at 423-439-8346.

- A candidate for the M.D. degree must have aptitude, abilities, and skills in five areas:
  - Observation
  - Communication
  - Motor
  - Conceptual, integrative and quantitative
  - Behavioral and social

  *Technological compensation can be made for some disabilities in certain areas but a candidate should be able to perform in an independent manner.

- Candidates for the M.D. degree must have somatic sensation and the functional use of the senses of vision and hearing. Candidates' diagnostic skills will also be lessened without the functional use of the senses of equilibrium, smell, and taste. Additionally, they must have sufficient exteroceptive sense (touch, pain, and temperature), sufficient proprioceptive sense (position, pressure, movement, stereognosis, vibratory) and sufficient motor function to permit them to carry out the activities described in the section above. They must be able consistently, quickly, and accurately to integrate all information received by whatever senses employed, and they must have the intellectual ability to learn, integrate, analyze, and synthesize data.

The Admissions Committee considers any applicant demonstrating the ability to perform or learn to perform the skills listed. These skills and abilities are assessed during the interview and throughout the medical education process. Students are judged not only on their scholastic accomplishments, but also on their physical and emotional capacities to meet the full requirements of the school's curriculum, and graduate as skilled and effective practitioners of medicine.
Requirements for Admission

The Admissions Committee has established certain prerequisites for admission that provide an essential background to medical education. The minimum admissions requirements set forth the criteria that must be met before the applicant can be admitted. A higher admissions priority will be afforded to those applicants who exceed the minimum stated requirements.

In order to be admitted, an applicant must be a U.S. or Canadian citizen or possess a U.S. Permanent Resident Visa and must have completed at least 90 semester hours of undergraduate courses at a regionally accredited college or university, which must include the Specific Academic Requirements. Applicants who are in the process of completing the listed required courses at the time of application should note these courses on their application as current courses according to the instructions provided by AMCAS. In addition, the applicant must officially report scores on the Medical College Admissions Test (MCAT) not more than two years old from the year of application deadline.

Specific Academic Requirements

Chemistry
A minimum of 16 semester hours of chemistry is required. Eight hours must be in general chemistry, which may include inorganic or analytical chemistry, and another eight hours must be in organic chemistry. Each of these courses must be a complete, standard college-level course utilizing full laboratory facilities. In instances where students feel uncertain of their preparation in chemistry and wish to take additional work, such courses as advanced analytical chemistry, physical chemistry, biophysical chemistry, or chemical instrumentation should be considered.

Physics
Acceptable courses in physics must include laboratory credits and must adequately cover mechanics, heat, light, sound, electricity, and magnetism. Calculus-based physics is recommended. Survey types of courses will not satisfy this requirement.

Biology
Credit hours in either general biology or zoology with labs may be used in fulfilling this requirement. Up to four semester hours of botany are acceptable. Many students may benefit from additional study in the biological sciences. The faculty recommends additional courses in cell structure, embryology, molecular biology, and genetics.

Communication Skills Courses
Facility in the use of both oral and written English is considered highly essential to the successful study and practice of medicine. The usual college level introductory courses in freshman English composition and literature will meet this admission requirement. Other courses that will be considered to satisfy this requirement are public speaking, general speech, creative writing, rhetoric, and/or other courses that are deemed to facilitate the student's ability to communicate effectively. Students who qualify for advanced placement in the above (see "Advanced Placement or CLEP Credit") may use those credits toward the fulfillment of this requirement.

Electives
In addition to the required courses, undergraduate courses such as statistics, philosophy and logic that will contribute to an applicant's ability to think clearly, make reasoned decisions, and apply knowledge are recommended. Also strongly recommended are courses that augment the required sciences, such as biochemistry, comparative anatomy, and physiology.

Required Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry (with labs)</td>
<td></td>
</tr>
<tr>
<td>-General</td>
<td>8</td>
</tr>
<tr>
<td>-Organic</td>
<td>8</td>
</tr>
<tr>
<td>Physics (with labs)</td>
<td>8</td>
</tr>
<tr>
<td>Biology (with labs)</td>
<td>8</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>9</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>49</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

Computer Skills

Due to the ever-increasing presence of computers as tools in medicine, it is expected that applicants will demonstrate an ability to use them both in the academic and personal setting. For additional information please refer to "Computer Requirements" under Program Information.

Advanced Placement or CLEP Credit

A student who has been awarded advanced placement credit, CLEP credit, or other nontraditional credit in required science courses by a regionally accredited college or university will have those credits honored provided such placement or credit has been followed by a more advanced course in the same discipline. The Admissions Committee reserves the right to request candidates to complete additional coursework regardless of their academic standing at the time of evaluation. If a period of five years or more has passed between completion of required science courses and proposed enrollment, the Admissions Committee may suggest repetition or supplementation of courses. If an applicant has not been en-
rolled in a full-time academic program for two or more years, the Admissions Committee may suggest that the applicant satisfactorily complete a term of college work with a full schedule before consideration for admission.

**Medical College Admission Test (MCAT)**

In an effort to obtain predictive information on our applicants, all applicants are required to report scores from the Medical College Admission Test (MCAT) by the close of the current application period. Acceptable scores may not be more than two years old. To meet this requirement, applicants to the 2012 entering class may submit competitive scores from any administration of the MCAT taken from January 2009 through September 2011.

Applicants are advised to prepare adequately and thoroughly for this examination and to structure a curriculum that includes the prerequisites for admission to be completed prior to writing this important examination. Applicants are encouraged to complete this examination early enough that if unforeseen or uncontrollable circumstances preclude the applicant’s peak performance there would be time for a repeat prior to the application deadline.

Information regarding the Medical College Admission Test may be obtained from the applicant's premedical advisor or by contacting MCAT Testing at http://www.aamc.org/students/mcat/start.htm.

**Experience**

The Admissions Committee makes every effort to consider each applicant using a whole-person concept based on the merits of his or her individual qualifications. While seriously considering the many important quantitative aspects presented by an applicant, the committee also looks for many other important considerations, such as motivation and experience. Each application is examined for evidence of an applicant’s firsthand exposure to health care as an indication that the applicant is familiar with the realities of medicine as a career. The Admissions Committee seeks demonstrations that the applicant has made a serious and reasoned commitment to the attainment of goals commensurate with those of the institution and the profession.

**Application**

The Quillen College of Medicine is a participant in the American Medical College Application Service (AMCAS) and enrolls one new class in July of each year. All applicants are required to complete an AMCAS application, available online at http://www.aamc.org. The application should be completed according to the instructions provided by AMCAS and all applicants are encouraged to be as thorough and accurate as possible in its completion.

The code number for the ETSU College of Medicine is **TN 826**. The completed application, transcripts and application fee should be submitted directly to AMCAS between June 1 – November 15 of the year prior to which admission is sought. Applications submitted after the November 15 deadline will not be considered. A new application must be filed for each admission cycle.

Applications are accepted from both residents of the State of Tennessee and nonresidents who are U.S. or Canadian citizens or hold a U.S. Permanent Resident Visa. Nonresidents should carefully assess their chances for admission before applying to this state-supported institution (see "Nonresident Applicants").

Once the application is received at the Quillen College of Medicine, the applicant is notified by e-mail. E-mail is the primary form of communication with all applicants. Each application is screened to ensure that the applicant has met the established requirements for admission. The application is then submitted to the Admissions Committee for preliminary consideration.

Applicants no longer being considered for a position in the entering class at any time will be notified immediately by U. S. mail.

**Nonresident Applicants**

The Quillen College of Medicine is a state-supported school and provides a very heavy preference for state residents. Therefore, applications from persons other than residents of the State of Tennessee are not encouraged. Nonresidents should not apply unless they are extremely well qualified and have a well-focused and documented career goal in the practice of primary care medicine. Interested applicants from the contiguous Appalachian region who desire a career in primary care medicine and well-qualified minorities may largely disregard the previous statement. Although still considered nonresidents, applicants from these groups demonstrating an interest in primary care medicine may receive a higher admissions priority than other nonresident applicants. Residency status for admissions and fee payment purposes is determined at the time of application according to regulations established by the Tennessee Board of Regents. A copy of the guidelines for determining residency can be found at http://www.tbr.edu/policies/default.aspx?id=1532. For additional information, contact the Admissions Office.

**Early Decision Program**

The College of Medicine participates in the AMCAS Early Decision Program. Under the provisions of the program an applicant may initially apply to only one medical school. The application period for the Early Decision Program is June 1 – August 1 of the year prior to which admission is sought. Applicants participating in the
Early Decision Program will be notified of the Admissions Committee's decision by October 1. See the AMCAS web site for details of this special program. Applicants considering Early Decision are strongly urged to consult with their pre-professional advisor and/or other knowledgeable professionals before proceeding. Applicants not accepted during the early decision process may be deferred for consideration with regular candidates or consideration could be terminated. Please note that both early decision and regular decision applicants are held to the same high standards of admission; early decision applicants are not given preference over regular applicants by the Admissions Committee.

**Supplementary Application Information**

Following initial review of the application, the applicant may be requested to submit supplementary application information. All correspondence with applicants will be by e-mail. A web link will be provided to selected applicants to allow access to all necessary forms and instructions. The requested information includes additional personal information, recommendations/evaluations, and payment of a $50.00 supplementary application fee. This information, when requested, must be completed within 21 days of the date on which the applicant received the request.

Applicants should note that the committee no longer requires an evaluation from their preprofessional advisory committee, but recommends one if such a committee exists at the undergraduate institution. Institutions differ in the way they prepare pre-professional evaluations and if the applicant’s school/advisor prepares a standard set of credentials these will be accepted in lieu of a committee evaluation. Otherwise, an applicant may provide a minimum of three evaluations from faculty members or advisors who are most familiar with the applicant’s academic abilities, leadership, problem-solving skills, altruism, communication skills or ability to function as a member of a team.

Additional letters may also be submitted (such as from an employer, mentor or physician) but should be kept to a minimum and should provide information not otherwise available to the committee. All evaluations to the Quillen College of Medicine should be submitted via AMCAS’s centralized letter service which enables medical schools to receive all letters of recommendation/evaluation electronically.

Applicants should not forward recommendations, evaluations, or the supplementary application fee unless requested to do so. A waiver of the application fee is available upon request to financially disadvantaged applicants who have received an AMCAS fee waiver.

**Interview**

After completion of the supplemental application, selected applicants are invited to visit Quillen for personal interviews with members of the Admissions Committee. Interviews are held by invitation only, and all related expenses are the sole responsibility of the applicant. Interview dates are scheduled directly with the applicant by the admissions office well in advance.

When the interview date is confirmed, information will be sent to the applicant regarding local overnight housing options. All accommodation arrangements are the responsibility of the applicant.

On the day of the interview, the applicant should expect to meet individually with two members of the Admissions Committee. Additionally, applicants will meet with admissions and financial services staff and with medical students conducting a luncheon tour of instructional and clinical facilities. Informal exposure to enrolled students is an important part of the day and applicants are urged to come prepared to ask questions.

Please note that not all applicants are interviewed and the invitation to interview does not guarantee or imply any specific action on the part of the Admissions Committee.

**Advanced Standing Applications**

Transfer applications to the Quillen College of Medicine are accepted from qualified students for admission to the second or third year of the curriculum on a space available basis. The selection of transfer students is rare and highly competitive. In order to qualify, an applicant must have met all requirements stated in this publication for a first-year applicant. In addition, applicants must have successfully completed a curriculum that is acceptable to the Admissions Committee and be in good standing with or eligible to return to their previous Liaison Committee on Medical Education (LCME) accredited medical school.

Preference for admission will be afforded to qualified residents of the State of Tennessee who are U.S. citizens, and to veterans of U.S. military service. Transfer applicants must have their scores from Step 1 of the USMLE officially reported to the College of Medicine, when available. In order to receive the M.D. degree from East Tennessee State University, a student must complete, at a minimum, the last two full years of study at this institution. Transfer students who are accepted are subject to all rules and regulations of the college and university.

Since transfer positions are only available on a limited basis, interested parties are urged to contact the Admissions Office concerning the availability of positions and deadlines for applications.
Class Reservation Deposit

Upon notification of acceptance to the Quillen College of Medicine, the applicant will be required to pay a $100 class reservation deposit fee. In keeping with the recommendations of the Association of American Medical Colleges, this fee is fully refundable if the class position is released prior to May 15. It is nonrefundable after that time. The deposit is applied to the student's first semester tuition and fees upon enrollment.

Deferred Matriculation

Accepted applicants may request deferred entrance into the College of Medicine for a period of one year. In order to request deferred matriculation, the applicant must forward a letter addressed to the Admissions Committee stating the request and explaining why a later admission is desired. The request will be considered provided it is received at least 30 days prior to the beginning of classes. Requests for deferred matriculation received less than 30 days before the beginning of classes will not be considered. Deferred applicants are required to apply as a deferred/delayed matriculant by August 1 in the following year.

Requirements for Entering Students

All entering students must obtain a physical examination following their acceptance to medical school. Entering students also must provide documentation proving immunity to Rubeola (measles), Mumps, Rubella (German measles), Polio, Varicella (chicken pox) and Hepatitis B. Evidence of immunity consists of a blood serum titer test. The results of the titer test must show date of test, the name and location of the lab, and a numeric value indicating the level of antibodies present. Students found not to be immune will be required to undergo additional vaccination and then be retested.

In addition, entering students must provide a copy of their immunization record showing that they have completed the primary vaccination series for Hepatitis B and Diptheria-Pertussis-Tetanus, and that they have received a booster vaccination for Tetanus-Diphtheria within 10 years of the enrollment. Finally, entering students are required to provide documentation of a skin test (by the Mantoux method) for Tuberculosis (TB) following their acceptance to medical school. The documentation must include the results, date, and name and location of the facility where the results were read. A chest x-ray will be required for any student whose Tuberculosis skin test is positive, or for any student with a history of being positive. The results of the chest x-ray along with recommendations must be submitted.

All documentation must be submitted to the Office of Student Affairs by the specified deadline. Students who fail to comply with all of these requirements will not be allowed to enroll, and may have their offer of acceptance withdrawn.

In addition, all entering students are required to have adequate health and accident and disability income insurance. Please see "Insurance Requirements" in the Student Services section of this document.

Entering students are also required to submit a complete set of official transcripts. The student will need to contact the appropriate office at each post-secondary school attended and have an official transcript forwarded directly to the Student Affairs office. Transcripts marked 'Issued to Student' cannot be accepted. Courses in which the student is enrolled during the summer prior to matriculation will have to be noted by letter and transcripts will need to be sent after the summer grade and/or degree is posted.

Criminal Background Checks

Quillen College of Medicine is committed to providing the public with well-trained physicians who possess the traits of high moral character and standards. Due to legislative and accreditation requirements, many facilities now require people working in their settings to submit to a Criminal Background Check (CBC). These institutions may also require medical students to complete a CBC before participating in any educational/patient care activities at their sites. In addition, many states require physicians to have CBCs for medical licensure.

Therefore, all conditionally accepted applicants will be subject to a Criminal Background Check provided by the AAMC prior to matriculation and such further checks as deemed appropriate by the college in the future. The purpose of this policy is to help ensure a safe environment for patients, employees, fellow students, visitors, and the general public.

All applicants are required to accurately respond to any related questions in the AMCAS or Quillen applications about felony and misdemeanor convictions and the official check will be run according to AAMC policy prior to admission. The medical school application will include consent for the CBC. Conditionally accepted applicants are required to cooperate completely with the College, AAMC or other authorized/approved investigative agency in granting permission or authorization for the CBC to be completed in a timely manner. A letter from the College indicating a conditional acceptance will include notice of the requirement that a CBC be completed prior to enrollment. All acceptance offers to the college are contingent on the finding of acceptable results of this check. In order to successfully complete the CBC evaluations, additional information may be required of the applicant. The fee for the CBC may be included with the class reservation deposit should the university incur a fee for this
service. Applicants or students who fail to answer these questions truthfully and completely shall be subject to the immediate termination of an application, dismissal from enrollment, or other disciplinary action as determined. Subsequent to the pre-matriculation CBC all accepted and enrolled students are required to disclose within five (5) working days of their occurrence, any criminal charges or events. Failure to notify the Associate Dean for Student Affairs of such events may result in immediate dismissal.

The CBC will include a record of all arrests and convictions. A listing of the information checked and evaluated in the CBC is included below and may change from time to time. If the CBC evaluation identifies issues that may preclude a student’s enrollment or participation in further academic activities, or relevant to training for or the practice of the profession of medicine, the case will be referred immediately to the Criminal Background Administrative Committee (CBAC) for evaluation and determination. The CBAC is comprised of the Executive Associate Dean for Academic Affairs, Executive Associate Dean for Clinical Affairs, and the Associate Dean for Student Affairs who will be responsible for making recommendations to the Dean in all such matters. The CBAC may require additional information from the applicant or student.

All reasonable efforts will be made to ensure that results of CBCs are kept confidential. The Associate Dean of Student Affairs shall review all CBCs. If adverse information deemed to be relevant to the applicant’s suitability as a medical student or physician is obtained through the CBC, the Associate Dean of Student Affairs will notify the applicant in writing and will refer the report to the CBAC. The CBAC will evaluate all information relative to the finding and make a recommendation regarding the individual’s suitability for acceptance. The recommendation will be forwarded to the Dean of the College of Medicine for a final decision.

Reasonable efforts will be made to keep applicants and students informed of any changes in the policy. However, the College reserves the right, at its sole discretion, to amend, replace, and/or terminate this policy at any time.

The Quillen College of Medicine Criminal Background Investigation may include the following information:

**Conviction and Conviction-Equivalent Adjudications** can include, but are not limited to, the following criminal records dispositions:
- Arrested, Remanded, Transferred, and Dispositions that are not available
- Arrests without Final Adjudication
- Arrests without Final Adjudication: Adjourned, Case is pending, Continued, Extraordinary, Not guilty (withheld), Convicted, Conviction, Conviction-Stayed, Deferred Sentence, Fine/costs paid, First offender program, Guilty, No contest, Nolo contendere, Plea in abeyance, Plea in absentia, Pled guilty, Prayer for judgment, Probation, Reduced, Supervision, Suspended execution of sentence, Suspended imposition of sentence, Work release program, and Sunshine Law.

These disposition types are often, but not always, considered conviction and conviction-equivalent adjudications. Provider makes no assurances that the criminal dispositions included above are in fact convictions and/or conviction equivalents. End-User will consult competent legal counsel in the foregoing dispositions’ use for determining eligibility for medical school.

**Registration for Classes**

Only regularly accepted and enrolled medical students in the Quillen College of Medicine are eligible to register for or enroll in any course, clerkship or curricular offering of the College. Students enrolled in the Quillen College of Medicine are registered for a pre-determined set of courses each semester by the Records section prior to the beginning of each term. Most courses during the basic science portion of the curriculum are offered once a year, and latitude within the curriculum is allowable only through special arrangement with the Associate Dean for Student or Academic Affairs.

All College of Medicine students are required to pay tuition, fees, and other obligations to the university during a designated period at the beginning of each term. Students are not allowed to attend classes or any curricular session until all fees are paid in full. A late registration fee will be charged to students who have not cleared their obligations by the designated date. Registration for the third and fourth year is accomplished through a schedule that must be arranged and agreed upon between the student and the Academic Affairs Office. Fee payment to the university is as described above and must be completed within the specified period. Students are notified well in advance of the fee payment period for each term of enrollment.
Veterans Preference

Pursuant to the provisions of Public Law 92-541, as amended, priority for admission will be given to otherwise qualified veterans who, during their military service, acquired medical military occupation specialties and said veterans who served during the Vietnam era and are entitled to disability compensation under laws administered by the Department of Veterans Affairs. Qualified veterans whose discharge or release was for a disability incurred or aggravated in the line of duty will be given highest priority. For additional veterans information, please refer to “Veterans Affairs” in the Student Services, Organizations and Activities section.

Reconsideration of Admissions Committee Decisions

The Admissions Committee makes every effort to consider all available information in making any admissions decision. It is the policy of the committee that it will not review or reconsider any admissions decision unless significant new information is brought to light which was not available at the time of the original decision. The Admissions Committee also solely reserves the right to determine the significance of any new information presented. Requests for reconsideration are rarely granted.
Regulations Governing Fee Payment

Students are required to make arrangements for payment of all university fees when registering at the beginning of each semester.

The engagement of a room in the dormitory is for the full year, payable on a semester basis. However, if a student enters the residence hall after the semester begins, the charges are prorated for the remainder of the semester. The room reservation fee of $100 is retained as a room breakage deposit for all living in the dormitories.

Students may not re-enroll, graduate, or receive a transcript of their records until all indebtedness to the university is settled.

A student’s registration is not completed until the university receives payment for the current amount due the university. If payment is made with a check that is not honored (acknowledged bank errors excepted), a late fee will be charged when the student redeems the unpaid check. If the unpaid check is not redeemed within 10 days of return, the student may be withdrawn from classes.

Refund Policies

Refund policies for maintenance fees, out-of-state tuition, and debt service fees are outlined below.

Change of a student’s status which may permit a refund

A refund may be given if there is a change in a full-time student's schedule which results in the reclassification to a part-time student or a change in a part-time student’s schedule which results in a class load of fewer hours.

Situations which may permit a refund

A refund may be given after a student has dropped a course or courses or withdrawn from the institution: cancellation of a class by the institution; or death of the student.

Refund procedures

The refund amount for students not receiving Title IV aid is based upon the state policy listed below.

Refunds are defined as the portion of maintenance and/or tuition and university housing charges due as a rebate when a student withdraws or is expelled from the university. The amount of the refund is determined according to the schedule below.

For first- and second-year students, 75 percent of maintenance and other required fees will be refunded for drops or withdrawals within 14 calendar days beginning with and including the first official day of classes or within a proportioned period for short-term courses.

Twenty-five percent of maintenance and other required fees will be refunded following the 14th calendar day through the expiration of one-fourth (25 percent) of the time covered by the term. No refund will be made thereafter. These refund procedures are also applicable to dormitory rent. For third- and fourth-year students, refunds will be based on the portion of rotations completed during each semester.

One hundred percent of fees will be refunded for classes canceled by the institution. One hundred percent of fees will be refunded for drops or withdrawals prior to the first official day of classes for the regular academic terms and prior to the beginning of summer term. One hundred percent of fees will be refunded in case of a student’s death.

Students who are suspended or expelled from the university or removed from university housing for disciplinary reasons are not eligible for any refund of university tuition, fees, or housing fees.

Return of Title IV Federal Student Aid

This requirement applies to the student ONLY if:

1. The student receives federal student aid, and
2. The student withdraws prior to completing sixty percent of the period for which the aid was provided.

Federal law requires federal aid recipients to "earn" the aid they receive by staying enrolled in college. Students who withdraw prior to completing 60 percent of the semester for which they received federal student aid may be required to return some or all of the aid they were awarded.

The law assumes that the student used the Title IV student aid to pay his/her institutional charges - tuition, fees, dorm room, and board. Thus, if the student withdraws prior to completing 60 percent of the semester for which he/she was awarded aid, a pro-rata amount of that aid must be returned to the federal government.

First, the university will restore to the appropriate federal fund source a proportional share of the institutional charges that the student paid. In general, the effect of this “return of Title IV aid” by the institution will be to reduce his/her outstanding loan balance. Second, if the amount returned by the university is not enough to repay the entire "unearned" amount of student aid according to the length of enrollment, he/she will be required to return portions of the federal student aid he/she received to pay non-institutional charges.

Amounts that must be returned to federal aid sources, whether by the university or by the student, will first be applied to his/her federal loans. With respect to any amount the student owes after the university has re-
turned its share, he/she will be permitted to repay loans based on the original terms of the loan agreement.

In the case of "unearned" portions of federal grants or scholarships, the student will be expected to pay 50 percent of the "unearned" portion immediately.

Any refund due to the student from the university for amounts he/she paid to cover institutional charges will first be applied to obligations to return "unearned" aid. Thus, portions of institutional refunds may be applied on the student's behalf to his/her outstanding Federal Grad-Plus, Federal Stafford or Federal Perkins loan or to the federal portions of his/her grant or scholarship and not actually refunded to the student. (This policy is based on 34 CFR, Section 668.22 of Title IV of the Higher Education Act of 1965, as amended.)

Refund of Class Reservation Deposit

In accordance with the Association of American Medical Colleges (AAMC) guidelines, the $100 class reservation deposit will be fully refunded with official notification from students wishing to relinquish their place in the entering class, provided that this notice is received in the Office of Student Affairs prior to May 15. No refund will be made for withdrawals received after May 15.

Encumbrances

An encumbrance, blocking any students' further registration, the forwarding of grades and transcripts or any school record, may be generated for a student at any time. By Tennessee Board of Regents regulation a student may be encumbered for any unfulfilled obligation to the institution. Generally, encumbrances are generated once each semester and the most common causes are for unpaid parking fines, library fines, failure to return school property that has been borrowed or rented by the students, etc.

An encumbrance notice will be forwarded to any student of the college who has been appropriately encumbered. A student who has been encumbered will not be allowed to complete a future registration for classes or receive a transcript until the student has made appropriate arrangements with the encumbering office and the encumbrance has been released.

Any student receiving an encumbrance notice should follow the steps indicated below: 1) take that notice to the encumbering office (as indicated on the notice), 2) make arrangements to satisfy that office, 3) have the encumbrance released by the encumbering official. The encumbrance must be satisfied prior to attempting fee payment, further registration, or requesting a transcript of academic work. For questions, contact the records section, Office of Student Affairs at (423) 439-2032.

Financial Aid

Through various financial aid programs, the Office of Financial Services makes every effort to enable any admitted medical student to attend the College of Medicine. The college supports the federal and state philosophy that the cost of an education lies primarily with the student and the family to the extent they can pay. Over ninety percent of our students rely on financial assistance beyond that of their families to pay their educational costs. Eighty-six percent rely upon loans using future earnings as collateral while eight percent use service-commitment scholarships.

Financial aid is awarded on the basis of demonstrated need, which is, the annual cost of attendance less an expected family contribution determined by the federal government. This figure is derived from the information given on the Free Application for Federal Student Aid (FAPSA). Students are awarded aid each year in the spring prior to the year for which support is sought. Each student is required to complete the financial aid process in order to be considered for aid.

To apply for federal financial aid:

1. Complete the Free Application for Federal Student Aid (FAPSA) online at http://www.fafsa.ed.gov. Be sure to use the College of Medicine school code E00171. There is no fee for this application.

2. If the application is chosen by the federal government for verification the student must submit a signed copy of the base year's income tax form and the verification form sent by the Office of Financial Services.

Financial aid administered by the College of Medicine consists of private funds and federally sponsored programs. Other sources are private loans, grants and scholarship programs administered by outside agencies such as banks, hospitals, the Armed Services (Air Force, Navy, Army) and professional organizations. There are limited scholarships that are awarded by the Financial Aid/Scholarship Committee in the summer to incoming students: the Admissions Committee awards one scholarship.

The majority of assistance is through various loan programs. Federal Subsidized Stafford Loans have a maximum annual amount of $8500. The government pays the interest during in-school, grace, or deferment periods. Because the student is borrowing funds from the federal government, no collateral is required. Federal Unsubsidized Stafford Loans have an annual maximum amount of $32,000 beginning on those loans disbursed on or after July 1, 2007. There is no interest subsidy and the interest accrues if not paid by the borrower. Loans disbursed prior to July 1, 2006, have a variable interest rate,
changing every July 1st, not exceeding 8.25 percent. For loans disbursed on or after July 1, 2006, the interest rate is fixed at 6.8 percent annually.

The federal government also has a Federal Grad Plus Loan available. These loans have no interest subsidy and interest also accrues if not paid by the borrower. The interest rate is fixed at 7.9 percent annually. Students may borrow up to the cost of attendance and must be credit worthy. These loans are regulated by the federal government and offer the same deferment, forbearance, consolidation and repayment options as the Federal Stafford Loan Program.

Cost of attendance includes only those expenses associated with the student. Students may only borrow up to the cost of attendance that includes tuition, fees, room, board, and transportation, personal and miscellaneous expenses. Student budgets are based on the expected educational expenses of the student and are rarely increased and require documentation of extenuating costs, such as childcare or medical expenses. A dependent care allowance can be added to the cost of attendance to cover the costs of daycare for dependent children. However, this results in a larger loan amount and increases aggregate student loan debt. Financial services advises all applicants and students explore all other sources for financial assistance early in the admissions process.

The Office of Financial Services of the College of Medicine is dedicated to providing financial resources in the most efficient and understanding manner. Applicants can request information by writing or calling the Quillen College of Medicine Office of Financial Services at 423-439-2035. Appointments are available Monday-Friday between 8:30 a.m. and 4:00 p.m. More information may be found on our website at www.etsu.edu/com/sa/finaid.

Satisfactory Academic Progress

The Higher Education Amendments that govern Title IV Financial Assistance Programs state a student shall be entitled to receive federal student assistance benefits only if that student is maintaining progress in the course of study he/she is pursuing, according to the standards and practices of the institution. Quillen College of Medicine's Policy of Satisfactory Academic Progress requires a student to complete the medical curriculum by meeting both a qualitative-grade requirement and a quantitative (work completed) requirement as prescribed by the faculty and approved by the Tennessee Board of Regents. All students must complete the curriculum of each year and receive a grade of "C" or better in all required courses before proceeding to the next year or graduating. Students also must complete the Commencement Objectives by the time of regular spring commencement during the sixth year following the first enrollment unless the date of first enrollment has been reset by action of the Promotions Committee.

The Student Promotions Committee makes the determination for Satisfactory Academic Progress. The committee is responsible for reviewing the progress of students at the end of each course or clerkship and at the end of an academic year. Continued enrollment, remedial work and/or repeat of one or more courses, must be approved by the Student Promotions Committee, which approval implies the student is making satisfactory academic progress. Therefore, the continued enrollment as a student is in itself an indication the student is maintaining satisfactory academic progress. The Director of Financial Services is notified of significant actions of the Student Promotions Committee for monitoring purposes to ensure compliance with Title IV regulations.

Services are available to help ensure a student's scholastic success: information about these services is available in the Student Affairs or Student Support Services offices.
Tuition Fees and Other Expenses
(Subject to change at any time by the Tennessee Board of Regents)

Application Fee ......................................................................................................................................... $50
Charged all applicants with the submission of requested supplementary information.
Do not send this fee unless requested!

Class Reservation Deposit ....................................................................................................................... $100
(applied to first semester tuition)

College of Medicine Tuition (2010-2011)
(Additional fees required for summer term in the junior year)

Tennessee Residents (per semester) ......................................................................................................... $12,470
Nonresidents (per semester) .................................................................................................................... $25,418

Books, Supplies, Journals and Instruments

First year (estimated) ................................................................................................................................. $1,360
Subsequent years ....................................................................................................................................... $0-$1,025

Microscope Rental .................................................................................................................................... $250

Medical Bag and Instruments .................................................................................................................. $700

Other Fees, Expenses
Transcripts .................................................................................................................................................. No charge

Health Insurance (estimated annual) ........................................................................................................ $1,282

I.D. Card Replacement Fee ....................................................................................................................... $10

Student Key Replacement Fee ................................................................................................................ $3-$10

College of Medicine Name Tag (replacement fee) .................................................................................. $10

Late Registration Fee ............................................................................................................................... $100

United States Medical Licensing Examination Fee
Step I & Step II (each) ............................................................................................................................... $505

Other Required Fees (per semester) .......................................................................................................... $789
College of Medicine Degrees

The Quillen College of Medicine offers the doctor of medicine (M.D.) degree. A doctor of philosophy (Ph.D.) in biomedical science is offered through the School of Graduate Studies. The courses and research leading to the Ph.D. are conducted under the auspices of the basic science faculty of the College of Medicine.

Beginning with the 2010 entering class, the College now offers a dual degree program in partnership with the ETSU College of Public Health. The MD/MPH degree is available at the completion of a prescribed program of study completed over a total of five years and upon the appropriate certification of university faculties.

Requirements for the Degree Doctor of Medicine

The doctor of medicine degree is conferred upon students who have satisfactorily completed not less than the equivalent of four years of study in the medical sciences. All courses and clerkships, required and elective, must have been completed with a passing grade. In order to receive the degree, a minimum of the final two years of study must be completed as a student at the Quillen College of Medicine. Evaluation of student performance is in both cognitive and noncognitive realms (see Student Evaluation System). All students are required to take and pass Step 1 and Step 2, including the clinical skills (“CS”) component, of the USMLE (see United States Medical Licensing Examination). The student must complete all requirements for the M.D. degree including accomplishment of the Commencement Objectives, as outlined in the Curriculum for M.D. Candidates section, by the time of regular spring commencement during the sixth year following first enrollment unless the date of first enrollment has been reset by action of the Student Promotions Committee.

In addition to having met the prescribed scholarship requirements, students must have made satisfactory arrangements as to their financial obligations to qualify for graduation.

The M.D. degree is awarded by the Tennessee Board of Regents upon certification by the faculty of the university that the student has successfully completed all requirements.

Curriculum for M.D. Candidates

Curriculum information will continue to be revised as ongoing curriculum changes take place. These changes may be implemented for the period covered by this catalog.

The Quillen College of Medicine curriculum is designed to enable students in gaining the fundamental information, attitudes, skills, and practice principles required to enter residency training while encouraging the acquisition of lifelong habits of intellectual activity, independent thought, critical evaluation, and professionalism. Two curricular options are available: a Generalist Track and a Rural Primary Care Track. Both curricula meet accreditation requirements.

Consistent with this institutional purpose, the Medical Student Education Committee has developed commencement objectives consistent with ACGME core competencies of medical knowledge, patient care, practice-based learning and improvement, interpersonal and communication skills, professionalism, and systems-based practice.

Medical Knowledge

Students shall acquire the body of knowledge and thinking processes necessary to becoming a competent physician. Students shall:

- acquire and retain the basic science knowledge base essential to becoming a physician
- demonstrate the application of basic science principles to clinical practice
- develop well-rounded and in-depth clinical knowledge
- demonstrate the ability to formulate a differential diagnosis
- demonstrate advanced critical thinking skills
- demonstrate the ability to assimilate information, comprehend conceptual issues, analyze and correlate clinical information
- demonstrate an understanding of normal human behavior and the impact of human behavior on health and illness

Patient Care

Students shall acquire the skills necessary to provide competent care for their patients. Students shall:

- demonstrate the skills necessary to perform a complete and accurate history and physical exam
- demonstrate the appropriate application of diagnostic studies including laboratory testing, diagnostic imaging, and other testing
- demonstrate the ability to process the information gathered on a patient into a diagnostic and therapeutic plan
- demonstrate the ability to critically read the medical literature and apply this information appropriately in the treatment of individual patients in order to practice up-to-date, evidenced-based medicine
- demonstrate appropriate procedural skills, sterile technique, and universal precautions and understand the scientific and technical concepts for these procedures
- seek appropriate consultation for their patients
- work effectively within a team to provide patient-centered care
- provide care with compassion and respect for all patients
Practice-Based Learning and Improvement
Students will become self-directed learners particularly within the patient care setting and center for experien-
tial learning to strive for ongoing professional improve-
ment. Students shall learn to:
• assess their own learning needs
• develop the skills to effectively use information technol-
ogy and other resources to obtain information from the
medical literature for optimum patient care
• practice evidence-based medicine
• perform ongoing self-assessment and plan for continu-
ing improvement as a physician

Interpersonal Communication Skills
Students must demonstrate effective communication
skills necessary to functioning as a competent physician. Students shall:
• demonstrate effective listening skills
• demonstrate proficiency with interviewing and counsel-
ing patients and families
• demonstrate efficient and accurate verbal patient case
presentations
• demonstrate accurate, appropriate, timely and legible
documentation in the patient record
• communicate effectively as a member of a team with
other health care providers

Professionalism
Students shall demonstrate the behaviors befitting an
ethical professional at all times. Students shall:
• exhibit respect, compassion, humility, altruism, duty,
and honesty with patients, staff, faculty, fellow students,
and themselves
• be punctual, reliable, and conscientious in fulfilling pro-
fessional duties
• demonstrate a commitment to excellence
• accept responsibility for their own actions
• respect patient confidentiality
• practice sensitivity for patients with regard to culture,
age, gender, race, ethnicity, sexual orientation, and dis-
abilities
• demonstrate professionalism in dress, hygiene, and de-
meanor
• understand appropriate boundaries in the patient/
physician relationship

Systems-Based Practice
Students shall begin to develop an understanding of the
setting in which they will practice medicine and the chal-
 lenges of providing cost effective care. Students shall:
• be a patient advocate
• demonstrate comprehension of community health and
epidemiology
• understand the importance of quality improvement
measures and demonstrate a commitment to patient
safety
• demonstrate an awareness of the types of health care
coverage currently available

• demonstrate an appreciation for providing cost effective
care
• demonstrate awareness and respect of unique needs of
an underserved rural population

These objectives are achieved through course and clerk-
ship offerings with specific goals and objectives as well as
through involvement in an environment that continually
demonstrates by example.

The curriculum, occurring normally over four years, con-
sists of science courses basic to medicine and courses in
applied clinical medicine. In the freshman year, students
are introduced to the basic medical sciences and begin to
build on the knowledge and experience gained from their
premedical education.

In the first semester, courses in Medical Human Gross
Anatomy and Embryology, Cellular and Molecular Medi-
cine, Communication Skills for Health Professionals, and
Introduction to Physical Exam Skills are taught. The
second semester contains basic science courses in Cell
and Tissue Biology and Physiology. A Case-Oriented
Learning course begins during the first semester and
continues throughout the first year of medical school.
The main goal of this course is to introduce students to
developing their own learning objectives, patient prob-
lems and medical practice issues early in the medical
curriculum and to show the relevance of, and be an inte-
grative tool for the basic science material students are
expected to master.

Likewise, Profession of Medicine: Patient, Physician and
Society spans the first year. This course begins the proc-
ess of establishing a professional identity as a physician
emphasizing ethics, professionalism and service. In a five-
week block at the end of the first year, Genetics, Hu-
man Life-Span Development, and Biostatistics and Epi-
demiology are presented. First-year students spend one
afternoon a week in a longitudinal preceptorship in the
office of a primary care physician throughout the spring
semester. In addition, they work for a full week with a
different preceptor.

Throughout the first-year courses efforts are made to
integrate and reinforce concepts from other courses.
Many of these courses incorporate live or standardized
patients to assist students with the realization that the
focus of their studies is patient care.

The first semester of the second year introduces courses
in Microbiology, Pathology, Immunology, Clinical Neuro-
science and Preceptorship Week. The second semester
includes Pharmacology and Clinical Psychiatry, a con-
tinuation of Pathology, and the Virology portion of Micro-
biology. The Practice of Medicine, which is primarily a
course in pathophysiology emphasizing active learning
methods, spans the entire second year.
The focus of the first two years of the curriculum is to give the students the knowledge and skills needed to prepare them for the clinical years. With this solid foundation students can enter the third year with a focus on the patient and patient care, rather than learning basic skills. This allows them to maximize their learning in the clinical setting.

The third year begins with a Transition to Clerkship course. The remainder of third year curriculum is largely devoted to full-time clerkship experiences in the medical services of the affiliated hospitals, in the community, and in physician offices. The Generalist Track is composed of required clerkships in Community Medicine, Family Medicine, Internal Medicine, Obstetrics/Gynecology, Pediatrics, Psychiatry, Surgery and Specialties (two weeks in an Internal Medicine subspecialty, two weeks Surgery subspecialty, and two weeks elective specialty). Students in the Rural Primary Care Track complete a twelve-week Rural Primary Care Clerkship instead of the Community Medicine and Family Medicine clerkships. During the six-week Community Medicine Clerkship and the twelve-week Rural Primary Care Track Clerkship students will live and work in a small community.

The fourth year consists of four four-week Selectives, to include an Intensive Care experience, an Internal Medicine Inpatient Subinternship, a Specialty/subspecialty Subinternship, and an Ambulatory Care Subinternship, and a minimum of 16 weeks of electives. The electives are designed to provide opportunities for the students to broaden their experiences and strengthen areas they identify as deficient or help define future career focus areas. Students elective programs must be approved by their faculty advisor, and the Senior Elective Committee. The fourth year concludes with a “Keystone Course”. This is a required three-week experience for all students that is intended to provide our graduates with a variety of experiences that will be a final preparation for residency.

The principal health care facilities used for clerkships include the Veterans Affairs Medical Center; Holston Valley Medical Center; Bristol Regional Medical Center; Johnson City Medical Center; Woodridge Hospital; family practice centers of Kingsport, Bristol and Johnson City; and the clinics of ETSU Physicians and Associates where the faculty physicians participate in health care delivery. For many clerkships, the in-hospital activity will be supplemented by supervised patient evaluation and follow-up in the private offices of the clinical faculty. Many elective offerings in ambulatory care are available.

**Interdisciplinary Rural Primary Care Track (RPCT)**

The Quillen College of Medicine offers a unique Rural Primary Care Track option. The Track was originally initiated with grant assistance in 1992 from the W.K. Kellogg Foundation. Currently the Rural Track is limited to one-quarter of each entering medical school class. Students must apply to participate in the Rural Track. Those students who are accepted have opportunities to work with patients and families early in their curriculum and gain experience in rural issues and community health more than in traditional medical school courses.

Medical students enroll in teams that study together over two years in one of two rural communities. The Mountain City site was established in 1992 and includes a family medicine center, nurse practitioner clinic, one of the country’s first rural critical access hospitals, and other regional preceptor sites. In Rogersville, the Hawkins County ETSU Teaching Health Center was established in 1994 to include volunteer medical, nursing and public health preceptors provide community and clinical experiences. Both communities are located one hour from campus. University vehicles are provided for student travel to the sites in the first two years.

The Rural Primary Care Track is designed for students who are considering practice in a rural community or as a primary care physician. The program places emphasis on learning core clinical and professional leadership skills in a rural community primary care setting. Students participate in all basic science courses on campus and learn communication skills, physical diagnosis, preventive medicine, public health, and epidemiology through early clinical community-based experiences. Students devote one day a week to these activities in a rural area during the first two years of the medical school curriculum. The instruction is student-oriented and experiential, involving limited didactic instruction supplemented with experience with patients and community-based activities. Medical students participate in community-based participatory research and community projects sections with nursing, public health, social work and psychology students. The curriculum includes special interdisciplinary days with social work students to learn about community resources to assist in patient care, with psychology students to explore behavioral health diagnosis and treatment, and with pastoral counseling students about end-of-life care in rural communities.

During the third year twelve-week Rural Track Clerkship students work one-on-one daily with primary care preceptors. Student satisfaction with this challenging learning model has been rated as excellent. An additional two-month rural interdisciplinary primary care experience is organized by the student during the fourth year with site selection made by the clerkship director and student. Many students have used this experience to enhance obstetrical skills, behavioral health and procedural skills in other rural locations in Tennessee, all across the country and internationally.
To date, over 200 medical students have voluntarily enrolled in this program. Of students who have completed the program, 75 percent have matched in primary care residency programs (family medicine, internal medicine, pediatrics and obstetrics-gynecology). Rural Track graduates have been successful in selecting residencies throughout the country; 35 percent chose to remain at ETSU for residencies. Many of the program's graduates now practice in towns with populations of less than 25,000, some continuing to serve as clinical preceptors for ETSU rural education programs.

Medical students have identified the following benefits of the curriculum:

- Engenders confidence that they will be successful community-based practitioners.
- Reinforces interest in working in small communities.
- Permits students to exercise significant levels of professional responsibility.
- Challenges students to work with and learn from community groups through action projects that add a broader definition to the role of health professional.
- Allows significant understanding of health care and patient management due to time spent in ambulatory outpatient settings and learning directly from practitioners.
- Enables appreciation of the importance of continuity of care and professional relationship building with patients enabled by the length of primary care training in a single community.
- Provides opportunities to learn respect for patients/clients as individuals and community members rather than as cases briefly encountered in impersonal clinic or hospital environments.
- Engages students in work with interdisciplinary student team learning with nursing and public health students.

MD/MPH Dual Track Program

Students in the Quillen College of Medicine can simultaneously pursue a master's degree from the ETSU College of Public Health in addition to their medical degree, a dual track designed to provide future physicians a broad perspective that could help solve health problems on a large scale. Students in this dual track, called the MD/MPH program, will devote one year to the master's program in public health before returning for a final year at the College of Medicine.

This is an ideal choice for physicians who want to pursue a career in academic medicine, public health, or public health leadership at the local, state or federal level. Students wishing to pursue this program must apply and be accepted to both the MD and MPH programs individually as prescribed by the individual units. To aid in this, agreement has been reached between the two colleges involved allowing an interested applicant to use the AMCAS application as the primary application for both programs. However, the completion of a graduate school application is also required. The School of Graduate Studies will accept MCAT scores in lieu of the GRE for this combined program. Complete information on this process is available on the ETSU and College of Medicine web site.

On acceptance and enrollment, students will enroll simultaneously in both College of Medicine and College of Public Health courses for portions of their enrollment. Tuition will be charged at the medical school rate for the first three years of the program, at the graduate school rate for the fourth year of the program and again at the medical school rate for the fifth year. Students will receive credit for certain courses occurring in the medical curriculum for graduate school purposes and for certain courses taken under the graduate school for medical school purposes. Portions of the senior year of medical school will provide students latitude to complete field experience and electives pertaining to both degrees.
# Academic Calendar 2011-2012 (subject to change)

## Basic Sciences

<table>
<thead>
<tr>
<th>First Semester</th>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Begins</td>
<td>Mon, July 25, 2011</td>
<td>n/a</td>
</tr>
<tr>
<td>White Coat Ceremony</td>
<td>Fri, July 29, 2011</td>
<td>n/a</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>Wed, July 27, 2011</td>
<td>Mon, August 1, 2011</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>Mon, September 5, 2011</td>
<td>Mon, September 5, 2011</td>
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<tr>
<td>Preceptorship Week</td>
<td>n/a</td>
<td>Mon·Fri, October 3-7, 2011</td>
</tr>
<tr>
<td>Fall Recess</td>
<td>Thu·Fri, October 13-14, 2011</td>
<td>Mon·Tue, October 10-11, 2011</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>Thu·Fri, November 24-25, 2011</td>
<td>Thu·Fri, November 24-25, 2011</td>
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<tr>
<td>Classes End</td>
<td>Tue, December 20, 2011</td>
<td>Fri, December 9, 2011</td>
</tr>
<tr>
<td>Final Exams</td>
<td>n/a</td>
<td>Mon·Fri, December 12-16, 2011</td>
</tr>
</tbody>
</table>

## Second Semester

| Classes Begin | Tue, January 3, 2012 | Tue, January 3, 2012 |
| Martin Luther King Jr. Holiday | Mon, January 16, 2012 | Mon, January 16, 2012 |
| Preceptorship Week | Mon·Fri, February 20-24, 2012 | n/a |
| Spring Recess | Wed·Tue, April 11-17, 2012 | Mon·Fri, March 5-9, 2012 |
| Classes End | Fri, May 18, 2012 | Thu, May 3, 2012 |
| Final Exams | n/a | Fri·Fri, May 4-11, 2012 |

## Clinical Sciences

### Third Year

<table>
<thead>
<tr>
<th>Transition to Clinical Clerkships</th>
<th>Mon·Fri, June 20·24, 2011</th>
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</thead>
<tbody>
<tr>
<td>Student Clinician’s Ceremony</td>
<td>Fri, June 23, 2011</td>
</tr>
<tr>
<td>Period 1</td>
<td>Mon, June 27—Fri, August 5, 2011</td>
</tr>
<tr>
<td>Period 2</td>
<td>Mon, August 8 — Fri, September 16, 2011</td>
</tr>
<tr>
<td>Fall Recess</td>
<td>Mon·Fri, September 19-23, 2011</td>
</tr>
<tr>
<td>Period 3</td>
<td>Mon, September 26 — Fri, November 4, 2011</td>
</tr>
<tr>
<td>Period 4</td>
<td>Mon, November 7— Fri, December 16, 2011</td>
</tr>
<tr>
<td>Period 5</td>
<td>Mon, January 3 — Fri, February 10, 2012</td>
</tr>
<tr>
<td>Period 6</td>
<td>Mon, February 13—Fri, March 23, 2012</td>
</tr>
<tr>
<td>Spring Recess</td>
<td>Mon·Fri, March 26—30, 2012</td>
</tr>
<tr>
<td>Period 7</td>
<td>Mon, April 2—Fri, May 11, 2012</td>
</tr>
<tr>
<td>Period 8</td>
<td>Mon, May 14—Fri, June 22, 2012</td>
</tr>
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### Fourth Year

<table>
<thead>
<tr>
<th>Periods</th>
<th>Four-Week Selectives</th>
<th>Two-Week Electives</th>
<th>Four-Week Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b</td>
<td></td>
<td>July 11-22, 2011</td>
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</tr>
<tr>
<td>2a</td>
<td></td>
<td>August 8-19, 2011</td>
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</tr>
<tr>
<td>2b</td>
<td>August 22-September 16, 2011</td>
<td>August 22-September 2, 2011</td>
<td>August 22-September 16, 2011</td>
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<tr>
<td>2c</td>
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<td>September 6-16, 2011</td>
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</table>

**Fall Break, September 19-23, 2011**

<table>
<thead>
<tr>
<th>Periods</th>
<th>Four-Week Selectives</th>
<th>Two-Week Electives</th>
<th>Four-Week Electives</th>
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<tbody>
<tr>
<td>3a</td>
<td>September 26-October 21, 2011</td>
<td>September 26-October 7, 2011</td>
<td>September 26-October 21, 2011</td>
</tr>
<tr>
<td>3b</td>
<td></td>
<td>October 10-21, 2011</td>
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<tr>
<td>3c</td>
<td>October 24-November 18, 2011</td>
<td>October 24-November 4, 2011</td>
<td>October 24-November 18, 2011</td>
</tr>
<tr>
<td>4a</td>
<td></td>
<td>November 7-18, 2011</td>
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<tr>
<td>4c</td>
<td></td>
<td>December 5-16, 2011</td>
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**Winter Break, December 19, 2011-January 2, 2012**

<table>
<thead>
<tr>
<th>Periods</th>
<th>Four-Week Selectives</th>
<th>Two-Week Electives</th>
<th>Four-Week Electives</th>
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<tbody>
<tr>
<td>5b</td>
<td></td>
<td>January 16-27, 2012</td>
<td></td>
</tr>
<tr>
<td>6a</td>
<td></td>
<td>February 13-24, 2012</td>
<td></td>
</tr>
<tr>
<td>6c</td>
<td></td>
<td>March 12-23, 2012</td>
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</table>

**Keystone Course, March 26-April 13, 2012**

<table>
<thead>
<tr>
<th>Periods</th>
<th>Four-Week Selectives</th>
<th>Two-Week Electives</th>
<th>Four-Week Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>7c</td>
<td></td>
<td>April 30-May 11, 2012</td>
<td></td>
</tr>
<tr>
<td>8a</td>
<td>May 14-June 8, 2012</td>
<td>May 14-25, 2012</td>
<td>May 14-June 8, 2012</td>
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<tr>
<td>8b</td>
<td></td>
<td>May 28-June 8, 2012</td>
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<tr>
<td>8c</td>
<td>June 11-22, 2012</td>
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*Honors Convocation, May 4, 2012, 1:00 pm*

*Commencement, May 5, 2012, TBA*
# Course Designations

## First Year

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Contact Hours</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL: Generalist (Traditional) &amp; Rural Primary Care Track</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ANTY-1314</td>
<td>Medical Human Gross Anatomy and Embryology</td>
<td>144</td>
<td>11</td>
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<tr>
<td>BCHM-1315</td>
<td>Cellular and Molecular Medicine</td>
<td>136</td>
<td>11</td>
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<tr>
<td>CSHP-1321</td>
<td>Communication Skills for Health Professional</td>
<td>37</td>
<td>3</td>
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<tr>
<td>CSKL-1321</td>
<td>Introduction to the Physical Exam</td>
<td>37</td>
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<tr>
<td>MEDU-1314</td>
<td>Career Explorations I (both semesters)</td>
<td>13</td>
<td>1</td>
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<tr>
<td>PRMD-1121</td>
<td>The Profession of Medicine I: Patients, Physicians and Society</td>
<td>38</td>
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<tr>
<td>CAOL-1121</td>
<td>Case Oriented Learning I</td>
<td>24</td>
<td>2</td>
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<td><strong>Generalist (Traditional) Only</strong></td>
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<tr>
<td>IDMD-1921</td>
<td>Rural Case Oriented Learning and Preceptorship I</td>
<td>45</td>
<td>3</td>
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<tr>
<td><strong>SPRING: Generalist (Traditional) &amp; Rural Primary Care Track</strong></td>
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<tr>
<td>CBIO-1312</td>
<td>Cell and Tissue Biology</td>
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<td>MEDU-1312</td>
<td>Biostatistics and Epidemiology</td>
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<td>PHSY-1312</td>
<td>Medical Physiology</td>
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<tr>
<td>PRCP-1122</td>
<td>Clinical Preceptorship I</td>
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<tr>
<td>PSYH-1312</td>
<td>Lifespan Development</td>
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<td>HGEN-1311</td>
<td>Genetics</td>
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<td>3</td>
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<tr>
<td>PRMD-1122</td>
<td>The Profession of Medicine II: Patients, Physicians and Society</td>
<td>38</td>
<td>3</td>
</tr>
<tr>
<td>CAOL-1122</td>
<td>Case Oriented Learning II</td>
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<td>3</td>
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<tr>
<td><strong>Rural Primary Care Track Only</strong></td>
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<tr>
<td>IDMD-1922</td>
<td>Rural Case Oriented Learning and Preceptorship II</td>
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<tr>
<td>IDMD-1940</td>
<td>Rural Health Research and Practice</td>
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## Second Year

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Contact Hours</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>FALL: Generalist (Traditional) &amp; Rural Primary Care Track</strong></td>
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<td></td>
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<tr>
<td>IMUN-2311</td>
<td>Immunology</td>
<td>27</td>
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<tr>
<td>MCRO-2311</td>
<td>Medical Microbiology (both semesters)</td>
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<td>11</td>
</tr>
<tr>
<td>MEDU-2314</td>
<td>Career Explorations II (both semesters)</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>NEUR-2321</td>
<td>Clinical Neuroscience</td>
<td>94</td>
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<tr>
<td>PATH-2311</td>
<td>Medical Pathology I</td>
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<td>PRCP-2121</td>
<td>Clinical Preceptorship II</td>
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<tr>
<td><strong>Generalist (Traditional) Only</strong></td>
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<tr>
<td>PRMD-2122</td>
<td>The Practice of Medicine (both semesters)</td>
<td>143</td>
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### Second Year (continued)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>Rural Primary Care Track Only</td>
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<tr>
<td>IDMD-2122</td>
<td>The Practice of Rural Medicine I</td>
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<td>IDMD-2950</td>
<td>Rural Community Based Health Projects</td>
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<td><strong>SPRING:</strong></td>
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<td>PATH-2312</td>
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<td>Medical Pharmacology</td>
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<td>PSYH-2312</td>
<td>Introduction to Clinical Psychiatry</td>
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<td>IDMD-2123</td>
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### Third Year

#### Generalist (Traditional) & Rural Primary Care Track

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<td>IMED-3003</td>
<td>Jr. Internal Medicine Clerkship</td>
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<td>OBGY-3004</td>
<td>Jr. Obstetrics/Gynecology Clerkship</td>
<td>6 weeks</td>
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<td>PEDS-3005</td>
<td>Jr. Pediatrics Clerkship</td>
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<td>PSYH-3006</td>
<td>Jr. Psychiatry Clerkship</td>
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<td>SPEC-3007</td>
<td>Jr. Specialty Clerkship</td>
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<td>SURG-3008</td>
<td>Jr. Surgery Clerkship</td>
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<td>MEDU-3314</td>
<td>Career Explorations III</td>
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#### Generalist (Traditional) Only

<table>
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<tr>
<th>Course Number</th>
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<th>Contact Hours</th>
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<td>Jr. Community Medicine Clerkship</td>
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<td>FMED-3002</td>
<td>Jr. Family Medicine Clerkship</td>
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#### Rural Primary Care Track Only

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<td>RPCT-3009</td>
<td>Jr. Rural Primary Care Clerkship</td>
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### Fourth Year

#### Generalist (Traditional) & Rural Primary Care Track

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<td>Various</td>
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#### Generalist (Traditional) Only

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<th>Course Number</th>
<th>Course Name</th>
<th>Contact Hours</th>
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<tr>
<td>Various</td>
<td>Selectives</td>
<td>8 weeks</td>
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Curricular Components

Departmental Course Offerings

Department of Anatomy and Cell Biology (ATCB)

Dr. Richard G. Skalko, Chair

ANTY-1314. Medical Human Gross Anatomy and Embryology (11 credit hours)
Required of all first-year medical students, this offering deals with the structure of the human body and relates this structure to function. The course presents a three-dimensional analysis of the human body and includes several clinical experiences and a correlated study of radiological anatomy. (lecture, lab)

BCHM-1315. Cellular and Molecular Medicine

Required of all first-year medical students. This course is an introduction to basic biochemical concepts and principles and includes a description of the structure, function and metabolism of the molecules of life. Clinical presentations on diseases involving biochemical abnormalities serve to enrich the lecture material. An undergraduate course in biochemistry is strongly recommended as a preparation for this course.

FMED-3002. Junior Family Medicine Clerkship

Dr. John Franko, Chair

Required of all third-year medical students as an eight-week rotation. Students will be assigned to one of the three family medicine programs located in Bristol, Johnson City, or Kingsport. The clerkship involves the student in the comprehensive practice of medicine unrestricted by age, sex, disease, organ system, or treatment modality. The goals are to encourage the development of the student's knowledge and skills in family medicine. The student will be involved in the diagnosis and management of undifferentiated problems both in the ambulatory and hospital setting. Students will become acquainted with the role of the family physician in prevention and treatment of disease. They will understand the importance of the family and the community in relation to the disease process. The student will develop further history-taking, physical examination, and communication skills. Students will see patients in a family medicine ambulatory care center, follow patients in hospital, attend rounds, and make case presentations.

Students will be expected to attend a block of didactic sessions, make a home visit, do a behavior intervention and collaborate on an EBM presentation that will be presented to the Chair and a member of the faculty. They will also spend a week with a local or rural family physician, and will participate in a rural health fair in the region. Students will be evaluated by faculty and community preceptors on the referenced projects. Students will take a written exam, OSCE (objective structure clinical exam) and an advanced interviewing, standardized patient exam.

FMED-8900. Special Studies

A course available to enrolled medical students, which may be assigned only with the approval of the dean or the executive associate dean of the college. This course may be used to allow enrolled students to pursue special interests or projects within the department or to accommodate special situations that may arise.

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FMED-8900. Special Studies

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Department of Internal Medicine (IMED)
Dr. Gene D. LeSage, Chair

IMED-3003. Junior Internal Medicine Clerkship
(12 credit hours)
Required of all third-year medical students as an eight-week rotation designed to develop skills in history-taking, patient examination and patient care. Students spend four weeks each in two of the three following hospitals: Veterans Administration Medical Complex, Holston Valley Medical Center or Johnson City Medical Center. The student will develop advanced clinical skills in history taking and physical exam; understand sensitivity and specificity of laboratory and imaging studies; learn to order diagnostic tests using a logical, cost effective approach; learn to present patients in a precise comprehensive manner; record a detailed history and physical exam, formulation of problem, assessment and plan— including diagnostic, therapeutic and education components; and to complete a written evaluation in a timely fashion. Each student’s final grade is based on a composite evaluation of performance, resident and ward attending, and the student’s performance on the NBME internal medicine subject examination.

IMED-8900. Special Studies (0-20 credit hours variable)
A course available to enrolled medical students that may be assigned only with the approval of the dean or the executive associate dean of the college. This course may be used to allow enrolled students to pursue special interests or projects within the department or to accommodate special situations that may arise.

Department of Microbiology (MCRO)
Dr. Priscilla B. Wyrick, Chair

MCRO-2311. Medical Microbiology (11 credit hours)
Required of all second-year medical students. Deals with the study of microbial organisms including structure, genetics, metabolism, and physiology; also a study of related information including antibiotic action and resistance, immunology, principles of infectious disease, bacteriology, virology, mycology and parasitology (lecture, lab).

IMUN-2311. Immunology (2 credit hours)
Required of all second-year medical students. Introduction to the cellular and molecular bases of the immune responses, including the molecular basis of specificity, the molecular basis for induction of immune responses, the cellular distinctions between humoral and cell-mediated immunity, and the contribution of each of these to the immunology of allergy, organ transplantation, microbial infection and to autoimmune and immunodeficiency diseases (lecture).

MCRO-8900. Special Studies (0-20 credit hours variable)
A course available to enrolled medical students, which may be assigned only with the approval of the dean or the executive associate dean of the college. This course may be used to allow enrolled students to pursue special interests or projects within the department or to accommodate special situations that may arise.

Department of Obstetrics/Gynecology (OBGY)
Dr. T. Watson Jernigan, Chair

OBGY-3004. Junior Obstetrics/Gynecology Clerkship
(12 credit hours)
Required of all generalist track third-year medical students as an six-week rotation. Students will be assigned time in both obstetric and gynecological services. They will work with patients in the prenatal outpatient department, examining women at various stages of pregnancy. Students will participate in a busy high-risk service. Many of these patients remain in the hospital for prolonged periods of time as their fetus’ mature. Students will learn the fundamentals of labor and delivery by being assigned patients who enter the hospital for delivery. They will examine patients during labor and assist in their delivery under direct supervision. On the gynecological service, the student will be responsible for examination of both inpatients and outpatients. The student will take a history and must demonstrate competence in examination of the breasts, abdomen, and the performance of a pelvic examination. Assistance will be required in operations and with postoperative care. This clerkship is designed to permit each student to become familiar with women’s health, including endocrine, reproductive, neoplastic and preventive care issues. In hospital, night call is mandatory, as are ward rounds.

OBGY-8900. Special Studies (0-20 credit hours variable)
A course available to enrolled medical students that may be assigned only with the approval of the dean or the executive associate dean of the college. This course may be used to allow enrolled students to pursue special interests or projects within the department or to accommodate special situations that may arise.

Department of Pathology (PATH)
Dr. John B. Schweitzer, Chair

PATH-2311. Medical Pathology I (6 credit hours)
Required of all second-year medical students, others by permission. Introduction to the basic concepts of etiology and pathogenesis of disease, and their application to organ systems. (lecture, computer-assisted instruction)

PATH-2312. Medical Pathology II (4 credit hours)
Required of all second-year medical students, others by permission. Continuation of Medical Pathology I. (lecture, computer-assisted instruction)

PATH-8900. Special Studies (0-20 credit hours variable)
A course available to enrolled medical students that may
be assigned only with the approval of the dean or the exec-
utive associate dean of the college. This course may be
used to allow enrolled students to pursue special inter-
ests or projects within the department or to accommo-
date special situations that may arise.

Department of Pediatrics (PEDS)
Dr. David Kalwinsky, Chair

PEDS-3005. Junior Pediatrics Clerkship
(12 credit hours)
Required of all third-year traditional track medical stu-
dents as an eight-week rotation. Students are assigned to
the inpatient ward (3 weeks and nursery (2 weeks) at
Johnson City Medical Center and the ambulatory care
services (3 weeks) at ETSU Physicians & Associates. In
the clerkship role, the students will be responsible for
complete studies of patients assigned to them, including
histories, physical exams, laboratory studies and pro-
gress notes. Activities include daily teaching rounds,
small group discussions, clinical conferences, lectures,
and grand rounds.

PEDS-8900. Special Studies (0-20 credit hours variable)
A course available to enrolled medical students that may
be assigned only with approval of the dean or the exec-
tutive associate dean of the college. This course may be
used to allow enrolled students to pursue special inter-
ests or projects within the department or to accommo-
date special situations that may arise.

Department of Pharmacology (PHRM)
Dr. Gregory A. Ordway, Chair

PHRM-2312. Medical Pharmacology (8 credit hours)
Required of all second-year medical students. This course
provides instruction in drugs commonly used in medical
practice including their classifications, pharmacokinetic
and pharmacodynamic properties, therapeutic usages,
sites and mechanisms of action, common side effects,
contraindications and toxicities (lectures, computer
simulation laboratory, videotapes, small group discus-
sions, clinical conferences, optional computer-assisted
web-based instruction). In addition, certain aspects of
toxins and poisons encountered in medical practice or in
bioterrorism are discussed.

PHRM-8900. Special Studies (0-20 credit hours variable)
A course available to enrolled medical students that may
be assigned only with the approval of the dean or the exec-
tutive associate dean of the college. This course may be
used to allow enrolled students to pursue special inter-
ests or projects within the department or to accommo-
date special situations that may arise.

Department of Physiology (PHSY)
Dr. William L. Joyner, Chair

PHSY-1312. Medical Physiology (2 credit hours)
Required of all first-year medical students. Systematic
study of the function of human organ systems emphasi-
ing regulatory and compensatory mechanisms (lecture,
case conferences and problem solving sessions).

PHSY-8900. Special Studies (0-20 credit hours variable)
A course available to enrolled medical students that may
be assigned only with the approval of the dean or the exec-
tutive associate dean of the college. This course may be
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ests or projects within the department or to accommo-
date special situations that may arise.

Department of Psychiatry (PSYH)
Dr. Merry Miller, Chair

PSYH-1312. Lifespan Development (1 credit hour)
Required for all first-year medical students. Course cov-
ers physical, cognitive and psychosocial domains in all
stages of human lifespan development. Additional topics
include social issues at various life stages (e.g., child
abuse, elder abuse, partner violence, etc.) and theories of
human behavior (personality and learning theory) perti-
nent to medicine. Course instructional methods include
lecture, video discussion and a brief topical paper.

PSYH-2312. Introduction to Clinical Psychiatry
(3 credit hours)
Required for all second-year medical students. Course
provides an introduction to the basic principles and prac-
tice of psychiatric assessment, diagnosis, and treatment.
The course includes lectures, live and videotaped vi-
gettes of patients, and small group activities aimed at
mastery of the material. The course also looks at mind-
body connections, the stress response, communication
skills, crisis intervention, and identification and treat-
ment of behavior-related health problems.

PSYH-3006. Junior Psychiatry Clerkship
(12 credit hours)
Required of all generalist track third-year medical stu-
dents as an eight-week rotation, where the students will
be provided with a balanced exposure to two of the fol-
lowing: Inpatient Psychiatry, Consultation/Liaison Ser-
vices at the Veterans Affairs Medical Center, and the
inpatient services for adults, adolescents, and children at
Woodridge Hospital. In addition the faculty will provide
the students with outpatient experience in psychiatry
services at the Psychiatry Clinic. During the rotation the
students will be responsible for the evaluation of patients
with psychiatric disorders under the supervision of resi-
dents and faculty and will actively participate in treat-
ment planning under the concept of a multidisciplinary
treatment team approach. The faculty will provide didactic exercises as well as serving as proctors to the students in weekly scheduled meetings.

**PSYH-8900. Special Studies (0-20 credit hours variable)**

A course available to enrolled medical students that may be assigned only with the approval of the dean or the executive associate dean of the college. This course may be used to allow enrolled students to pursue special interests or projects within the department or to accommodate special situations that may arise.

**Department of Surgery (SURG)**

_Dr. I. William Browder, Chair_

**SURG-3008. Junior Surgery Clerkship (12 credit hours)**

Six-week rotation required of all third-year medical students. A series of lectures provides a framework for learning general surgery and guidance for independent reading. Quizzes on lectures and assigned text reading are given during the course. Students are assigned to preceptors and ward teams for active participation in surgical patient care with the surgical residents and faculty. This includes preoperative work-up, intraoperative assistance and post-operative care. Students spend six weeks on general surgery services divided among the Veterans Affairs Medical Center, Johnson City Medical Center and/or Holston Valley Medical Center. Call, attendance at selected rounds, conferences and clinics are all required. Course evaluations are based on ward evaluations from faculty and residents, as well as performance on departmental quizzes and end of course SHELF scores. There is an individual midterm performance review with the clerkship director.

**SURG-8900. Special Studies (0-20 credit hours variable)**

A course available to enrolled medical students that may be assigned only by the chairman with the approval of the dean or the executive associate dean of the college. This course may be used to allow enrolled students to pursue special interests or projects within the department or to accommodate special situations that may arise.

**Section of Medical Education (MEDU)**

_Dr. John Kalbfleisch, Professor, Director of the Division of Biometry / Medical Computing_

**MEDU-1312. Biostatistics and Epidemiology**

(1 credit hour)

Required of all first-year medical students. Course content: medical and epidemiological study designs, statistical data analysis and interpretation, concepts of diagnostic testing, introduction to epidemiology, public health and vital statistics. Course presentations provide a foundation that allows students to better assimilate medical literature reports and research inquiries.

**MEDU-8900. Special Studies (0-2 credit hours variable)**

A course available to enrolled medical students that may be assigned only with the approval of the dean or the executive associate dean of the college. This course may be used to allow enrolled students to pursue special interests or projects within the section or to accommodate subject-matter interests beyond MEDU-1312.
Interdepartmental/Interdisciplinary Course Offerings

Generalist and Rural Primary Care Track:

**HGEN-1311. Genetics** (3 credit hours)
Required of all first-year medical students. An interdisciplinary assessment of gene structure and function utilizing current emphases and concepts that are common to the disciplines of Developmental Biology, Biochemistry and Medical Genetics and provide a scientific basis for understanding the genetic basis for disease. The course will consist of lectures, clinical conferences and student presentations.

**CSHP-1321 Communication Skills for Health Professionals** (3 credit hours)
Required of all first-year medical students. This interdisciplinary course addresses basic communication skills that are used by health professionals. The course focuses on data gathering skills, development of rapport, listening skills, and empathic and facilitative responses. Principles of interpersonal, family, group and interdisciplinary communication strategies are addressed. Students begin to address ways to reconcile differences in expectations between patients and health care providers.

**CSKL-1321. Introduction to Physical Examination**
(3 credit hours)
Required of all first-year medical students. Course teaches students the basic physical examination skills required to enter the clinical years of medical school and to provide a knowledge base and skill set for the learning of more complex clinical skills required in the more advanced stages of medical training as well as their medical careers. Didactic sessions, trained standardized patients, and clinical correlation sessions with physicians and their patients are used to teach physical examination skills. Students are expected to approach this course in a self-directed learning format with active participation expected.

**PRCP-1122. Clinical Preceptorship I** (2 credit hours)
Required of all second-year medical students. Course begins students on the four-year process of evaluating possible career options. Students will participate in two required seminars (one in each semester), complete self-assessments to help identify interests, develop a curriculum vitae (CV), construct a preliminary list of five specialties of interest, and complete a personal roadmap to residency.

**MEDU-1314. Career Explorations I** (1 credit hour)
Required of all first-year medical students. Designed to begin students on the four-year process of evaluating possible career options. Students will participate in two required seminars (one in each semester), complete self-assessments to help identify interests, develop a curriculum vitae (CV), construct a preliminary list of five specialties of interest, and complete a personal roadmap to residency.

**PRCP-2121. Clinical Preceptorship II** (2 credit hours)
Required of all second-year medical students. Course further enhances the understanding of the role of the provider in the office, hospital, and community while continuing to reinforce their comprehension and application of skills they have learned in their courses, labs, and previous preceptorship experiences. This week-long course is spent with a primary care provider in Family Practice, Internal Medicine, Pediatrics) in the immediate area or away from the College of Medicine at some other approved location in Tennessee.

**MEDU-3314. Career Explorations III** (1 credit hour)
Required of all third-year medical students. Continues the career exploration process begun in Career Explorations I and II. Students participate in required seminars throughout the year: establish a working relationship with a clinical career advisor; narrow list of specialty choices through planning fourth-year rotations and possible visiting elective sites; know key dates related to the residency application/match process and develop a rough draft of a budget for applying to residency.

**NEUR-2321. Clinical Neuroscience** (6 credit hours)
Required of all second-year medical students. An extensive analysis of the morphological, physiological, and behavioral aspects of the human nervous system. Clinical conferences will be used to illustrate normal and abnormal mechanisms of neural function and structure.

**PRMD-1122. The Profession of Medicine II: Patients, Physicians and Society** (3 credit hours)
Required of all first-year medical students. Designed to develop the necessary foundation in medical ethics, professionalism and patient-centered care before students interact with patients in the clinical setting. This course includes those aspects of medicine considered essential to
develop necessary skills, behaviors and attitudes of a physician with a patient-centered focus, including an understanding of societal issues that impact health-care delivery. Employs a variety of learning methodologies to expose students to critical thinking, patient-centered care, health promotions and disease prevention, cultural issues relevant to practice of medicine (e.g., gender issues, health disparities, economic issues, medical errors/patient safety), and community service.

GMED-3000. Transitions to Clinical Clerkship
(1 credit hour)
Required of all third-year medical students the week prior to the first third-year clerkship. Intended to prepare students for clerkships, the course includes introductory lectures and workshops on topics addressed and reinforced in the third-year clinical clerkships. In addition, the course includes didactic presentations, simulation activities, and skill development workshops.

SPEC 3007. Specialties Clerkship (12 credit hours)
Required of all students, the course is an integrated educational experience with learning objectives encompassing three separate clinical experiences. Students will spend two weeks each in internal medicine and surgery specialties and two weeks of elective time in one of over thirty different specialty options. Students will meet with the clerkship director in groups for discussions and student presentations. The final clerkship grade will be determined by the clerkship director based on student participation and assignments with input from the attending physicians.

GMED-4501. Keystone: Transition to Residency Course
(6 credit hours)
Required of all fourth-year medical students. Course designed to bridge the gap between undergraduate and graduate medical education and ease the transition of the graduating medical student into residency training. The course is run on a continuing medical education (CME) model and includes lectures and workshops on topics not previously addressed in the four years of medical education (e.g.: medical jurisprudence), reinforces training already received (e.g.: hands-on workshops on orthopedic casting techniques), and introduces issues that will face the new resident physician (e.g.: breaking bad news to patients).

Generalist Track:

CAOL-1121. Case-Oriented Learning I (2 credit hours)
Required of all first-semester generalist track freshman students. Students are introduced to clinical problem solving through problem based learning and facilitated small group discussions. While a major focus of Case-Oriented Learning is to integrate information learned from other basic science courses, issues such as the impact of illness on patients and families, the roles of physicians, and the dynamics of the doctor-patient relationship are also explored.

CAOL-1122. Case-Oriented Learning II (3 credit hours)
Required of all second-semester generalist track freshman students, this is a continuation of Case Oriented Learning I.

PRMD-2122. The Practice of Medicine (9 credit hours)
The Practice of Medicine course is a yearlong course and part of the generalist track. The main objective is the integration, review, and application of basic science pathophysiology through an introduction to clinical medicine. This occurs within the context of cardinal manifestations of disease. Students use their knowledge base to build differential diagnoses and learn advanced interviewing and physical exam skills. Additionally, students are introduced to evidence-based medicine and how to use the resources available to them. Basic interpretation of electrocardiograms, lab data, and diagnostic imaging studies are also presented. Standardized patients, small group attending physician sessions, and simulation lab workshops are used to facilitate the course. Students are expected to approach this course in a self-directed learning format with active participation expected.

COMD-3001. Community Medicine Clerkship
(12 credit hours)
Required of all generalist students, the course exposes students to multiple components of a health care system necessary to deliver care to a community. Part of the clerkship will be spent in clinical care settings working with health care professionals from a variety of specialties; the remainder of the clerkship will be spent in the community participating in a variety of experiences designed to create understanding of common health needs of the community. Each student will participate in a community project as well as a rural outreach health fair focusing on preventive services. Transportation, food, and housing for the health fairs will be provided. Clerkship assignments will include lectures, workshops, online modules, presentations and written reports.

INDP-8900. Special Studies (0-20 credit hours variable)
A course available to enrolled medical students that may be assigned only with the approval of the dean or the executive associate dean of the college. This course may be used to allow enrolled students to pursue special interests or projects within the school or to accommodate special situations that may arise.

Rural Primary Care Track:

IDMD-1921. Rural Case-Oriented Learning and Preceptorship I (3 credit hours)
Students develop an understanding of their personal lifelong education process by addressing learning issues
and provides a foundation for later coursework and clinical experience occurring both at a selected rural site and on campus which familiarizes students with the community experience. The course is comprised of team building and clinical experiences, complemented with group discussion, review of clinical encounters and self-directed information acquisition. Topics correlate closely with material from the basic medical sciences curriculum.

IDMD-1922. Rural Case-Oriented Learning and Preceptorship II (3 credit hours)
A continuation of Rural Case Oriented Learning and Preceptorship I, this course continues to emphasize personal life-long education by addressing learning issues identified from rural community and clinical patient encounters. Students explore issues of health promotion and disease prevention. Emphasis is placed on the case-oriented learning process as well as disease management in rural communities. The course includes clinical experiences coupled with in-depth evaluation of rural patients with common diseases. Clinical experiences are reviewed with peers and faculty through group discussion and self-directed information acquisition. Topics complement material covered in the basic medical sciences curriculum.

IDMD-1940. Rural Health Research and Practice (3 credit hours)
This interdisciplinary course with nursing, medicine and public health students is the first of a two semester series of courses which allows students to develop an understanding of the practical application of community-based and participatory research methodology and theory relevant to health sciences by developing proposals for community health projects and specific plans to assess achievement of objectives. Students develop an understanding of interdisciplinary working relationships among health professional disciplines. Students develop an understanding of issues associated with research involving human subjects and receive IRB Training. They attain an understanding of data collection methods for research and evaluation purposes and develop data collection instruments as necessary to analyze health status indicators using appropriate technology. The course includes an online component on theory and research methodologies using Blackboard and a community experience as part of assessment/research activity.

IDMD-2122. The Practice of Rural Medicine I (3 credit hours)
The Practice of Rural Medicine I is a concentrated experience occurring both at a selected rural site and on campus which familiarizes students with the community and provides a foundation for later coursework and clinical experience. The main objective is the integration, review, and application of basic science pathophysiology through an introduction to clinical medicine with attention to the rural community. This occurs within the context of rural clinical and community experiences as well as case-oriented learning encounters. Students develop their knowledge base to build differential diagnoses and learn advanced interviewing and physical exam skills. Additionally, students are introduced to evidence-based medicine and how to use the resources available to them. Basic interpretation of electrocardiograms, lab data, and diagnostic imaging studies is also presented. Experiential learning activities include preparticipation physical examinations for community school students and Division of Transportation (DOT) Health Evaluations as well as community clinical preceptorship experiences. Rural community patients, standardized patients, small group attending physician sessions, and simulation lab workshops are used to facilitate the course. Students are expected to approach this course in a self-directed learning format with active participation expected.

IDMD-2123. The Practice of Rural Medicine II (6 credit hours)
A continuation of The Practice of Rural Medicine I, this course is part of the Rural Primary Care track. A concentrated experience occurring both at a selected rural site and on campus familiarizes students with the community and provides a foundation for later coursework and clinical experience. The main objective is the integration, review, and application of basic science pathophysiology through an introduction to clinical medicine with attention to the rural community. Focusing on real world experiences in rural communities, students use their knowledge base to build differential diagnoses and learn advanced interviewing and physical exam skills. Additionally, students are introduced to evidence-based medicine and how to use the resources available to them. Basic interpretation of electrocardiograms, lab data, and diagnostic imaging studies is also presented. Students receive experience in the human patient simulation laboratory through a series of exercises which allow students to receive recertification in BLS training and certification in ACLS. Rural community patients, standardized patients, small group attending physician sessions, and simulation lab workshops are used to facilitate the course. Students are expected to approach this course in a self-directed learning format with active participation expected.

IDMD-2950. Rural Community-Based Health Projects (3 credit hours)
In this course nursing, medical and public health students work in interdisciplinary teams to develop a community-based health proposal in collaboration with their rural community partners. Through implementing and evaluating the proposed community-based project, students gain hands-on experience in using participatory methods to promote the health of a selected rural population.
tion. Students enhance their formal presentation skills through presenting the results of their community-based health project. This is a writing-intensive course. This is an oral-intensive course. The purpose of the Rural Community-based Health Projects course is to provide students with the opportunity to work in interdisciplinary teams with a rural community partner to plan, implement, and evaluate a community-based project.

**RPCT-3009. RPCT Primary Care Clerkship**  
(12 credit hours)  
Required of all third-year RPCT students. The students work in a primary care setting for twelve weeks. Students have responsibility to follow patients in one of several primary care sites. Students also follow patients in community non-ambulatory care settings, such as in the hospital or nursing home. The objectives of the rural clerkship are not limited to a particular discipline but include objectives from Family Medicine and Community Medicine Clerkships. The students learn the approach to the evaluation and management of common problems experienced by rural patients. In addition, students are responsible for completing a collaborative community project addressing local health problems, frequently based upon an idea generated from previous community-based coursework. The students will meet with community and faculty mentors to plan and organize this project and will take responsibility for implementing and evaluating the project. It is valuable and convenient for students, whenever possible, to live in the community during this rural clerkship. Experiences include home visits, rural specialty clinics, hospice, rural mental health, public health and health fairs. Students present a primary care clinical presentation at the end of the first course and a summary of their community project at the end of the second course.

**RPCT-4310. RPCT Selective in a Primary Care Specialty in an Underserved Area**  
(16 credit hours)  
This course provides an opportunity to explore the care of patients in underserved communities. The Selective may be an eight (8) week clerkship or two (2) four-week rotations and must focus on caring for patients in an underserved primary care setting where interdisciplinary collaboration is part of routine patient care. Students are expected to diagnose and manage patients at a level appropriate to a “sub-intern” under supervision of their instructors. Students acquire the ability to increase their competence in patient care in an underserved primary care setting by integrating patient management skills with the appropriate medical, diagnostic, assessment, and treatment plans to include individual and family meetings to communicate plans and to resolve differences concerning treatment plan, advance directives, surgical decisions, etc. During this rotation students develop an increasing awareness of the ethical dilemmas of patient care in underserved communities and develop personal understanding of how to deal with these dilemmas. Students may select experiences from numerous rural and international clinical locations.

**IDMD-8900. Special Studies**  
(0-20 credit hours variable)  
A course available to enrolled medical students that may be assigned only with the approval of the dean or the executive associate dean of the college. This course may be used to allow enrolled students to pursue special interests or projects within the curricular track or to accommodate special situations that may arise.

**Elective Course Offerings**

During all four years, students may choose to participate in three electives: The Healer’s Art, Spanish and Interprofessional End-of-Life Care.

During the senior year, all generalist track students must enroll for 16 weeks in required selectives (subinternships) and 16 weeks in elective courses. RPCT students must enroll in 8 weeks required selectives (subinternships), 8 weeks required RPCT subinternship and 16 weeks in elective courses. Students, in consultation with their advisors, develop the specific elective program based on the guidelines set forth by the faculty. This proposal is then submitted to the chief advisor for the department of proposed specialization and the senior elective committee who must approve the program.

A handbook of approved elective offerings is available for the students. Electives are two, four, six, or eight (rarely) weeks in duration. Some electives will be allowed at approved locations other than those immediately affiliated with East Tennessee State University Quillen College of Medicine. With the approval of the student’s advisor, the chair of the subject department, and the senior elective committee, students may take electives offered at any location, domestic or foreign.

Advanced clerkships in most of the general and specialty areas of clinical medicine are offered to the students as electives. In addition, a student may elect to do research or advanced study in any of the clinical or basic science departments of the college. These courses, combined with the provisions for taking academic experiences in other colleges of the university or at other approved locations, make available a large variety of opportunities.

Other course electives will be announced as available.

**Graduate Medical Education (Residency Programs)**

The Quillen College of Medicine sponsors several residency programs in graduate medical education. These programs are sponsored by the departments of the college and utilize the resources of the college and the affiliated hospitals. All residency programs and fellowships
Accredited residencies are currently offered in Family Medicine, Internal Medicine, Obstetrics and Gynecology, Anatomic and Clinical Pathology, Pediatrics, Psychiatry, and General Surgery. A combined Internal Medicine/Psychiatry program is also available. Accredited fellowships are offered in Infectious Disease, Cardiovascular Disease, Gastroenterology, Medical Oncology, and Pulmonary/Critical Care. In addition, an unaccredited fellowship in Rural Medicine is also available.

To obtain information on any of the residencies, an inquiry should be sent to the chair of the department involved or the Office of Graduate Medical Education at (423) 439-8023.
Student Evaluation System

Students are subject to continuous evaluation in both cognitive and non-cognitive areas throughout the curriculum. The overall progress of the student is monitored by the Student Promotions Committee, which meets to receive and consider departmental reports and all other information relative to student evaluations. The faculty makes periodic progress reports both during and after the completion of various units of the curriculum. These periodic reports will be available to the students. Students are encouraged to discuss these periodic reports with appropriate course faculty.

At the conclusion of each course and clerkship, an evaluation report is submitted by each respective faculty to the Registrar’s Office. These reports become the official institutional record of the student’s performance and are the basis on which a transcript is generated. All students have access to their record. The manner of evaluation is made known to the student body by the course and clerkship directors at the beginning of each course or clerkship. The reports of objective and subjective evaluations of performance are submitted to the Registrar’s Office by the directors of clinical clerkships.

Throughout the curriculum, self-evaluation and peer-evaluation are encouraged both formally and informally. Discussions between a student and faculty member or with small groups of students and faculty members are encouraged for the purpose of student self-evaluation and feedback.

Grading System

The College of Medicine utilizes two grading systems to assign grades. The faculty in a majority of courses and clinical clerkships report achievement of the student by means of a five point (A, B, C, D, F) scale, with A representing excellent, B good, and C adequate. In other curricular offerings, achievement is reported on a P (pass), D, or F (fail) basis. The pass/fail grading system is utilized in the elective clinical clerkships and other courses throughout the curriculum as approved by the Medical Student Education Committee.

In both grading systems the D and F are failing grades. A grade of D indicates that in the judgment of the course faculty, an additional period of prescribed remediation (assuming no deficiencies in other courses), if successfully completed, will qualify a student for a grade of C*. Upon remediation, a C* must replace a D. An asterisk will be used on the transcript to indicate that the student required remediation to obtain the indicated grade. The F grade indicates that the performance of the student is such that only a complete repeat of the course, on approval of the course faculty and the Student Promotions Committee, will be accepted as remediation. Upon the advice of the Student Promotions Committee, any student who has one or more failing grades is subject to being dropped from registration.

Since all students must obtain a passing grade in all courses in the M.D. curriculum to receive the degree, remediation of failing grades is required if the student continues in the curriculum on permission of the Student Promotions Committee. In the case of a D grade, the course faculty will recommend to the committee the means by which the student might achieve a passing grade in the course. If a student receives two or more D grades in the same academic period, the Student Promotions Committee may require that the student repeat a part of the curriculum assuming that continuation in the curriculum is approved.

When a student has received a D grade, and remediation is successful, the grade of D will be changed to a C* at the completion of the remediation. If the remediation requires a new period of enrollment under requirement of the Student Promotions Committee, special procedures apply as outlined in section IX.C.8. of the Policies and Procedures of the Student Promotions Committee. If a grade of D is not successfully remediad in the time period allotted by the faculty and/or the Student Promotions Committee, a grade of F will be assigned.

A grade of F will remain permanently on the transcript. The remediad grade earned will be added to the transcript in the academic period in which it is obtained. A student who receives one or more F grades is subject to being dropped from enrollment.

A grade of I (incomplete) may be given in cases wherein students, for an acceptable reason, have been unable to complete all of the required work in a course. An incomplete grade must be removed within twelve months after it has occurred or it will automatically be changed to F. If the student removes the incomplete within the time period, the instructor may assign any appropriate grade according to the quality of the work completed for the entire course.

If for some appropriate reason a course faculty wishes to insure that the performance of a student is discussed at a Student Promotions Committee meeting, a grade of R (review) may be assigned. Following the consideration by the Student Promotions Committee, the R will be changed to the appropriate grade. Under appropriate circumstances, with the approval of the course director, a student may officially audit a course. In such instances the audit will be recorded in the permanent record.

A student may withdraw from a course up to one-quarter of the course duration with no penalty (no record of enrollment): between one-quarter and three-quarters of the course, the student may withdraw, receiving a WP (Withdrawn passing) or WF (Withdrawn failing) grade: and
after three-quarters, the student may only withdraw under documented extenuating circumstances as approved by the course director, and the Offices of Academic and Student Affairs and will receive a WP or WF grade. Withdrawal during the last quarter under other circumstances will yield a recorded grade of F. Grade point values in all College of Medicine courses and clerkships will be assigned on the four point system for passing grades (A-4, B-3, C-2).

The departmental and interdepartmental course directors will be responsible for determining the grades to be assigned to students. The distribution of the grades assigned will also be the responsibility of the departments and interdepartmental course directors. In the instance in which a student receives F and successfully remediates the course, the grade point values assigned will be those of the grade earned upon remediation and the total credit hours attempted (originally failing attempt plus the repeat). Grades earned in a pass/fail course are not used in determination of the grade point average.

On occasion the Student Promotions Committee, after an analysis of overall performance, will require that the student repeat (re-enroll) in all or a portion of the curriculum, including those courses in which the original grade was D. In this special instance the student’s record will reflect the following policy.

a. Upon completion of the remediation, the original grade (D) will be covered on the official transcript with an asterisk. From this time the course entry will be ignored in all further quantitative computations.

b. The enrollment of the repeated course will be added to the transcript as appropriate in the subsequent enrollment period. The grade obtained by the student during the repeat course will be the grade recorded on the transcript.

c. The credit hours for the new course will be added to the student’s summary line under graduation hours, gross hours attempted and hours earned (provided that a passing grade was achieved in the new enrollment period). Quality credits will be added as appropriate. (Quality credit does not apply in the instance of a P/D/F graded course).

**Class Ranking**

The College of Medicine maintains a class ranking for each student. This is based upon numeric course grades, (percentage out of 100 points) and not on the four-point GPA system.

**United States Medical Licensing Examination (USMLE)**

The United States Medical Licensing Examination (USMLE) is a three-step examination for medical licensure in the United States and is sponsored by the Federation of State Medical Boards (FSMB) and the National Board of Medical Examiners (NBME). The USMLE assesses a physician's ability to apply knowledge, concepts, and principles, and to demonstrate fundamental patient-centered skills that are important in health and disease and that constitute the basis of safe and effective patient care.

All students are required to prepare for and complete the USMLE Step 1 exam prior to the beginning of the required Transitions to Clerkship course at the beginning of the third-year curriculum. As a requirement for graduation, students must pass Step 1 and both components of USMLE Step 2, Clinical Knowledge (CK) and Clinical Skills (CS). Students are responsible for the timely application and payment of all fees and expenses related to the examinations. Information and application forms are available online at http://www.usmle.org.

Some students may be identified as eligible to delay taking the exam, preceded by a period of special studies preparation time. Eligible students must submit a written request for the delay, accompanied by a study plan outline to the Executive Associate Dean (EAD) for review and approval. Students approved for the delay will be required to submit periodic progress reports to the EAD. These students are expected to take Step 1 by the end of Period 1 of their junior year.

In the event any student fails USMLE Step 1 on his/her first attempt, the following principles will guide modifying the student’s schedule to prepare for a successful re-take of the exam and to complete at least two clerkship periods by the end of the fall semester.

a. Students already in a clerkship when they receive a failing score will generally be expected to complete the current clerkship before taking the next clerkship period off as special studies preparation time to prepare to re-take the exam by the end of that clerkship period. No more than two clerkship periods in the fall semester may be permitted for special studies. These periods of special studies cannot to be taken consecutively.

b. For periods of special study students must submit a written study plan to the EAD for review and approval. Students will submit periodic progress reports.

c. Students without a passing score by the beginning of Period 5 may elect to continue with up to two additional periods of special studies or begin a Leave of Absence until a passing score is achieved. Once a passing score is
achieved students may resume their third-year curriculum with the next clerkship period.

d. In accordance with USMLE policy, students may repeat USMLE Step 1 no more than four times in a 12-month period.

e. All required third-year clerkships must be completed before beginning clinical requirements of the fourth year. Students are strongly encouraged to take both components of Step 2 prior to beginning or very early in their fourth year. Should a student not achieve a passing score on Step 2 CK, USMLE policy states it may be taken no more than four times within a 12-month period. If a failing score is received on Step 2 CS, USMLE policy states it may be taken no more than three times within a 12-month period. Both components of Step 2 must be passed before a student can graduate.

**Advanced Placement**

Advanced placement in a specific course(s) will be determined upon the recommendation of the course director and departmental chair to the Executive Associate Dean for Academic and Faculty Affairs. Enrolled medical students who believe they qualify for advanced placement in a course(s) should make formal application through the Office of Academic Affairs. If awarding of advanced placement is approved, credit will be recorded on the student’s academic record using the grade of “P”. The credit hours for the course will be recorded on record under the heading “earned hours” and will not be used in the computation of the quality point average.

**Student Promotions Committee**

A Student Promotions Committee is appointed by the dean to serve in an advisory capacity to the dean and the faculty. The purpose of the committee is to review on a continuing basis the performance of each individual student including all cognitive and non-cognitive evaluations that have been submitted. More information can be found in the section on Student Promotions Committee in the Student Handbook.

**Student Honor System**

All students are bound by the Student Honor Code. As a precondition of matriculation, each entering student shall be required to sign a pledge to abide by the stipulations of the Honor Code. Information and details on the code shall be provided prior to the initial enrollment. A complete copy of the Student Honor System and Code are provided to each student as part of the student handbook.

**Attire**

It is the consensus of the faculty and administration of the Quillen College of Medicine that students should maintain a neat, clean personal appearance and dress in a professional manner at all times. Since students are intimately involved with patients and members of the health care team, wearing reasonable clothing and avoiding extremes of dress is imperative. Inappropriate attire can interfere with one's ability to carry out specific functions as a medical student. Thus, it is important that all involved as members of the health care team do everything in their power to ease the discomforts of illness and hospitalization. Uncleanliness or improper attire might provoke uneasiness or negative feelings in patients. The physician in practice has the right to decide what specific appearance facilitates the accomplishment of the task, but while attending the Quillen College of Medicine, the task is best accomplished by a reasonable degree of conformity.

**Attendance**

It is expected that a student will attend classes regularly. Each department within the university has the right to set an attendance policy. Departmental class attendance policy is subject to approval by the Executive Associate Dean for Academic and Faculty Affairs. At the beginning of each course, faculty must provide a written statement governing attendance policy for the course so that all students will be fully informed of their attendance responsibilities, including penalties which may be imposed for failing to meet these responsibilities. It is the student’s responsibility to know the policy. In the case of emergency (e.g. death in the family or illness), absence from the class may be excused. In such cases it is the responsibility of the student to explain the situation to the Course Director/Clerkship Director and complete the Attendance Exception Request as soon as possible. The Course Director/Clerkship Director may request verification of the emergency situation or illness from the student. Students confined at home or in a hospital for an extended period of time shall notify the Course Director/Clerkship Director from whose class they will be absent so that arrangements can be made for completion of assignments, if feasible.

If the student has evidence that a Course Director/Clerkship Director has not excused an absence that should have been excused within the guidelines stated above, the student can appeal the decision of the Course Director/Clerkship Director to the chair of the department and/or Executive Associate Dean for Academic and Faculty Affairs.

**Drug Screening**

Many hospitals and other clinical facilities now require medical students (as well as employees) to have drug screens to work or train in their facilities. It is the current policy of the Quillen College of Medicine to require a ten-panel urine drug screen of all students prior to begin-
ning the third year of medical school. As student clinical activities are incorporated into the curriculum over time, some hospitals or other clinical facilities are likely to require current drug screens so that they may need to be repeated at different intervals during other phases of their education. Quillen students will be notified by the administration of the requirements of the clinical facility. In the case of away electives arranged by the student, the student will be responsible for determining the requirements of the facility. All drug screens completed must be officially reported to the Quillen College of Medicine as a condition of continued enrollment. The results of all drug screens will be deemed medical information by the College and will be maintained as such.

The required drug screen will be performed by a Quillen-approved provider of this service. All expenses for the test will be the responsibility of the student. The current standard is the ten-panel urine drug screen. The college may require additional or further tests as deemed appropriate by the college in the future for various situations, including for suspicion of inappropriate drug use.

If the drug screen identifies issues that may negatively impact a student’s participation in further academic activities, the initial step in the evaluation will be to require the student provide official documentation of all current prescriptions. This information, along with the results of the drug screen, will be reviewed by a qualified physician. If this physician determines that no further action/ explanation is needed, then the results of the drug screen may be provided to the hospital(s) requiring it so that they can make a determination of their willingness to allow the student into their facilities.

If concerns are unresolved after the reviewing physician evaluates the results of all drug screens, the case will be referred immediately to the Criminal Background Administrative and Drug Screen Committee (CBADSC) for evaluation and determination of an appropriate course of action. The CBADSC is comprised of the Executive Associate Dean for Academic Affairs, Executive Associate Dean for Clinical Affairs, and the Associate Dean for Student Affairs. The CBADSC will be responsible for making recommendations to the Dean in all such matters. The CBADSC may require additional information from the student.

Upon proper notification and release by the student, drug screen results may be provided to hospitals or other institutions as required for student participation.

Should the results of drug screens preclude a student from being able to complete the clinical rotations required in the curriculum, the student is subject to dismissal or other administrative action.

Computer Requirements

All entering medical students are required to have a portable computer (laptop/tablet) appropriately configured to be compatible with ETSU and the College of Medicine facilities. Information on acceptable hardware and software specifications is available below. Entering students wishing to purchase a computer on enrollment may have these costs considered as part of their required educational expense and therefore may be considered for financial aid purposes. NOTE: If you currently own a computer, it should meet the specifications listed below. If it does not, you must either purchase upgrades for it (installation of which are your responsibility) or purchase a new computer. If you do not currently own a computer, please purchase one that meets the recommended specifications listed below. You may, of course, exceed these recommended specifications.

Configuration of these computers and their included hardware and software, as well as ongoing maintenance, is the responsibility of the student. The Quillen College of Medicine will provide instructions and limited assistance for configuring the computer for use on the campus network; however, any difficulties due to hardware defects are the responsibility of the student. The Quillen College of Medicine may at times require certain software programs to be installed on the computer. If the student is required to purchase the software on his or her own, it is the responsibility of the student to install the software (limited assistance from the College of Medicine may be available). If the software will be provided by the Quillen College of Medicine, full installation and assistance will be provided by the College.

Minimum Recommended Specifications

**Processor:** Intel 1.6 GHZ or higher, AMD 2600+(1.6GHZ) or higher

**Memory:** 1024 MB or higher

**Hard drive:** 60 GB or higher

**CD-ROM or DVD drive:** DVD & CD-RW (combo unit or DVD burner only)

**Wireless Network Card:** 802.11 G

**Video Card:** Integrated Graphics that can support 32 bit color and a resolution of 1024 x 768 or higher

**Multimedia:** Sound Card

**Network Connection:** 10/100 Base Ethernet

**Printer:** Ink-jet or Laser (Optional and for home use.)

**Monitor:** 15” Color SVGA CRT (Optional and for home use.)

**Operating System:** Windows XP SP2 or higher

**Browser:** Microsoft Internet Explorer v 7.0 or higher

**Application Suite Software:** Microsoft Office 2003 or higher or Open Office 2 or higher

Leave of Absence

A leave of absence from courses in the College of Medi-
any Department of Veterans Affairs Office or from the Office of Student Affairs, College of Medicine. All applications for educational benefits must be submitted through the Office of Student Affairs. Any questions regarding benefits or entitlements while enrolled in the College of Medicine should be addressed to the Office of Student Affairs.

Veterans and other eligible persons, who are enrolled under the provisions of Title 38, are subject to all rules and regulations as set forth by the Department of Veterans Affairs. The veterans’ advisor at ETSU has prepared a brochure that will explain such regulations in detail. Veterans or eligible persons attending the College of Medicine should obtain one of these brochures, study it carefully, and retain it for reference throughout their period of study at the university.

Office of Continuing Medical Education

The Quillen College of Medicine is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to sponsor continuing medical education for physicians. The mission of the Office of CME is to provide quality educational programs to physicians and other health professionals in Northeast Tennessee, Southwest Virginia and contiguous areas. The office develops and sponsors educational activities that enhance the knowledge, skills, professional performance and relationships required by health professionals to serve patients, the public and their professions. To meet this mission, the Office strives to:

- Identify the educational needs of practicing health professionals in the region.
- Provide quality educational activities
- Optimize the expertise of university and community physicians
- Provide effective learning experiences through a variety of educational methods (grand rounds, specialty conferences, live and online educational activities, etc.)

The Office of CME is located in Building 2 on the grounds of the Veterans Affairs Medical Center, Mountain Home. For further information about the CME program at ETSU and its educational activities, please call 423-439-8081 or contact us at the Office of Continuing Medical Education, Quillen College of Medicine, ETSU, Box 70572, Johnson City, TN 37614, cmeadean@etsu.edu. To view current program offerings, visit the web site http://www.etsu.edu/com/cme.
Regard for the student, as a person and provision of opportunities for participation in the cocurricular life of the university are basic commitments of East Tennessee State University. Dedicated, caring individuals strive to give the student a sense of belonging to ETSU. Student services include an orientation program, financial aid, housing, personal counseling, and advising to help plan a program of study. Student services are available to meet the special needs of all students including minority groups, students with disabilities, and those with specific health or academic problems.

Various student services are described below. Additional information about any of these services can be secured by contacting the Office of Student Affairs, 423-439-2019.

Office of Student Affairs
The Office of Student Affairs of the College of Medicine is a multifaceted, service-oriented organization. The office of the associate dean is responsible for coordinating and supervising departmental activities of three sections: Admissions and Records, Financial Services, and Student Support Services.

The Admissions and Records section conducts student recruitment, manages the admissions process, provides support for the Admissions Committee, monitors and maintains all applicant files, and maintains official records on enrolled students. All transactions involved in the application and admissions process are conducted by this section. Student record transactions for matriculated students are comprehensive and include grade reporting, transcript generation and maintenance of the student academic record.

The Financial Services section manages all transactions involved in the awarding of financial aid including staff support for the Financial Aid and Scholarship Committee. At the time of interview for admission, applicants receive orientation concerning the various types of financial aid available and eligibility requirements. Once a student matriculates, the staff provides ongoing financial aid services. These services include financial aid counseling and assistance for medical students and residents, various financial management workshops, and debt management counseling.

The Student Support Services section coordinates and conducts a variety of services for medical students. This office coordinates the activities of the Orientation to Medicine program, conducts required training programs, oversees student compliance with enrollment policies, provides career counseling and coordinates numerous activities for matriculated student organizations.

Counseling services are provided by each section of student affairs based upon expertise and student need. The deans of Student Affairs and Academic Affairs and identified faculty provide personal and academic counseling and student advocacy. A four-year program in career counseling is provided the Career Exploration Program (CEP).

Student Support Services
The Office of Student Affairs’ Student Support Services offers several different programs that are designed to support and to facilitate each student’s completion of the curriculum. These programs include an Orientation to Medicine program for entering students; tutorial assistance for first- and second-year basic science courses; career counseling; off-campus housing information and referrals; and assistance in identifying USMLE Step 1 and Step 2 board preparation courses. The office also coordinates the student advising system, student health, accident, and malpractice insurance programs. The office assists with the Big Sib (peer support) program and serves as a point of contact for the Committee to Support Student Health (CSSH) which helps students and residents who have been identified as suffering from a treatable dysfunction such as chemical dependency.

Advisors
The Associate Dean for Student Affairs serves as a student advocate in all matters. Staff members are available to advise and counsel students throughout the medical education process. Faculty advisors are available to assist in any matter concerning the academic process. Students may obtain a faculty advisor through either the Associate Dean for Student Affairs or the Executive Associate Dean for Academic and Faculty Affairs.

Student Housing and Costs
Medical students will find that living in an on-campus apartment can be convenient, affordable, safe, and attractive. On-campus apartments are furnished and offer individual leases with the convenience of having all utilities included in the rent and paid on a semester basis to the university with no hook-up fees. Resident students have increased access to the libraries; computer labs; extracurricular activities; intercollegiate athletics; health facilities; intramural and recreation programs; other students’ lectures; concerts; and other campus facilities, services, and programs.

An on-site Apartments Manager is available, as well as trained staff, to assist with the overall management and operation of the complexes; enforce rules and regulations; provide programs and activities; advise, counsel, and refer students; assist in emergencies; report maintenance issues, and other assigned duties. Safety features are available, such as a night patrol, alarm system, shuttle service, and camera surveillance for recording purposes.
Family/Graduate Housing - Buccaneer Village
A limited number of apartments are available for married or single parents or single graduate/medical/pharmacy students. These include one- and two-bedroom apartments for married or single parents and a limited number of private efficiency apartments for graduate students. Applications for these apartments require a $150 deposit.

Buccaneer Ridge Apartments
These are two- and four-single-occupancy-bedroom apartment units. Each apartment contains a furnished living area, single bedrooms with double bed, closet, desk, and chest of drawers; kitchen facilities, including full-sized refrigerator, stove, microwave, and garbage disposal; washer and dryer; and individual locks. Residents enjoy a clubhouse with copier and fax availability; lounging pool; volleyball and basketball courts; and individual leases with no connection fees.

Application Procedure
A completed application and a $150 reservation/damage/cancellation deposit is required and accepted at any time. Apartment assignments are made according to the date of the application and deposit and availability. Early application, preferably before April 1, for fall semester and November 1 for spring semester is encouraged. Assignments for fall semester begin in April and mid-December for spring. On-campus students are able to retain their current apartment or sign for another apartment each semester/year.

Rates quoted are for the 2011-12 academic year and are subject to change at any time by the Tennessee Board of Regents.

Buccaneer Village - Family Housing and Single Graduate/medical students:
Deposit - reservation, cancellation and damage: $150
Rent:
Graduate Efficiency (per semester): $2214
One bedroom (per semester): $2410
Two bedroom (per semester) $2668
(*Rent is payable by the semester and includes electricity, water, TV cable, telephone, and data access. Lease agreements are for a year.)

Buccaneer Ridge Apartments - two- and four-bedroom units for single upperclassmen, graduate and medical students:
Deposit - reservation, cancellation and damage: $150
Rent (Two and Four-bedroom unit, per semester, per person): $2348-$3358
(*Rent is payable by the semester and includes electricity, water, TV cable, telephone, and data access. Academic year and extended year leases which include summer are available).

For more information, visit the Department of Housing and Residence Life located in Room 108, Burgin E. Dossett Hall or contact at the addresses below.
P.O. Box 70723
East Tennessee State University
Johnson City, TN 37614-1710
Telephone (423) 439-4446
Fax: (423) 439-4690
Email: housing@etsu.edu
Web: http://www.etsu.edu/housing

Meals
Cafeteria services are available to College of Medicine students at the Veterans Affairs Medical Center and Johnson City Medical Center. The university operates a cafeteria on the third floor of the D.P. Culp University Center. On the second floor of the center is the Atrium Food Court and on the first floor is the Cave, which serves sandwiches and pizza. In addition, a variety of restaurants and fast food outlets can be found within a short distance of the campus.

Insurance Requirements
Health and Disability
All medical students are required to have adequate health and accident, and disability income insurance as a condition of enrollment. In the absence of an individual policy, students will be required to purchase health insurance through a Tennessee Board of Regents sponsored group plan, and to purchase disability income insurance through the College of Medicine endorsed group plan.

The annual cost of the institutionally available insurance is included on the student’s bill as part of the fall semester fees. Students may have the insurance fee removed from their bill by providing proof of private coverage to the Student Support Services section of Student Affairs at least 30 days prior to the start of each fall semester.

Contact Student Support Services, Room C240, Stanton-Gerber Hall, phone 423-439-2037, if you have any questions or to obtain a brochure outlining the college-endorsed insurances.

Professional Liability
The College of Medicine provides professional liability insurance (often referred to as malpractice insurance) for students. Liability insurance protects students from claims of negligence that may arise while participating in educational activities that are a part of the medical education program. The coverage does not extend to activities that are outside of the degree of program. Students with questions regarding this coverage should con-
Traffic and Parking Regulations

All students who operate a motorized vehicle on the grounds of East Tennessee State University or the Veterans Affairs Medical Center are subject to all rules and regulations as put forth by the institution. All medical students are required to obtain and properly display appropriate parking identification as issued by the institution. There is an annual fee for parking on the ETSU campus and VA campuses.

Every student is asked to assist Public Safety in making the campus a safe environment by not parking in the fire zones. All fire zones are posted tow-away zones, and violators will be towed at the owner's expense.

Every student should acquire and carefully read the brochure concerning traffic and parking regulations for both the ETSU and the VA campuses. These brochures are updated as necessary and may be obtained from the Office of Student Affairs or at the Office of Public Safety on the ETSU campus.

Microscopes

Medical students are required to have a microscope in both their freshman and sophomore years at the College of Medicine. Students who own their own microscope must review the characteristics of their equipment with the course director of the Cell and Tissue Biology course in the Department of Anatomy and Cell Biology to ensure that their equipment is satisfactory and acceptable. Students who do not own their own microscope may rent one, at a nominal charge, from the department. The current microscope rental fee is $250 and will be added to their fee payment.

Rental microscopes are the sole responsibility of the individual during the course of the rental. Students will be assigned a microscope on the first laboratory session day of the Cell and Tissue Biology course. All rental microscopes are to be returned to the Department of Anatomy and Cell Biology as soon as possible after the end of classes in the second semester, and no later than final examination week. No grades, letters of recommendation, or transcripts will be released for any student until the microscope is returned, or the Department of Anatomy and Cell Biology is otherwise satisfied.

Student Activities and Campus Services

Medical students are afforded a wide array of cultural, educational, recreational, and athletic activities on the ETSU campus. The university and its facilities offer many levels of participation to the student. Once on campus, students of the College of Medicine can become involved in organizations and government within the college. Students are urged to serve on committees working closely with the faculty and to serve as officers in their respective classes.

Alumni Association

The ETSU Office of University Alumni is the coordination point for the Quillen College of Medicine Alumni Society as part of the ETSU National Alumni Association.

College of Medicine alumni are invited and encouraged to participate in society activities, which include receptions at professional conferences, alumni weekend and class reunions, as well as an alumni recognition program. In cooperation with the Office of Continuing Medical Education, the office promotes alumni participation in CME programs and, in cooperation with the Office of Student Affairs, encourages alumni volunteer opportunities in recruitment, retention and support of current students and alumni.

Charitable contributions by alumni and friends are encouraged. There are several existing endowments, funds and awards for Quillen College of Medicine students. New endowments and funds are encouraged. The Partners in Medicine program provides a centralized endowment to support students and reach our goal of becoming a tuition-free medical school. Gifts are handled by the ETSU Foundation, a 501(3) c gift receiving organization for the university. For assistance with a gift or information on advantages to giving or the alumni society programs, contact the Office of University Advancement at 423-439-4242 or the Alumni Association at 423-439-4218.

Bookstore

The University Bookstore is located in the D. P. Culp University Center on the main ETSU campus. An additional location, The College Store, is located on Walnut Street just off of campus. Both stores carry a supply of new and used textbooks, trade and reference books, school and office supplies, ETSU clothing and gifts, computer supplies, gift certificates, diploma frames, and more. College of Medicine supplies can be found at the College Store.

Buctainment

Buctainment is a student organization which selects, plans, presents and evaluates entertainment and educational programs for ETSU's campus community. Students can be involved with Buctainment as a committee member, student staff programmer or as an audience member at our many activities and events. Located in the Student Organization Resource Center (SORC), D.P. Culp University Center, lower level, phone 439-6828 or e-mail etsufun@etsu.edu.
Campus Recreation
The department of Campus Recreation provides a wide range of physical activities and recreational sports for the entire ETSU community. Six types of programs are offered: aquatics, fitness, intramural sports, non-credit instruction, outdoor adventure, and sports clubs. All programs operate out of the Basler Center for Physical Activity, a "state-of-the-art" indoor and outdoor complex designed for the exclusive recreational use of the ETSU student body and current employees. The CPA boasts a 15,000-square-foot weight room with cardiovascular stations, free weights, and weight machines. Indoor spaces also include basketball/soccer/volleyball courts, climbing wall, group exercise/martial arts studio, pool and racquetball/squash courts. There is a casual care service, equipment room, locker room, and personal training suite. Aerobic/group exercise classes are scheduled daily in the CPA's aerobics/martial arts studio. There is also a personal training service with fitness testing, exercise prescription, and supervised workouts.

Varieties of team and individual intramural sports are scheduled each semester. Traditional fall team sports are flag football, soccer and volleyball. Spring team sports are basketball and softball. The four major leagues play four game regular seasons plus playoffs and contest Men's A, Men's B, Women's, and Co-Rec divisions. Each year's individual sports include two road races and a golf tournament in the fall, and a bench press contest, racquetball and tennis in the spring.

Spouse and dependent memberships may be purchased at the equipment room. Such memberships are available only to the immediate family members of currently enrolled students and currently employed faculty and staff members. Dependents 16 and under must be accompanied by a parent at all times in the CPA. Memberships for dependents 18-21 may also be purchased and those adult users will be issued a picture ID. Access will not be made available to dependents 22 and over. For more information, call 439-7980 or go to the department office in the Basler Center for Physical Activity.

Center of Excellence for Early Childhood Learning and Development
The Center of Excellence for Early Childhood Learning and Development operates the Child Study Center which offers two full-day, full-year programs to serve young children and their families. The Infant-Toddler programs serve children ages three months to three years while the Early Learning Program serves children ages three through five years of age. Students who are interested in enrolling their children in either of the programs can obtain more information by calling (423) 439-7555. Enrollment is on a limited basis. http://child.etsu.edu.

A child care program, Little Buccaneers Student Child Care Center, specifically designed to meet the needs of ETSU students, opened in June 1997. ETSU students can enroll their children for blocks of time each semester that would accommodate their child care needs while attending classes and during study times. This program is supported by the Student Activities Allocation Committee and ETSU. Information for this program can be obtained by calling 439-7549.

Complaint Policy and Procedure
East Tennessee State University is committed to maintaining a learning environment that promotes student academic excellence and personal development. Various departments on campus have written procedures that allow students to appeal actions taken by the department that directly affect the student. Students who wish to appeal a specific decision should contact the appropriate department and request an appeal form. Students should contact the Office of Student Affairs if they have concerns or complaints about policies, procedures, or personnel: their academic advisement or other academic issues, including an action based upon academic policies, procedures, or deadlines; or the offices of Admissions, Records, Financial Services, or Student Support Services.

Student complaints concerning sexual, racial, disability, and other harassment should be filed with the Director of Equal Employment Opportunity/Affirmative Action. When the charge of harassment is by one student against another student, the complaint should be filed with the Associate Dean of Student Affairs.

In every instance, the appropriate individual will investigate the complaint, seek an equitable solution, and respond to the student in a timely manner.

Commuting Student Services
The Office of Adult, Commuter and Transfer Services provides specialized student services especially important to the commuting student. These services include transit information, loan of battery pack, air compressor, and off-campus housing information. An information “HotLine” (423) 439-5641 is provided for university bad weather advisories. These services are offered in the Office of Adult, Commuter and Transfer Services which is located in the ARC in the D.P. Culp University Center.

Computer Labs
Located on the first level of the Culp University Center next to the post office is an open-access computer lab. All students enrolled at ETSU with a valid ID may use the lab, which features 76 IBM/Compatible and five Macintosh PCs. The needs of students with disabilities are met
with a computer specially equipped with screen magnification, adjustable workstations, and speech processing. The lab is open from 8 a.m. to 2 a.m. Monday through Thursday, 8 a.m. to midnight Friday, noon to midnight Saturday, and noon to 2 a.m. Sunday. Three additional labs on the main ETSU campus are available in Sam Wilson 124, Warf Pickel 419, and Roger Stout 320. For medical students on the VA Campus there is a sixteen station instructional lab/testing center in Stanton-Gerber C017.

A growing software library is available from a server attached to the campus local area network. When not in use as classrooms, computer labs are available for walk-in use by any registered student. The microlabs are staffed by microlab monitors (student workers) at all times. They are supervised by a lab manager. These monitors help users with common problems and keep the labs neat and secure. They are not tutors.

E-mail/Internet access is available to all students.

**Computer Resources Code of Ethics**

All users of any institutionally maintained electronic data, data files, software, and networks are expected to handle the resource in a responsible and ethical manner. A user's interest ceases when it invades the right of personal and/or institutional privacy; results in the destruction of personal and/or institutional property; demonstrates a potential for loss, embarrassment, litigation to the individual and/or institution; or causes a limited resource to be used in a wasteful or careless manner.

All information processed through Computer Services is considered sensitive and/or confidential. The responsibility for the release or discussion of data is assigned to the official custodian of the data file(s). Access to information is based on a legitimate "need to know" and directly related to assigned duties. University electronically maintained data, data files, software, and networks will be used for authorized purposes only. Users are responsible for the security of the resources.

Any use of the resource deemed irresponsible or unethical (as defined in the Faculty Handbook section 1.10.1) will result in the immediate denial of use of the resource. The violation will be referred to the proper authorities for disciplinary and/or legal action including, but not limited to, restitution, restriction, reprimand, suspension, probation, expulsion, termination, and, if necessary, legal action. Appeals will be handled through due process channels (APA) already established for students and/or staff. Student violations will be referred to the Vice President for Student Affairs and/or Vice President for Health Affairs; faculty violations will be referred to the Vice President for Academic Affairs and/or the Vice president for Health Affairs; staff violations will be referred to the Vice President for Administration and Development.

The following examples attempt to convey the intent of irresponsible and/or unethical use: violation of Federal/State copyright laws; violation of the Family Educational Rights and Privacy Act of 1974; use of the resource for obscene material; deliberate wasteful use of the resource, unauthorized altering of hardware, software, or data; piracy of data or software belonging to another person; or careless use of the resource which may result in the release of restricted information.

**Computer Network and Internet Access: Privileges and Responsibilities**

East Tennessee State University (ETSU) operates a wide-area network that interconnects local area networks in academic and administrative offices, student computer labs, and in the future dormitory rooms. The university maintains connections into the Tennessee Education Cooperative Network (TECnet), the Internet and the World Wide Web. Thus, the university's network is a part of the global network that provides access to information and information processing technologies. By having access to the university's network and its resources, students, faculty, and staff can communicate and collaborate among themselves and their counterparts throughout the world. This privilege carries with it responsibilities with which all users must comply.

Everyone within the ETSU community who uses networked computing and communications facilities has the responsibility to use them in an ethical, professional and legal manner, and to abide by TECnet policies. Users should respect the privacy rights of others. ETSU's facilities and network access capabilities should never be used for purposes intended to incite crime. Communications that violate Tennessee, federal, or international law are not acceptable. For example, the use of ETSU's computer and network resources to threaten or harass others or the misrepresentation of one's identity in electronic communications for the purpose of illegal or unauthorized actions or activities will not be tolerated.

These statements concerning responsibility are not meant to be exhaustive. Any questionable use should be considered "not acceptable." Serious or repeated instances of abuse will be referred to the proper authority for disciplinary or legal action.

**WARNING** Any person who knowingly brings on campus, has in their possession or distributes any virus without the authorization and written permission of the Division of Information Resources, will be considered to be in violation of the above and will be vigorously prosecuted. **Campus** is defined to include any property owned, leased, maintained or controlled by ETSU and includes any site or area where any system owned, leased, operated and/or maintained by ETSU is housed.
NOTICE TO USERS: It is the policy of East Tennessee State University to protect all institutional computing resources including, but not limited to, hardware and software, consisting of the actual equipment being supplied by the university as well as the programs and related materials used in conjunction therewith. In accordance with local, state, and federal law, indiscriminate examination of individual user's files is not permitted, nonetheless as a means of maintaining the integrity and security of those aforementioned resources.

East Tennessee State University retains the right to inspect individual accounts and files stored on any system owned, maintained and/or leased by said university. While no prior authorization by individual users is required to inspect those files and accounts, the user is, by virtue of accepting the account offered by ETSU and "logging" on to its computing equipment, granting to the university prior unrestricted permission, subject to university policy, to review, examine and/or otherwise view, by any method at the sole discretion of the university and without any additional advance notice to said user, any account and/or file stored on university computer resources.

Should such a review take place, the user will be given notice, as a courtesy only, of the results of said review within a reasonable time after the review is completed. While use of university computing resources for personal use is strictly forbidden, should the user have materials for which he/she has any reasonable expectation of privacy or which the user considers to be confidential for any reason, the user should retain those materials on a disk which can be secured as would any other personal items or materials which one consider private in nature.

For such a policy to work, it is essential that users observe responsible and ethical behavior in the use of the resources. In an effort to assist the user community in effective use of the limited computer resources, it seems reasonable to highlight some specific responsibilities and types of behavior that represent abuse of a user's privilege. The examples do not constitute a complete list but are intended to convey the intent of the code.

Users should not damage or attempt to damage computer equipment or to modify or attempt to modify equipment so that it does not function as originally intended. It is equally wrong to damage or modify or attempt to damage or modify the software components: operating systems, compilers, utility routines, etc.

Users should not use or attempt to use an account without authorization from the owner of that account. Users have the responsibility of protecting their accounts through the proper use of passwords, but the fact that an account is unprotected does not imply permission for an unauthorized person to use it. Further, accounts are to be used only for the purposes for which they have been established. [Only the individual owner of an account is authorized to use that account. Providing passwords or in any way permitting or making it possible for anyone other than the authorized owner of the account to use computer resources is not authorized and may be a violation of Tennessee Law. Under this condition both the owner and the unauthorized user may be subject to legal action if determined to be appropriate by ETSU legal counsel.] Additionally, it is wrong to use a university-sponsored account for funded research, personal business, or consulting activities. There are special accounts for such purposes.

Users should not use private files without authorization. Owners of such files should take precautions and use the security mechanisms available. However, the fact that a file is not protected does not make it right for anyone to access it, unless it is specifically designed as a public access file. It is equally wrong for anyone to change or delete a file that belongs to anyone else without authorization. Violation of property rights and copyrights covering data, computer programs, and documentation is also wrong. In the event of accidental access of private files, confidentiality of those files must be maintained.

Any deliberate wasteful use of resources is irresponsible; it encroaches on others' use of facilities and deprives them of resources. Printing of large unnecessary listings and the playing of games solely for entertainment are examples of such abuse. Users are expected to be aware of the resources they are using and to make reasonable efforts to use these resources efficiently.

All state and federal copyright laws will be abided by at all times. Users must not copy any part of a copyrighted program or its documentation that would be in violation of the law or the licensing agreement without written and specific permissions of the copyright holder. Serious or repeated instances of abuse of computer facilities and resources will be referred to the proper authorities for disciplinary or legal action including, but not limited to, restitution, restrictions, reprimand, suspension, probation, expulsion, or termination.

Counseling
The Professional and Academic Resource Center (PARC) provides a broad spectrum of counseling services including individual, family, marriage, and group counseling for medical students and their immediate families. Services are provided at no cost by a licensed social worker who has no teaching or evaluative role with the students. Respecting the students' need for privacy, every effort is made to protect the confidentiality needed for an effective therapeutic relationship. No information related to student counseling is kept other than in the counselor's private medical student files which are not kept with patient files. Nothing is recorded on the students' record
process, student responsibilities as well as ETSU respon-

Should a student need to see a psychiatrist for medica-
tion, assessment, or other issues, the medical school has
an agreement with two psychiatrists to provide priority
services for medical students. This allows students to
establish a therapeutic relationship with a psychiatrist
(when a different level of intervention is needed) who
will not be interacting with them within the medical
school as a teacher, attending, or preceptor. Initial as-

In addition, the Counseling Center (340 D.P. Culp, Uni-
versity Center) provides an array of counseling and men-
tal health service to ETSU students, including personal
counseling, career counseling and assessment, educa-
tional programming, psychiatric services, and consulta-
tive services. The staff is comprised of psychologists, an
outreach coordinator, psychiatric residents, graduate
assistants, and support staff. The Center is also respon-
sible for the Campus Alcohol and Other Drug Program
and the Campus Advocates Against Sexual Violence Pro-
gram. We provide our career services through the Peer
Career Center, located in the Advisement, Resources,
and Career (ARC) Center. Counseling services are confi-
dential and free to all ETSU students. For more informa-
tion about our services, contact our main number (439-
4841) or contact the Peer Career Center (439-8651).

Disability Services
In compliance with federal regulations outlined in Sec-
tion 504 of the Rehabilitation Act of 1973 and the Ameri-
cans with Disabilities Act of 1990, it is the policy of East
Tennessee State University to make accommodations,
course substitutions, and other academic adjustments
when necessary to ensure equal access for students with
disabilities. While all students with disabilities are pro-
tected from discrimination, some students may not be
eligible for all of the services coordinated by Disability
Services. Classroom and testing accommodations are
made on an individual case-by-case basis. Students who
wish to request an accommodation or academic adjus-
tment because of a disability must follow the established
process for self-identification by completing the intake
process with Disability Services.

During the intake process, students are informed of
the policies and procedures surrounding the accommodation
process, student responsibilities as well as ETSU respon-
sibilities. Eligibility for classroom and testing accommo-
dations and other support services coordinated by Dis-
ability Services is based on the review of student’s docu-
mentation of disability.

Intake applications are not complete until current docu-
mentation of disability has been received and reviewed
by Disability Services. ETSU does not recognize indi-
vidualized education plans (IEP) as documentation; how-
ever, information included in an IEP may be helpful
when identifying the services a student may utilize while
at ETSU.

In order to establish eligibility, the documentation pro-
vided must include:
- Statement of diagnosis, date of most recent evaluation,
  and when available, date of original diagnosis
- Description of diagnostic criteria and/or diagnostic tests
  used
- Description of the current impact of the disability in an
  academic environment
- Credentials of the diagnosing professional
- Documentation of attention deficit disorders should be
  no more than three years old, and the D.P. Culp Center
  for additional information and a brochure detailing all of
  the terms and conditions and services.
- Documentation of learning disabilities should be no
  more than five years old with results based on an adult
  measurement scale.

The diagnosing professional must have specific training
and expertise in a field related to the type of disability
being diagnosed. For example, a psychologist, psychia-
-trist, or educational examiner must make a learning dis-
ability diagnosis. Documentation not including the infor-
mation outlined above or from a professional whose cre-
dentials are not generally indicative of expertise in the
specific disability being diagnosed cannot be used to es-

Disability Services is located on the third floor of the
D.P. Culp Center, on J.L. Seehorn, Jr. Road (v/tdd) 423-
439-8346, (tdd) 423-439-8370.

Electronic Mail Policy
As email has become an integral part of the academic
process, confidential information about ETSU students is
being transmitted, including evaluations, grades, and
financial information. Faculty, staff, and students must
recognize that although there is an expectation of pri-
vacy, unencrypted email is not a secure means of trans-
mitting information. While this policy does not prohibit
student information from being transmitted by email,
caution must be exercised regarding the content of mes-

58
ETSU provides each student, faculty, and staff member with an official university-assigned email account. All official university communications will be sent to the university email address. Faculty, staff, and students may assume that official ETSU email is a valid communication mechanism. Therefore, the university has the right to send communications to students, faculty, and staff via email and the right to expect that those communications are received and read in a timely fashion. Since this is our primary method of communication, email should be checked at least daily. Although students may choose to forward university email to an external email account, he or she is responsible for all information, including attachments.

Libraries
The Sherrod Library, containing the major learning resources that support the university’s program of teaching and research, opened in 1999. Seventy-plus public access computer stations and laptop connection areas are distributed throughout this state-of-the-art building, which has more than 1,800 seats. The collections include one-half million volumes, over one million microforms, over 2,000 periodical subscriptions, more than 350,000 federal and state documents and maps, audiovisual media, and the state depository collection of K-12 state-adopted textbooks. All of the materials in the collections can be found in the VOYAGER catalog, which is accessible from any internet-connected computer. There are 25 laptops available for in-library loan to students. Copy machines and printers are located on each floor. A study room, open 24 hours a day, is accessible with a student ID.

The ETSU at Kingsport Library has a collection of over 25,000 volumes and maintains subscriptions to over 100 periodicals.

The Medical Library is located in Building 4 of the Veterans Affairs Medical Center. The library has a seating capacity of 213 and houses a collection of over 96,000 books, journals, computer databases and media that support the academic, clinical, and research programs of the College of Medicine.

Museum, B. Carroll Reece Memorial
A campus history project initiated in the late 1920s created a repository that ultimately emerged as the B. Carroll Reece Memorial Museum. Its initial collections were made up of art and artifacts that had been collected and housed by the Department of Art and Design and Sherrod Library. The Carroll Reece Museum was formally dedicated on October 10, 1965. It is a component of ETSU’s Center for Appalachian Studies and Services and has been accredited by the American Association of Museums since 1972.

Public Safety
The Public Safety Building is located at the entrance of the university on University Parkway and has personnel on duty 24 hours a day for assistance. The emergency telephone number is 911. The public safety staff is composed of 21 state-certified sworn police officers that are also trained fire fighters. Public Safety is a full-service police department encompassing traffic and parking enforcement, uniformed patrol, criminal investigations, and crime prevention education. Public Safety also provides these services: an escort service, engravers, booster cables, and battery booster packs. The non-emergency telephone numbers are 439-4480 for police services and 439-6900 for administrative services.

A traffic and parking regulation brochure has been prepared to inform and to protect all who use the campus roadways and parking areas. It is available in the Public Safety Building.

Student Health Services
East Tennessee State University students enjoy the benefits of a modern health care service. The Student Health Clinic is part of the College of Nursing Faculty Practice Network. Clinic services are available to all enrolled students. The professional staff includes nurse practitioners, physicians, registered nurses, and a health educator. Services include:
- Management of acute, episodic illnesses and injuries
- Referrals for assistance in managing chronic disorders
- Immunizations
- Women's health program and assistance with family planning
- Men's health program
- Allergy clinic for those receiving allergy injections
- Patient education programs on a variety of topics

The Student Health Clinic is located in Nicks Hall, room 160. Please call (423) 439-4225 for further information.

The Dental Hygiene Clinic of the Department of Dental Hygiene offers such comprehensive preventive therapeutic procedures as scaling and polishing teeth, pit and fissure sealants, nutritional counseling, periodontal therapy, patient education and exposing and developing ra-
diagraphs. All treatment is performed, for a modest fee, by dental hygiene students under the supervision of the licensed dentist and dental hygiene faculty. Services are open to all students, university employees, and the general public. Appointments may be obtained by contacting the Dental Hygiene Clinic at 439-4514 in Lamb Hall, room 71 (Health Building).

The Speech-Language-Hearing Clinic, a component of the Department of Audiology and Speech-Language Pathology, provides professional speech-language pathology and audiology services to students, faculty, and the general public. The service is provided by speech-language pathology and audiology graduate students under the direct supervision of licensed Speech-Language Pathologists and Audiologists. The areas of service include speech and hearing evaluation, hearing aid evaluation, and treatment of speech and hearing disorders through therapy. Intervention may be available for deficits in articulation, phonology, language, voice, and fluency. The clinic is located in Room 204 of Lamb Hall. Please call (423) 439-4355 for appointments or information. See also “Counseling” and “Disability Services.”

Student Government Association
The Student Government Association (SGA) strives to represent the opinions of the students on every aspect of campus academic and extracurricular life. Its members work closely with students, faculty, and administration to provide advice and information and a strong voice in the governance of the university. The SGA is located near the Center for Community Engagement, Learning, and Leadership on the lower level of the D.P. Culp University Center, phone (423) 439-4253.

University Center, D. P. Culp
The D.P. Culp University Center is a modern architecturally designed student center conveniently located in the heart of campus. The specific purpose of the Culp Center is to serve students as an integral part of their educational life. The Culp University Center provides a wide variety of services, entertainment, and social activities for the campus community.

The Culp University Center houses five separate food service areas, the bookstore, the post office, a mini-market, a computer lab, a variety of administrative offices, meeting rooms and conference facilities, a ballroom, and an auditorium/theater. For information regarding the use and reservation of these facilities, contact the Culp University Center office at (423) 439-4286. Among the administrative offices housed within the building are the Counseling Center, Career and Internship Services, Vice President for Student Affairs, Student Support Services, Upward Bound, Food Services, Community Engagement, Learning, and Leadership, Center for Adult, Commuter, and Transfer Services (ACTS), Campus ID System Offices, Advisement and Career Resources Center and the University Center.

Veterans Affairs
Veterans Affairs coordinates the delivery of military-related educational benefit programs of the United States Department of Veterans Affairs (USDVA), Department of Defense and State of Tennessee to eligible service members, veterans’ and certain disabled veterans’ dependents.

Benefit Programs
Primary entitlement programs administered by the Veteran’s Affairs Office include the following:

- Montgomery GI Bill: Active Duty (MGIB-AD) Educational Assistance Program (Chapter 30, Title 38, United States Code)
- Vocational Rehabilitation and Employment Program (VR&E) (Chapter 31, Title 38, USC)
- Reserve Educational Assistance Program (REAP) (Chapter 1607, Title 10, USC)
- Montgomery GI Bill: Selected Reserve (MGIB-SR) Educational Assistance Program (Chapter 1606, Title 10, USC)
- Survivors’ and Dependents’ (DEA) Educational Assistance Program (Chapter 35, Title 38, USC)
- Veterans’ Work-Study Allowance Program (Chapters 30, 31 and 35 of Title 38; Chapters 1606 and 1607 of Title 10, USC)
- Veterans’ Tuition & Fee Deferment Program (49-7-104, Tennessee Code Annotated)

Information on the above federal programs, except VR&E and state programs, may be found at www.gibill.va.gov. VR&E information can be found at www.vba.va.gov/bln/vre/. For further information on state programs and other miscellaneous education benefits not listed above, contact the campus’ Veterans Affairs office.

Points of Contact
The Veterans Affairs office can provide information, forms and general assistance to those applying for any of the above educational benefit programs. Official decisions on eligibility are made by the appropriate government office and not the Veterans Affairs office. Questions regarding USDA applications/benefit payment status (except VR&E) should be directed to the Central Region Processing Office, United States Department of Veterans, P.O. Box 66830, Saint Louis, Missouri, 63166-6830; 888-GIBILL1 (442-4551). https:
www.gibill2.va.gov. VR&E beneficiaries should contact Christi Hellard, Counselor/Case Manager, Vocational Rehabilitation & Employment, United States Department of Veterans Affairs, 412 North Cedar Bluff Road, Suite 416, Knoxville, Tennessee 37923-3605; phone 865-692-0711; fax: 865-692-0712; e-mail: christ.hellard2@va.gov.

Benefit Program Applications
Applicants for the MGIB-AD and REAP programs must provide a copy of their most recent Certificate of Release or Discharge from Active Duty [Department of Defense (DD) Form 214]. For MGIB-AD applicants, if claiming entitlement to the “buy-up” program, provide a copy of the election form and evidence of the increased benefit contribution. New applicants for the MGIB-SR will need to provide a copy of their Selected Reserve Educational Assistance Program Notice of Basic Eligibility (DD Form 2384) available from their unit. If applying for the MGIB-AD, REAP or MGIB-SR and entitled to a college fund/”kicker” then supporting documentation should also be provided. New VR&E and DEA applicants should provide a copy of the disabled veterans’ “Disability Rating Decision.” Additionally, DEA applicants should provide a copy of their birth certificate to submit along with their application. Adoption orders and parents’ marriage license/certificate should be included if the dependent was legally adopted by the veteran. In response to a completed application, the USDVA will issue a “Certificate of Eligibility,” a copy of which should be provided to Veterans’ Affairs. If a beneficiary previously used benefits elsewhere, a change in program or place of training form must be completed.

Veteran’s Tuition & Fee Deferments
Beneficiaries who pay in-state tuition and fees, have remaining benefit entitlement, and such entitlement does not expire within the semester may request additional time in payment of tuition and fees under state law. Approval is contingent upon a beneficiary demonstrating benefits eligibility with sufficient entitlement to cover tuition and fees and no indebtedness to the USDVA. If a continuing student or one previously enrolled and utilized a veterans’ tuition and fee deferment, the student must have timely paid in full deferred tuition and fees to remain eligible for the deferment. Students who do not follow the conditions of a deferment will forfeit their eligibility for deferments in all future enrollments.

Military Registry Transcripts
New and transfer undergraduate student beneficiaries with military service must ensure an official military registry transcript is sent to Veterans’ Affairs and Undergraduate Admissions offices. University policy permits the award of academic credit only for formal military training and not skill levels attained/occupational experience. Army training with academic credit award recommendations is documented in an Army-American Council on Education Registry Transcript System (AARTS) transcript (further information available at http://aarts.army.mil/order.htm). Navy and Marine Corps training is contained in a Sailor-Marine American Council on Education Registry Transcript (SMART) (for further information or to order online go to https://smart.navy.mil/smart/welcome.do). Air Force veterans must submit an official transcript from the Community College of the Air Force (CCAF) (for further information or to make online requests go to http://www.maxwell.af.mil/au/ccaf/transcripts.asp). Students with formal Coast Guard training should submit an official copy of their Coast Guard Institute transcript, if available (request form available at http://www.uscg.mil/hq/cgi/Institute_Forms/1564.pdf). All forms to request transcripts are also available in the Veterans’ Affairs office.

Selected Reserves’ Tuition Assistance
Currently members in good standing with the Tennessee Air & Army National Guard and Army Reserve can receive tuition assistance subject to annual limits and available funding in addition to other benefit entitlements. Veterans’ Affairs can provide information and guidance on the process and procedures in applying for tuition assistance.

Military Mobilizations
A student may withdraw at any time during the semester for active military service and the student’s academic record will be annotated as a withdrawal for military reasons. A copy of official military orders or other official supporting documentation must be submitted for review in advance of withdrawing. Depending on the nature/authority of the call to active duty, payments under certain federal benefit programs may be kept and entitlement used during the interrupted term restored to the beneficiary’s entitlement. Tuition and fees may also be refunded under certain instances of active military duty. Students receiving financial aid should check with the Financial Aid Office for the handling of Title IV funds awarded. Students should contact any student loan lenders and inform them of their military status to avoid entering student loan repayment status and other possible adverse collection actions while serving on active-duty.

Veterans Affairs is located within the Office of the Registrar in Room 101A & B Burgin E. Dossett Hall. Office hours are from 8 a.m. to 4:30 p.m. weekdays. The office telephone is 423.439.6819 and e-mail address is <va@etsu.edu>. The office maintains a web site at http://www.etsu.edu/va/.

Student Associations
There are many opportunities to get involved and serve in leadership positions throughout the educational ex-
perience at ETSU and the College of Medicine.

**Medical Student Leadership Opportunities**

Class Officers  
Organization of Student Representatives  
Admissions Committee  
Committee on Gender and Special Issues  
Committee Supporting Student Health  
Financial Aid and Scholarship Committee  
Gold Humanism Honor Society  
Gold Humanism Honor Society Selection Committee  
Interview Day Lunch Tour Guide Coordinator  
Learning Resources Advisory Committee  
Medical Student Education Committee  
Student Promotions Committee  
Student Ambassadors

**Medical Student Organizations**

American Medical Association  
American Medical Student Association  
AOA Honor Medical Society  
Christian Medical and Dental Association  
Complimentary and Alternative Medicine Student Interest Group  
Emergency Medicine Interest Group  
Family Medicine Interest Group  
Global Health Interest Group  
Internal Medicine Interest Group  
Medical Ethics Interest Group  
Military Medicine Interest Group  
OB/GYN Interest Group  
Pediatrics Interest Group  
Psychiatry Student Interest Group  
Student National Medical Association  
Student Physicians Interested in Anesthesiology  
Student Women in Medicine  
Surgery Student Interest Group  
Women’s Health Student Interest Group

**Campus Ministry Opportunities**

708 Ministries  
11:58 Ministries  
Advent Christian Fellowship  
All Saints College Ministries  
Alpha Chi-Rho Omega  
Baptist Collegiate Ministry  
Campus Crusade for Christ  
Catholic Campus Ministries  
Chi Alpha Christian Fellowship  
Christian Student Fellowship  
Episcopal University Ministry  
Heritage  
Hillel Student Organization  
Latter Day Saints Student Organization  
Muslim Student Organization  
Presbyterian Student Fellowship  
Reformed University Fellowship  
The Way  
The Well  
Wesley Foundation  
Young Life - QUEST

**Community Service**

Church Hill Free Medical Clinic  
Migrant Camp Clinics  
Remote Area Medical (RAM)  
Rural and Community Projects  
Tar Wars-Youth Tobacco-Free Education Program

**Special Interest Groups**

African Diaspora Society  
Amnesty International  
Army Combatives Club  
Atheist and Free Thought Club  
BUC WILD  
Bucs Against Drunk Driving  
Chinese Student and Scholar Association  
Climbing Club  
College Democrats  
College Republicans at ETSU  
Collegiate Merchandising Association  
Cycling Club  
Dance H.I.T.S.  
Duck Squad  
Eddie Reed Ranger Challenge Team  
Feminist Majority Leadership Alliance  
Fencing Club  
The Foundation for the International Medical Relief of Children  
Gaming Society at ETSU  
Gospel Choir  
Greenpeace  
Huck 'n' nears  
Initiative for Clean Energy  
Kingsport Student Service Board  
Leadership House  
LGBSTiesS  
Llamas  
Marksmanship Club  
Martial Arts Club  
NAACP at ETSU  
NAMI – Bucs  
Patchwork Players  
Pershing Rifles Drill Team  
Racquetball Club  
Scabbard and Blade  
Shootin’ Bucs  
Silent Bucs  
Society for Intellectual Diversity  
Student Council for Exceptional Children  
SPIRIT (Student Paranormal Investigative Researchers in Tennessee)  
Students Against Violence  
Students for a Democratic Society  
Students for Life  
Students of American Liberty
Students United for Peace and Justice
Tennis Club
Thunder Down Under
U. S. Army ROTC Running Team
White Water Adventures

University Sponsored
Black Affairs Association
Buctainment
East Tennessean
International Student Organization
Student Service Board
JAMES H. QUILLEN
College of Medicine
EAST TENNESSEE STATE UNIVERSITY
ADMINISTRATIVE,
FACULTY,
AND
STUDENT LISTINGS
Administrative Listing
Tennessee Board of Regents
The State University and Community College System of Tennessee

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Commissioner of Education (ex-officio)
Honorable Julius Johnson.........................................Nashville
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ETSU Administration

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Bert C. Bach, Ph.D. ........................................................Provost & Vice President for Academic Affairs
Richard A. Manahan, Ed.D., CPA ...........................................Vice President for University Advancement
David D. Collins, Ed.D., CPA ................................................Vice President for Finance and Administration
Wilsie S. Bishop, D.P.A. ..................................................Vice President for Health Affairs & Chief Operating Officer

College of Medicine Administration

Philip C. Bagnell, M.D. ......................................................Dean
I. William Browder, M.D. ................................................Executive Associate Dean, Clinical Affairs
Kenneth E. Olive, M.D. ...........................................Executive Associate Dean, Academic and Faculty Affairs
Gregory L. Wilgocki, M.Acc., CPA ................................Executive Associate Dean, Vice President, Finance and Administration
Thomas E. Kwasigroch, Ph.D. ...................................Associate Dean, Student Affairs
Biddanda (Suresh) Ponnappa, M.L.S. ................................Associate Dean, Learning Resources and Educational Technology
Mitchell E. Robinson, Ph.D. ............................................Associate Dean, Graduate Studies
M. David Linville, M.D. ............................................Assistant Dean and Director of Operations
Theresa F. Lura, M.D. ................................................Assistant Dean, Women in Medicine
John B. Schweitzer, M.D. ...........................................Assistant Dean, Graduate Medical Education
Debra A. Shaw, B.S.W. .............................................Assistant Dean, Graduate Medical Education
Penny Little Smith, Ed.D. ........................................affiliate Dean, Academic Affairs
Barbara Sucher, M.B.A. ................................................Associate Dean, Continuing Medical Education
Edwin D. Taylor, M.A. ............................................Assistant Dean for Admissions and Records
J. Sue Taylor, M.A...................................................Assistant Dean for Finance and Administration

Department Chairs

Richard G. Skalko, Ph.D. ...................................................Anatomy and Cell Biology
W. Scott Champney, Ph.D. (Interim) ..................................Biochemistry
John P. Franko, M.D. ................................................Family Medicine
Gene D. LeSage, M.D. ................................................Internal Medicine
Pricilla B. Wyrick, Ph.D. ................................................Microbiology
T. Watson Jernigan, M.D. ...............................................Obstetrics/Gynecology
John B. Schweitzer, M.D. ................................................Pathology
David K. Kalwiney, M.D. ................................................Pediatrics
Gregory A. Ordway, Ph.D. .............................................Pharmacology
William L. Joyner, Ph.D. .............................................Physiology
Merry N. Miller, M.D. ................................................Psychiatry & Behavioral Sciences
I. William Browder, M.D. .............................................Surgery
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<th>Name</th>
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<td>Schweitzer, John B. (1999)</td>
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<td>Sloan, Patrick (1979)</td>
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<td>Smith, Steven (1998)</td>
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<td>Associate Professor, Surgery</td>
</tr>
<tr>
<td>Clinical Associate Professor, Family Medicine B.S., 1975, Vanderbilt University M.D., 1978, University of Tennessee College of Medicine</td>
<td></td>
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<td>Thewke, Douglas P. (1996)</td>
<td>Assistant Professor, Pharmacology</td>
</tr>
<tr>
<td>Biochemistry and Molecular Biology M.Sc., 1990, Central University of Pondicherry (continued)</td>
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</table>
Townsend, Thomas (1991)
Professor, Family Medicine
B.S., 1969, Hendrix College
M.D., 1973, University of Arkansas School of Medicine

Tudiver, Fraser G. (2001)
Professor, Family Medicine; Director of Primary Care Research
B.S., 1968, McGill University
B.Med.Sc., 1971, and M.D., 1973, Memorial University

Associate Professor, Pediatrics
B.S., 1997, Emory University
M.D., 2001, ETSU Quillen College of Medicine

Turner, Barbara B. (1982)
Professor, Physiology
Adjunct Faculty, Psychiatry
Ph.D., 1974, University of California

Urbin, Timothy (2010)
Assistant Professor, Clinical Psychologist, Family Medicine
B.S., 1976, University of Illinois
A.A.S., 1978, Community College of the Air Force
M.Ed., 1980, University of Oklahoma

Vermette, Heidi S. (2008)
Assistant Professor, Psychiatry
B.S., 1993, Tarleton State University
M.D., 1997, Texas Tech University School of Medicine

Associate Professor, Learning Resources
Public Services Coordinator / Outreach Services Librarian
B.S.Ed., 1980, Graham Bible College
M.S.Div., 1990, Mid-America Baptist Theological Seminary
M.S.L.S., 1994, University of Tennessee
M.S., 1998, Tusculum College

Walters, David N. (1989)
Professor, Surgery
Director, Division of General Surgery and Surgical Oncology
B.S., 1973, University of Wyoming
M.D., 1977, Medical College of Georgia

Professor, Internal Medicine
B.S., 1968, Wabash College
Ph.D., 1973, and M.D., 1974, University of Chicago

Wattad, Ahmad A. (1990)
Professor, Pediatrics
M.D., 1977, Padova University, Italy

Welt, Selman (2009)
Professor, Obstetrics and Gynecology
B.S., 1968, College of William and Mary
M.D., 1972, University of North Carolina

Whaley, Martha (2000)
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Technical Services Coordinator / History of Medicine Librarian
B.S., 1973, East Tennessee State University
M.L.S., 1974 Emory University

Williams, David L. (1991)
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Adjunct Faculty, Pharmacology
B.S., 1974, Kentucky Wesleyan College
Ph.D., 1985, Tulane University

Wondergem, Robert (1978)
Professor, Physiology
B.S., 1972, Calvin College
Ph.D., 1977, The Medical College of Wisconsin

Woodside, Jack R. (1992)
Professor, Family Medicine
B.A., 1973, University of Virginia
M.D., 1977, Jefferson Medical College

Professor, Surgery
B.S., Lafayette College, Pennsylvania
M.D., 1965, Meharry Medical College

Wyrick, Priscilla (2000)
Professor and Chair, Microbiology

Yao, Zhi Qiang (2006)
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M.D., 1985; Ph.D., 1991
Fourth Military Medical University

Yin, Deling (2003)
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M.D., 1987, Taishan Medical College, Shandong
Ph.D., 1995, Shanghai Medical University

Young, Mark F. (1992)
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M.D., 1985, ETSU Quillen College of Medicine

Youngberg, George A. (1980)
Professor, Pathology; Adjunct Faculty, Internal Medicine
B.A., 1973, Lake Forest College
M.D., 1977, Northwestern University Medical School

Zakaria, Wael N. (1994)
Professor, Internal Medicine
B.S., 1977, M.D., 1983, University of Jordan

Zhu, Meng-Yang
Associate Professor, Pharmacology
Zou, Yue (2001)
Professor, Biochemistry and Molecular Biology
B.S., 1982, Chengdu University of Science and Technology
M.S., 1985, Dalian Institute of Chemical Physics, Chinese Academy of Sciences
Ph.D., 1991, Clark University, Worcester, Massachusetts

Note: List includes VA faculty who are highly instrumental in College of Medicine teaching programs.
Abouamara, Mouna (2007)  
Clinical Assistant Professor, Internal Medicine  
M.D., 1987, University Hassan II School of Medicine  
Casablanca, Morocco

Abu-Shahin, Fadi (2010)  
Clinical Instructor, Internal Medicine  
M.D., 2004, University of Jordan

Adler, Christine M. (1991)  
Assistant Professor, Psychiatry and Internal Medicine  
B.S., 1984, University of Santa Clara  
Ph.D., 1989, State University of New York  
M.D., 1990, Ohio State University

Ahmad, Elizabeth A. (2005)  
Clinical Assistant Professor  
Psychiatry and Behavioral Sciences  
B.S., 1993, East Tennessee State University  
M.D., 2000, Ross University School of Medicine

Aiken, Marc A. (1993)  
Clinical Professor, Surgery  
B.S., 1979, Mississippi State University  
M.D., 1988, University of Mississippi Medical Center

Al Hasan, Muhand (2008)  
Clinical Instructor, Internal Medicine  
M.D., 2000, University of Jordan

Alison, Harold (2004)  
Clinical Professor, Internal Medicine  
B.S., 1965, University of Tennessee, Knoxville  
M.D., 1969, University of Tennessee, Memphis

Allen, Charles E. (1975)  
Adjunct Professor, Internal Medicine  
M.D., 1954, University of Tennessee College of Medicine

Allen, Suzanne C. (1988)  
Clinical Professor, Internal Medicine  
B.A., 1974, Stephens College  
M.D., 1980, University of Missouri

Altman, Benjamin (2007)  
Assistant Professor, Internal Medicine  
BS, SUNY Binghamton  
MD, SUNY Health Science Center

Alwani, Anita (2008)  
Assistant Professor, Internal Medicine  
MBBS, 1990, Topiwala National Medical College, India

Amin, Faiza (2002)  
Clinical Assistant Professor, Internal Medicine  
M.B.B.S., 1996, Allama Iqbal Medical College, Pakistan  
M.D., 1997

Anderson, Joy (2007)  
Clinical Assistant Professor, Family Medicine  
M.D., 2002, University of Texas

Arze, Alfonso  
Clinical Assistant Professor, Obstetrics and Gynecology  
B.S., 1974, University of Oklahoma  
M.D., 1981, Autonomous University

Asmar, Phillip (2004)  
Clinical Assistant Professor, Surgery  
B.A., 1986, University of Texas  
M.S., 1992, Emory University  
M.D., 1996, Medical College of Georgia

Atia, Antwan (2010)  
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M.D., 2001, Cairo University

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Backus, Charles (2007)  
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BS, 1991, Auburn University  
DO, 1998, Oklahoma State University

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B.S., 1979, East Tennessee State University  
M.D., 1984, ETSU Quillen College of Medicine

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M.S.N., 2003, University of Louisville

Banks, Jerry Burton II (2000)  
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B.A., 1985, Wake Forest University  
M.S., 1988, Western Carolina University  
M.D., 1992, East Carolina University School of Medicine

Barber, Christopher H. (2006)  
Clinical Instructor, Family Medicine  
B.S., 1997, Arkansas State University  
D.O., 2004, Pikeville College School of Osteopathic Medicine, Kentucky

Barnes, Charles (2000)  
Clinical Professor, Surgery  
B.S., 1986, Furman University  
M.D., 1990, University of Florida

Baron, Michael (1996)  
Clinical Professor, Internal Medicine  
B.A., 1967, Brooklyn College  
M.D., 1971, State University of New York at Buffalo  
School of Medicine and Biomedical Sciences
Clinical Professor, Surgery

Baumrucker, Steven (1992)
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M.D., 1986, University of North Carolina, Chapel Hill

Beam, Robert K. (2011)
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Ph.D., 1997; M.D., 2000, University of Tennessee

Clinical Assistant Professor, Family Medicine
B.S., 1988, University of Kentucky School of Pharmacy
M.D., 1994, University of Kentucky School of Medicine

Beaver, Richard (1986)
Clinical Professor, Surgery
Director, Division of Orthopedic Surgery
B.S., 1963, M.D., 1967, University of Tennessee

Becker, Teresa A. (1992)
Clinical Instructor, Pediatrics
B.S.N., 1980, East Tennessee State University
M.S.N., 1995, University of Tennessee-Knoxville

Behringer, Bruce (2007)
Research Associate Professor, Internal Medicine
BS, 1972, Penn State University
MPH, 1978, University of North Carolina

Beine, Kathleen L. (1991)
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B.S., 1982, Brigham Young University
M.D., 1987, Universidad Technologica de Santiago

Berry, Boyce M. (1978)
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M.D., 1966, Medical College of South Carolina

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M.D., 1985, Medical College of Virginia

Bischoff, Paul A. (1992)
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Blackmore, Ronald (2008)
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MD, 1997, Tulane University

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Bolick, Charles (2011)
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M.D., 1987, University of North Carolina-Chapel Hill

Bonfardin, Brian (1995)
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B.A., 1985, University of Tennessee, Knoxville
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Quillen College of Medicine

Borel, Terry C. (1986)
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B.A., 1975, M.D., 1978, Kansas University

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B.S., 1967, Pennsylvania State University
M.D., 1971, Jefferson Medical College

Bosarge, Patrick (2011)
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M.D., 2000, University of South Alabama

Box, Stephen
Clinical Assistant Professor, Obstetrics and Gynecology
M.D., 1982, University of Mississippi

Boyle, J. William (2002)
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M.D., 1975, Loma Linda University

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M.D., 1975, University of Tennessee School of Medicine

Bradley, M. Bart (2005)
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B.S., 1989, University of Notre Dame
M.D., 1993, Indiana University School of Medicine

Brantner, Jim (2002)
Clinical Assistant Professor, Surgery
B.S., 1967, U.S. Military Academy, West Point
M.S., 1969, California Institute of Technology
M.D., 1977, Emory University School of Medicine

Breeding, Larry Todd (2010)
Clinical Assistant Professor, Internal Medicine
M.D., 1992 Medical College of Virginia

Clinical Assistant Professor, Pediatrics
B.S., 1970, East Tennessee State University
M.D., 1974, University of Tennessee College of Medicine

Brock, Howard T. (1987)
Clinical Associate Professor, Surgery
M.D., 1971, Emory University School of Medicine
Brockmyre, Andrew P. (1996)  Clinical Assistant Professor, Family Medicine  
B.S., 1989, M.D., 1994, Michigan State University  

Brotherton, Deanna R. (2000)  Clinical Assistant Professor (PT), Family Medicine  
B.S., 1994, East Tennessee State University  
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Broyles, Lisa (2008)  Clinical Assistant Professor, Family Medicine  
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Brown, Janet (1987)  Clinical Associate Professor, Surgery  
B.S., 1978, McNeese State University  
M.D., 1982, Louisiana University School of Medicine  

Brown, Joseph (2008)  Clinical Assistant Professor, Surgery  
B.S., 1986, Wheeling, Jesuit College  
M.D., 1990, University of Virginia  

Brown, Paul E., Jr. (1981)  Clinical Professor, Internal Medicine  
B.A., 1964, Emory and Henry College  
M.D., 1969, Medical College of Virginia  

Brown, Paul G. (1995)  Clinical Assistant Professor (PT), Family Medicine  
B.S., 1978, Hampden Sydney College  
M.D., 1982, Virginia Commonwealth University  
Medical College of Virginia  

Brown, Russ (2008)  Associate Professor, Anatomy and Cell Biology  
B.S., 1992, University of Oklahoma  

Brown, Steve D. (2007)  Adjunct Assistant Professor, Psychiatry  
B.A., 1973, University of Tulsa  
M.S., 1980: Ph.D., 1984  
Oklahoma State University  

Buchanan, Jerry V. (1990)  Clinical Assistant Professor, Psychiatry & Behavioral Sciences  
B.A., 1973, University of North Carolina  
M.S.W., 1975, University of Georgia  
Ph.D., 1984, University of Southern Mississippi  

Byers, John G. (1979)  Clinical Professor, Internal Medicine  
M.D., 1968, Medical College of Virginia  

Byrd, David L. (2001)  Clinical Assistant Professor, Family Medicine  
B.S., 1981, University of Tennessee, Knoxville  
M.D., 1988, East Tennessee State University  
Quillen College of Medicine  

Byrd, Jenny M. (2001)  Clinical Assistant Professor, Family Medicine  
B.S., 1981, University of Tennessee, Knoxville  
M.D., 1988, East Tennessee State University  
Quillen College of Medicine  

Calendine, Christopher L. (2000)  Clinical Assistant Professor, Surgery  
B.S., 1993, Freed-Hardeman Pediatrics  
M.D., 1997, East Tennessee State University  
Quillen College of Medicine  

Capparelli, Edward W. (1995)  Clinical Assistant Professor, Family Medicine  
B.S., 1975, Massachusetts Institute of Technology  
M.D., 1979, Mount Sinai School of Medicine  

Carlsen, Jeffrey O. (2004)  Clinical Assistant Professor, Pediatrics  
B.S., 1995, Idaho State University  
M.D., 1999, University of Utah  

Carr, Henry (2011)  Clinical Professor, Internal Medicine  
M.D., 1967, Vanderbilt University  

Cary, Matthew (1997)  Clinical Assistant Professor, Internal Medicine  
B.A., 1985, Pomona College  
M.D., 1989, Washington University School of Medicine  

Castro, Sandra (2008)  Clinical Associate Professor, Pediatrics  
B.S., 1976, Gardner Webb College  
M.S., 1980, East Tennessee State University  (continued)
Caudle, Scott O. (1986)
Clinical Associate Professor, Surgery
B.A., 1973, University of Tennessee
M.D., 1977, University of Tennessee College of Medicine

Chakaborty, Kanisha (2010)
Clinical Instructor, Internal Medicine
M.D., 2003, Medical College of South Carolina

Chakraborty, Ranjan (2006)
Adjunct Assistant Professor, Internal Medicine
B.S., 1979, Gujarat University, India
M.S., 1981, M.S. University, India
Ph.D., 1993, S.P. University, India

Chambers, Joe (1998)
Clinical Assistant Professor, Surgery
O.D., 1970, Southern College of Optometry

Clinical Associate Professor, Internal Medicine
A.B., 1983, Harvard University
M.D., 1987, Columbia University

Chaudhary, Humera (2005)
Clinical Assistant Professor, Pathology
Premedical Education, 1979, Government College for Women
M.D., 1987, Fatima Jinnah Medical College for Women

Chumbley, Kelly (2007)
Assistant Professor, Internal Medicine
BS, 1994, Radford University
DO, 2002, West Virginia School of Osteopathic Medicine

Clark, Terrence P. (2001)
Clinical Associate Professor, Psychiatry
B.S., 1968, St. John's University
M.D., 1973 Baylor College of Medicine

Clayton, Buddy J. (1996)
Clinical Assistant Professor (PT), Family Medicine
B.S., 1976, University of Nebraska
M.A., 1989, Webster University;
M.D., 1994, ETSU Quillen College of Medicine

Clinical Associate Professor, Pediatrics
B.S., 1990, East Tennessee State University
M.D., 1994, ETSU Quillen College of Medicine

Clinical Professor, Pediatrics
Clinical Assistant Professor, Family Medicine
B.S., 1988, East Tennessee State University
M.D., 1992, ETSU Quillen College of Medicine

Conner, Patricia S. (2006)
Clinical Instructor, Family Medicine
BSN, 1985, University of Tennessee
M.D., 2005, East Tennessee State University

Cook, Jerome (1993)
Clinical Assistant Professor, Psychiatry & Behavioral Sciences
B.A., 1984, Davidson College
M.S., 1987, and Ph.D., 1992, Vanderbilt University

Cook, Keith (1997)
Clinical Assistant Professor, Internal Medicine
B.S., 1990, Liberty University
M.D., 1995, East Tennessee State University
Quillen College of Medicine

Cooperstein, Elizabeth (1999)
Clinical Assistant Professor (PT), Family Medicine
B.S., 1992, Meredith College
M.D., 1997, ETSU Quillen College of Medicine
Cornwell, Kevin (2008)
Clinical Instructor, Internal Medicine
M.D., 2003, East Tennessee State University

Correll, Geoffrey (1999)
Clinical Assistant Professor, Family Medicine
B.A., 1990, Furman University,
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Costello, Patrick N. (2000)
Clinical Assistant Professor, Pathology
M.B., B.Ch., B.A.O., 1992, University College, Dublin, Ireland

Cote, Rebekah J. (1998)
Clinical Assistant Professor (PT), Family Medicine
B.A., 1991, Southwestern Adventist College
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Cowan, Bennett Y. (1983)
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B.A., 1982, Concordia College
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BS, 1989, PharmD, 1990 University of Kentucky

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B.S., 1974, East Tennessee State University
M.A., 1999, Johnson Bible College, Knoxville, Tennessee

Crowder, Brenda (1998)
Clinical Assistant Professor, Obstetrics and Gynecology
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Crowder, Jack (2002)
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Culligan, Julie W. (2009)
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M.Ed., 1993, Oklahoma City University
Ph.D., 1997, State University of New York at Buffalo

Cutshall, Kenneth E. (1992)
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B.S., 1974, East Tennessee State University
M.A., 1999, Johnson Bible College, Knoxville, Tennessee

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B.A., 1979, Depauw University
M.D., 1987, Indiana University

Crowder, Jack (2002)
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B.A., 1964, M.D., 1987, University of Tennessee

Culligan, Julie W. (2009)
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M.Ed., 1993, Oklahoma City University
Ph.D., 1997, State University of New York at Buffalo

Cutshall, Kenneth E. (1992)
Clinical Professor, Surgery
B.A., 1983, M.D., 1987, University of Tennessee

Dale, Stephen (1980)
Clinical Professor, Surgery
B.A., 1973, Southern Illinois University
B.S., College of Podiatric Medicine

Clinical Associate Professor, Family Medicine
B.A., 1981, Indiana University
M.D., 1990, Escuela Autonoma de Ciencias Medicas de Centro America

Darling, Ian (2004)
Clinical Assistant Professor, Surgery
B.S., 1985, McGill University Montreal Canada
M.D., 1989, ETSU Quillen College of Medicine

Davenport, James L. (2007)
Clinical Assistant Professor, Anatomy
B.S., 1998, East Tennessee State University
M.D., 2000, ETSU Quillen College of Medicine

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B.S., 1973, University of Michigan
M.S., 1990, Vanderbilt University

Davis-Hayman, Sara (2007)
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B.S., 1986, College of Charleston
Masters, 1989, North Carolina State University
Ph.D., 1995, University of Mississippi

Defluiter, Beth (2005)
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M.D., 2000, ETSU Quillen College of Medicine

Dekic-Djordjevic, Zvjezdana (2008)
Clinical Assistant Professor, Family Medicine
M.D., 1989, Medical Center Derventa

Clinical Assistant Professor, Psychiatry & Behavioral Sciences
Clinical Professor, Internal Medicine
B.S., 1982, Andrews University, Michigan
M.D., 1986, Michigan State University College of Medicine

Digby, Justin (2002)
Clinical Assistant Professor, Surgery
B.A., 1993, University of New Orleans
M.D., 1997, University of Oklahoma College of Medicine

Dobbins, Dorothy C. (1990)
Adjunct Assistant Professor, Family Medicine
B.S.W., 1970, East Tennessee State University
M.S.W., 1974, University of Tennessee, Knoxville
Ph.D., 1987, Case Western Reserve University

Donowitz, Arlene (2008)
Assistant Professor, Internal Medicine
BS, 1976, University of Michigan Internal Medicine
MD, 1980, George Washington University School of Medicine

Dossett, Burgin E., Jr. (1977)
Adjunct Professor, Internal Medicine
M.D., 1953, University of Tennessee College of Medicine
Dray, Chad (2009)
Clinical Assistant Professor
Obstetrics and Gynecology
B.S., 1999, Berry College
M.D., 2003, Mercer University School of Medicine

Dray, Gregory J. (2005)
Clinical Assistant Professor, Psychiatry & Behavioral Sciences
B.S., 1970, North Carolina State University
M.D., 1973, Ohio State University
M.A., 1998, Lenoir-Rhyne College of Medicine

Drumwright, Curtis (2007)
Assistant Professor, Internal Medicine
B.S., 1976, Arizona State University
MD, 1982, Autonomous University of Guadalajara & University of Arizona College of Medicine

Dulebohn, Scott (2008)
Clinical Assistant Professor, Surgery
B.A., 1983; M.D., 1989, University of Missouri

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B.A., 1966, East Tennessee State University
M.D., 1969, University of Tennessee-Memphis

Earl, Peter C. (2009)
Clinical Assistant Professor, Family Medicine
M.D., 1984, University of Colorado Health Science Center

Ebeo, Celso (2008)
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M.D., 1994, Cebu Institute of Medicine

Edenfield, Mark (2001)
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B.Ch.E., 1978, Georgia Institute of Technology
M.D., 1982, University of Tennessee

El Abbassi, Adel (2010)
Clinical Instructor, Internal Medicine
M.D., 2001, Beirut Arab University

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M.D., 2006 Universite Libanaise

Elaine, Susan (2006)
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B.A., 1972, Emory and Henry College
M.Ed., 1989, East Tennessee State University

Emory, Theresa S. (2000)
Clinical Associate Professor, Pathology (continued)
(continued) M.D., 1989
Eastern Virginia University Medical School
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B.S., 1999, University of Washington, Seattle
M.D., 2004, Tulane University
Evans, James (1999)
Clinical Associate Professor, Surgery
B.S., 1978, Creighton University
M.D., 1983, St. Louis University School of Medicine
Farmer, Margaret F. (1997)
Clinical Assistant Professor, Pediatrics
A.B., 1982, Bryn Mawr College
M.A., 1984, University of Chicago
Ph.D., 1985, Duke University
M.D., 1991, University of North Carolina, Chapel Hill
Clinical Assistant Professor, Section of Medical Education
M.D., 1975, Albany Medical College, Union University
Farrow, Jeff (2007)
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MD, 1985, University of New Mexico
Fenley, John D. (1991)
Clinical Assistant Professor, Psychiatry
B.S., 1991, Christian Brothers College
M.D., 1987, ETSU Quillen College of Medicine
Fenyves, Jeffrey (2003)
Clinical Assistant Professor, Family Medicine
B.S., 1981, University of North Carolina, Chapel Hill
M.D., 1985, Bowman Gray/Wake Forest University
Fernando, Cedric (1986)
Clinical Assistant Professor (PT), Family Medicine
A.S., 1979, California State University
M.D., 1983, American University of the Caribbean, West Indies
Filka, Marianne E. (1987)
Clinical Assistant Professor, Family Medicine
B.S., 1975, Sam Houston State Teachers College
M.S., 1978, North Carolina State University
M.D., 1984, Bowman Gray School of Medicine
Fischer, Frank H., Jr. (2002)
Clinical Assistant Professor, Family Medicine
B.A., 1970, University of Texas, Austin
M.D., 1974, University of Texas Health Science Center
Fischer, Judith (1989)
Clinical Assistant Professor, Obstetrics/Gynecology
B.A., 1969, Southern Methodist University
M.D., 1975, University of Texas Health Sciences Center
Clinical Assistant Professor, Family Medicine
Obstetrics and Gynecology
B.B.A., 1972, Ohio University
D.O., 1981, Kansas City College of Osteopathic Medicine
Clinical Instructor, Family Medicine
B.S., 1993, East Tennessee State University
2002, American College of Acupuncture and Oriental Medicine

Fleenor, Michael R. (1993)
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B.S., 1975, Virginia Military Institute
M.D., 1979, Medical College of Virginia

Fletcher, Teresa (2004)
Clinical Instructor, Psychiatry and Behavioral Sciences
B.A., 1977, University of Tennessee, Knoxville
M.A., 1993, East Tennessee State University

Flores, Emily (2009)
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Foley, Charles (2006)
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Forrest, Terry (2004)
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Fowler, Todd Alan (1993)
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Goss, James (2001)  
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B.S., 1979, George Washington University  
M.D., 1992, Medical College of Virginia

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M.D. 1982, Medical College of Virginia

Clinical Professor, Internal Medicine  
B.S., 1975, University of Richmond  
M.D., 1979, Medical College of Virginia

Clinical Professor, Internal Medicine  
B.S., 1971, University of Richmond  
M.D., 1975, Medical College of Virginia

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B.S., 1967, University of Richmond  
M.D., 1971, Medical College of Virginia

Greene, T.C. (1991)  
Clinical Assistant Professor, Surgery  
B.S., 1971, M.D., 1974, University of Tennessee

Griffin, Chad A. (2001)  
Clinical Assistant Professor, Family Medicine  
B.S., 1991, University of Tennessee, Knoxville  
M.D., 1995, University of Tennessee, Memphis

Griffith, Robert Finch (2011)  
Clinical Assistant Professor, Section of Medical Education  
M.D., 1988 University of North Dakota School of Medicine

Grunstra, Bernard (1992)  
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B.S., 1981, Oral Roberts University  
M.D., 1985, University of Florida College of Medicine

Guldseth, David (2004)  
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Massello, Thomas (2005)
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Mathes, William T., Jr. (1981)
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M.D., 1984, Tufts University School of Medicine

Clinical Assistant Professor, Surgery
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<tr>
<th>Name</th>
<th>Title</th>
<th>Institution and Dates</th>
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<tr>
<td>Mechleb, Wissam</td>
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M.D., 2002, American University of the Caribbean

Clinical Assistant Professor, Psychiatry & Behavioral Sciences
M.D., 1971, Duke University Medical Center

Peterson, Steve (2005)
Clinical Assistant Professor, Surgery
B.S., 1983, University of Wisconsin
M.D., 1998, Medical University of South Carolina

Clinical Instructor, Family Medicine
B.S.N., 1996, University of Virginia College at Wise
F.N.P., 2002, Old Dominion University School of Nursing
D.O., 2007, Edward Via College of Osteopathic Medicine

Pickler, Eva (2004)
Clinical Assistant Professor, Obstetrics and Gynecology
M.B.A., 1994, University of North Carolina-Charlotte
M.D., 1998, Boston University School of Medicine

Pillinger, Lynn (1981)
Clinical Professor, Internal Medicine
B.S., 1972, Duke University
M.D., 1977, Medical University of South Carolina

Pinell, Octavio J. (1989)
Clinical Assistant Professor (continued)
James H. Quillen College of Medicine 2011-2012
FACULTY: PART-TIME

(continued) Obstetrics and Gynecology
B.S., 1978, Houston Baptist University
M.D., 1982, Baylor College of Medicine

Pollitte, Jonathan (2002)
Clinical Assistant Professor, Internal Medicine
B.S., 1990, University of Kentucky
Ph.D., 1995, University of Tennessee, Knoxville
M.D., 1999, ETSU Quillen College of Medicine

Ponder, Michael A. (2005)
Clinical Assistant Professor, Internal Medicine
B.S., 1984, Mars Hill College
M.D., 1988, East Carolina University School of Medicine

Clinical Assistant Professor, Family Medicine
M.D., 1978, Memorial University, Canada

Procter, Carol (2005)
Clinical Assistant Professor, Internal Medicine
B.S., 1970, Vanderbilt University
M.D., 2000, ETSU Quillen College of Medicine

Puram, Vijayalakshmi (2008)
Assistant Professor, Internal Medicine
MBBS, 1972, Guntur Medical College

Qayum, Salman (2008)
Assistant Professor, Internal Medicine
MBBS, 1994, Khyber Medical College, Pakistan

Quinn, Donald (1992)
Clinical Associate Professor, Internal Medicine
A.A.S., 1982, State University of New York
B.A., 1984, Adelphi University
M.D., 1988, American University of the Caribbean

Clinical Assistant Professor, Psychiatry & Behavioral Sciences
B.A., 1985, University of Tennessee, Chattanooga
M.D., 1990, ETSU Quillen College of Medicine

Clinical Assistant Professor (PT), Family Medicine
B.S., 1992, Monmouth College, West Long Branch, New Jersey
M.D., 1996, Johns Hopkins School of Medicine

Rahman, Zia Ur (2008)
Clinical Instructor, Family Medicine
M.B.B.S., 2001 King Edward Medical College, Pakistan

Reagan, David R. (1990)
Clinical Associate Professor, Internal Medicine
B.S., 1978, East Tennessee State University
Ph.D., 1982, and M.D., 1985, Vanderbilt University

Reddick, Lovett (1981)
Clinical Assistant Professor, Surgery
A.B., 1966, Self Memorial Hospital
School of Medical Technology
M.D., 1970, Bowman Gray School of Medicine

Reiff, Robert (2002)
Clinical Assistant Professor (continued)

(continued) Obstetrics and Gynecology
M.D., 1977, University of Tennessee

Clinical Professor, Surgery
B.A., 1955, Vanderbilt University
M.D., 1958, Vanderbilt University

Richardson-Cox, Barbara (2002)
Clinical Assistant Professor, Obstetrics and Gynecology
B.A., 1973, M.D., 1990, University of California

Rivers, Carole (1999)
Clinical Assistant Professor, Psychiatry & Behavioral Sciences
B.S., 1988, Appalachian State University
M.D., 1992, East Carolina University

Robins, Guy (2008)
Clinical Assistant Professor, Family Medicine
M.D., 1990, University of Arizona, Tucson

Clinical Assistant Professor (PT), Family Medicine
B.S., 1984, East Tennessee State University
M.D., 1991, ETSU Quillen College of Medicine

Robertson, Julie S. (2002)
Clinical Assistant Professor, Pathology
B.S., 1991 David Lipscomb University
M.D., 1997, University of Louisville, School of Medicine

Robertson, Trey (2001)
Clinical Associate Professor, Surgery
B.S., 1993, David Lipscomb University
M.D., 1997, University of Louisville School of Medicine

Rowell, Michael D. (1991)
Clinical Associate Professor, Surgery
B.S., 1982, University of Cincinnati
M.D., 1986, Wright State University School of Medicine

Runnels, Clay (2002)
Clinical Assistant Professor, Obstetrics and Gynecology; Internal Medicine; Pediatrics
B.S., 1993, Texas A&M University
M.D., 1997, University of Texas Southwestern Medical School
M.B.A., 2006, Milligan College

Sabri, Safia (2002)
Clinical Assistant Professor, Psychiatry & Behavioral Sciences
M.B.B.S., 1983, Fatima Jinnah Medical College, Pakistan

Assistant Professor, Internal Medicine
BA, 1955, Central Secondary School
M.B.ChB, 1963, Bagdad University Medical School

Saha, Tapasi (2008)
Assistant Professor, Internal Medicine
MBBS, 1988, Mymensingh Medical College, Bangladesh

Clinical Assistant Professor, Family Medicine; Surgery
B.S., 1987, Washington and Lee University
M.D., 1996, Medical College of Virginia

92
Scharfstein, Benjamin (2002)
Clinical Associate Professor, Surgery
B.S., 1994, Vanderbilt University
M.D., 1998, Memphis College of Medicine

Schmidt, Lawrence W. (1990)
Clinical Assistant Professor, Surgery
Clinical Associate Professor, Internal Medicine
B.S., 1971, St. Louis University
M.D., 1974, University of Tennessee College of Medicine

Schoondyke, Jeffrey (2006)
Clinical Assistant Professor, Internal Medicine
B.S., 1992, Northern Arizona University
MPH, 1995, University of Oklahoma
M.D., 1999, St. Georges University

Schubert, Robert L. III (1999)
Clinical Assistant Professor (PT), Family Medicine
B.S., 1991, Denison University, Granville, Ohio
M.D., 1995, Medical College of Ohio, Toledo, Ohio

Scott, Thomas (2008)
Clinical Associate Professor, Surgery
B.A., 1975, M.D., 1978, University of Nebraska
M.P.H., 1985, Harvard College

Scruggs, Katherine L. (2001)
Clinical Assistant Professor, Family Medicine: Surgery
B.A., 1987, University of Virginia
M.D., 1992, Medical College of Virginia

Sellers, Matthew (2007)
Assistant Professor, Internal Medicine
BA, 1985, University of Tennessee
MD, 1991, Medical College of Georgia

Sentell, Marcia M. (2009)
Clinical Assistant Professor, Obstetrics and Gynecology
M.D., 1985, ETSU Quillen College of Medicine

Shafer, Brian (2008)
Clinical Instructor, Family Medicine
D.O., 2006, WV School of Osteopathic Medicine

Shahhabi, Nasser (1980)
Clinical Professor Surgery
M.D., 1948, University of Tehran College of Medicine, Iran

Sharma, Dinesh (2010)
Clinical Instructor, Internal Medicine
M.B.B.S., 2005, University of Delhi

Shereef, Ramadan (2007)
Clinical Assistant Professor, Internal Medicine
M.D., 1994, Ain Shams University, Egypt

Sherman, Deborah D. (1993)
Clinical Associate Professor, Surgery
M.D., 1986, ETSU Quillen College of Medicine

Shine, James William (1996)
Clinical Associate Professor, Family Medicine
M.D., 1996, University of Alabama School of Medicine

Shine, Susanne Mayer (1997)
Clinical Assistant Professor, Family Medicine
M.D., 1987, University of Alabama School of Medicine

Shipley, James M. (2005)
Clinical Assistant Professor (PT), Family Medicine
B.S., 1994, East Tennessee State University
M.D., 1998, ETSU Quillen College of Medicine

Clinical Assistant Professor, Family Medicine
B.S., 1989, M.D., 1993, University of Tennessee

Sibley, David (1990)
Clinical Associate Professor, Pathology
B.A., 1980, M.D., 1984, University of Virginia

Silasi, Ovidiu-Gabriel (2002)
Clinical Assistant Professor, Internal Medicine
M.D., 1995, University of Medicine and Pharmacy, Timisoara, Romania

Simmons, John (2008)
Associate Professor, Internal Medicine
BS, 1995, Marshall University
DO, 2001, West Virginia School of Osteopathic Medicine

Clinical Assistant Professor, Psychiatry & Behavioral Sciences
B.A., 1979, Grinnell College, Iowa
M.D., 1985, University of Kansas

Singh, Mahipal (2002)
Clinical Associate Professor, Physiology
Ph.D., 1993, McGill University

Skelton, Barbara J. (1992)
Clinical Assistant Professor, Pediatrics
B.A., 1981, University of Tennessee at Chattanooga
M.D., 1985, ETSU Quillen College of Medicine

Smiddy, Joseph F. (1976)
Adjunct Professor, Internal Medicine
B.A., 1964, University of Virginia
M.D., 1967, University of Virginia Medical School

Smith, Davis (2001)
Adjunct Faculty, Psychiatry and Behavioral Sciences
B.A., 1977, Wake Forest University
M.A., 1991, Appalachian State University
Ph.D., 1995, University of Memphis

Smith, Stephen (1997)
Clinical Assistant Professor, Psychiatry & Behavioral Sciences
Ph.D., 1977, University of Tennessee
D.O., 1984, University of Health Sciences College of Osteopathic Medicine

Snider, Ralph (2008)
Assistant Professor, Internal Medicine
BS, 1986, Andrew University
MD, 1990, Ohio State University

Clinical Professor, Pathology (continued)
(continued) B.S., 1974, Valparaiso University
M.D., 1979, Medical College of Ohio

Spannuth, Clarence L., Jr. (1979)
Clinical Professor, Internal Medicine
Milton S. Hershey Medical Center

Spitznas, Andrew (2004)
Assistant Professor, Psychiatry
B.S., 1989, Ursinus College
M.D., 1994, Medical College of Pennsylvania

Srinath, Manoj (2003)
Clinical Assistant Professor, Family Medicine
Bachelor of Medicine ad Surgery, 1990,
Bangalore Medical College, Bangalore, India
Masters in Epidemiology, 1991,
M.D., 1995, Southern Illinois University School of Medicine

Stano, George, Jr., (2004)
Clinical Assistant Professor, Surgery
B.A., 1975, Monmouth College
D.P.M., 1984, New York College of Podiatry

Stewart, David (2008)
Assistant Professor, Internal Medicine
PharmD, 2003, Campbell University School of Pharmacy

Stiltner, Lynetta L. (2005)
Clinical Instructor, Family Medicine
B.S., 1997, Pikeville College
D.O., 2003, Pikeville College of Osteopathic Medicine

Strickland, Katherine (2005)
Clinical Instructor, Pediatrics
B.S., 2000, M.P.H., 2002, Georgia Southern University

Stone, Michael (2006)
Associate Professor/Director, Human Performance Lab,
Kinesiology, Leisure and Sports Sciences
B.S., 1970, Florida Technological University
M.S., 1974, Tennessee Technological University
Ph.D., 1977, Florida State University

Swan, Forrest (2008)
Clinical Associate Professor, Internal Medicine
M.D., 1978, University of Illinois COM

Swarner, Orville W. (1994)
Clinical Associate Professor, Pediatrics
B.A., 1961, Southern College
M.D., 1965, Loma Linda University

Sweitzer, Donald E. (1993)
Clinical Assistant Professor, Surgery
A.S., 1974, Macon Junior College
B.S., 1978, Georgia College
M.D., 1983, Medical College of Georgia

Tassan, Vicente C. (1993)
Clinical Assistant Professor, Internal Medicine
B.S., 1970, and M.D., 1975,
University of the Philippines

Clinical Assistant Professor, Obstetrics and Gynecology
B.S., 1987, East Tennessee State University
M.D., 1997, ETSU Quillen College of Medicine

Tate, Glenn E. (1996)
Clinical Assistant Professor, Family Medicine
M.D., 1981, University of Virginia School of Medicine

Taylor, Tamarro (2006)
Clinical Associate Professor, Internal Medicine
B.S., 1987, Virginia Commonwealth University
M.D., 1992, Medical College of Virginia

Clinical Associate Professor, Pediatrics
B.S., 1971, East Tennessee State University
M.D., 1974, University of Tennessee State Center for Health Sciences

Teixeira, Otto (2009)
Associate Professor, Pediatrics
M.D., 1964, University of Brazil

Tennison, Clifton (1999)
Clinical Professor, Psychiatry and Behavioral Sciences
B.A., 1971, Baylor University
M.D., 1979, Tulane University

Thigpen, James C., Jr. (1996)
Clinical Associate Professor, Pediatrics
B.S., 1990, Medical University of South Carolina
Pharm.D., 1992, Medical University of South Carolina

Thomas, Chadwick (2008)
Assistant Professor, Internal Medicine
BS, 1997, University of Tennessee
MD, 2001, East Tennessee State University

Thur de Koos, Paul (1989)
Clinical Professor, Surgery
M.D., 1968, Universidad de Buenos Aires, Argentina

Toothman, Jane (1977)
Clinical Associate Professor, Family Medicine
A.B., 1962, M.D., 1963, West Virginia University

Toth, James (2008)
Assistant Professor, Internal Medicine
BS, 1981, Youngstown State University
DO, 1989, West Virginia School of Osteopathic Medicine

Turnbull, James M. (1993)
Clinical Professor, Psychiatry and Behavioral Sciences
Family Medicine
St. Mary's Hospital Medical School

Turner, Kenneth (2008)
Assistant Professor, Internal Medicine
BS, 1987, Christian Brothers College
MD, 1992, ETSU Quillen College of Medicine

Vaught, James E. (1996)
Professor Emeritus, Psychiatry
Clinical Associate Professor, Family Medicine  
B.S., 1981, and M.D., 1986  
University of Santo Tomas, Philippines

Verhegge, Ruth D. (1997)  
Adjunct Clinical Instructor  
Psychiatry & Behavioral Sciences  
B.S., 1966, Florida State University  
M.M.S., 1973, Emory University

Vermillion, Stanley (1977)  
Professor, Internal Medicine  
B.A., 1960, MD, 1964, University of Kansas

Vu, Duc Q. (2003)  
Clinical Assistant Professor, Family Medicine  
B.S., 1983, Purdue University  
M.D., 1987, University of Texas Medical School

Wadzinski, James (2006)  
Clinical Instructor, Family Medicine  
B.S, 2002, M.D., 2004, Saba University, Netherlands

Walker, Elaine S. (1992)  
Clinical Assistant Professor, Internal Medicine  
B.S., 1979, North Dakota State University  
Ph.D., 1982, University of North Carolina, Chapel Hill

Walker, William (1999)  
Clinical Associate Professor, Surgery  
B.S., 1978, Mercer University  
M.D., 1981, University of South Florida-Tampa

Clinical Professor, Internal Medicine  
M.D., 1976, University of Illinois

Clinical Assistant Professor, Family Medicine  
B.A., 1986, Florida Southern College, Lakeland  
D.O., 1992, Kirksville College of Osteopathic Medicine

Walters, Kim (2008)  
Clinical Instructor, Pediatrics  
B.S.N., 1993, East Tennessee State University  
M.S.N., 2002, University of Colorado

Watson, David (1997)  
Clinical Associate Professor, Surgery  
M.D., 1983, University of Arkansas

Way, Brian (2008)  
Clinical Assistant Professor, Family Medicine  
D.O., 1997, Texas College of Osteopathic Medicine

Wegman, Frank (2006)  
Clinical Assistant Professor, Internal Medicine  
B.A., 1989, Indiana Wesleyan University  
M.D., 2000, Saba University

Weigand, Clifford (2008)  
Associate Professor, Internal Medicine  
B.S., 1972, Ohio State University  
M.D., 1975 Medical College of Ohio

Weir, Alva (2006)  
Adjunct Professor, Internal Medicine  
B.A., 1971, Southwestern University  
M.D., 1975, University of Tennessee

Welch, D. Brent (1990)  
Clinical Professor, Internal Medicine  
B.S., 1980, David Lipscomb College  
M.D., 1984, University of Tennessee College of Medicine

Clinical Associate Professor, Internal Medicine  
B.S., 1975, and M.S., 1982, East Tennessee State University  
M.D., 1989, ETSU Quillen College of Medicine

White, Sean (2006)  
Clinical Assistant Professor, Obstetrics and Gynecology  

Wigger, Mark (2008)  
Assistant Professor, Internal Medicine  
BA, 1978, University of Tennessee  
MD, 1984, ETSU Quillen College of Medicine

Wilkinson, Mark J. (2005)  
Clinical Assistant Professor, Pediatrics  
B.S., 1989, Virginia Tech  
M.D., 1993, University of Medicine and Dentistry of New Jersey

Williams, Gary S. (1993)  
Clinical Assistant Professor, Family Medicine  
B.A., 1971, Clinch Valley College  
M.D., 1979, Medical College of Virginia

Clinical Assistant Professor (PT), Family Medicine  
B.S., 1977, Virginia Polytechnic Institute and State University  
M.D., 1981, Virginia Commonwealth University

Williams, Marcus G. (1989)  
Professor, Surgery  
B.S., 1974, M.D., 1979, Howard University College of Medicine

Williams, Ronald L. (1984)  
Clinical Assistant Professor, Family Medicine  
B.S., 1977, Memphis State University  
M.D., 1981, University of Tennessee College of Medicine

Willocks, Angela (2001)  
Clinical Instructor, Pediatrics  

Wilson, Stephen K. (1994)  
Clinical Professor, Surgery  
B.A., 1962, Williams College  
M.D., 1966, University of Illinois

Wireman, Jill (1996)  
Clinical Assistant Professor, Pediatrics  
B.S., 1986, Duke University  
M.D., 1990, University of Kentucky
<table>
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<tr>
<th>Name</th>
<th>Position</th>
<th>Degree(s)</th>
<th>Institution(s)</th>
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<tr>
<td>Wood, James</td>
<td>Clinical Associate Professor, Surgery</td>
<td>M.D., 1966, University of Tennessee College of Medicine</td>
<td></td>
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<tr>
<td>Woodard, Mark</td>
<td>Clinical Professor, Surgery</td>
<td>B.S., 1988, David Lipscomb University</td>
<td>M.D., 1992, ETSU Quillen College of Medicine</td>
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<tr>
<td>Wright, Kenneth</td>
<td>Assistant Professor, Internal Medicine</td>
<td>BS, 1987, University of Memphis</td>
<td>MD, 1992, ETSU Quillen College of Medicine</td>
</tr>
<tr>
<td>Yong, J. Nuri</td>
<td>Clinical Professor, Psychiatry and Behavioral Sciences</td>
<td>M.D., 1952, Seoul National University School of Medicine</td>
<td></td>
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<tr>
<td>Young, Leigh Anne</td>
<td>Clinical Assistant Professor, Internal Medicine</td>
<td>B.S., 1986, Tennessee Tech University</td>
<td>M.D., 1990, ETSU Quillen College of Medicine</td>
</tr>
<tr>
<td>Youssef (Nassour), Dima</td>
<td>Instructor, Internal Medicine</td>
<td>MD, 2004, Lebanese University, Lebanon</td>
<td></td>
</tr>
<tr>
<td>Zajonc, Tim</td>
<td>Clinical Assistant Professor, Surgery</td>
<td>B.A., 1991, Lamar University</td>
<td>M.D., 1995, University of Texas Southwestern Medical School</td>
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<tr>
<td>Zaietta, Gabriel</td>
<td>Clinical Instructor, Internal Medicine</td>
<td>M.D., 1997 Universidad Nacional de Rosario</td>
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<td>Zaza, Ahmed</td>
<td>Clinical Assistant Professor, Internal Medicine</td>
<td>M.D., 1980, Cairo University</td>
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<tr>
<td>Zepeda, Fernando</td>
<td>Clinical Assistant Professor, Anesthesiology and Surgery</td>
<td>B.A., 1989, Christian Brothers University</td>
<td>M.D., 1993, ETSU Quillen College of Medicine</td>
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<tr>
<td>Name</td>
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<td>Alexandroni, Ariel</td>
<td>McKinleyville, CA</td>
<td>Physical Medicine/Rehabilitation</td>
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<td>Emory School of Medicine</td>
<td>Atlanta, GA</td>
<td>Mountain Area Health Education Ctr</td>
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<td>Ambrosia, Jerome Victor</td>
<td>Knoxville, TN</td>
<td>Orthopaedic Surgery</td>
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<td>Marsh University School of Medicine</td>
<td>Huntington, WV</td>
<td>University of Tennessee</td>
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<td>Baird, Richard Taylor</td>
<td>Chattanooga, TN</td>
<td>Internal Medicine</td>
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<tr>
<td>University of Utah Affiliated Hospitals</td>
<td>Salt Lake City, UT</td>
<td>University of Alabama Medical Center</td>
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<td>Bradley, Patrick Durham</td>
<td>Johnson City, TN</td>
<td>Ophthalmology</td>
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<td>Texas A&amp;M Scott &amp; White Healthcare</td>
<td>Temple, TX</td>
<td>University of North Carolina</td>
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<td>Browder, Megan Elizabeth</td>
<td>Johnson City, TN</td>
<td>Psychiatry</td>
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<td>Psychology</td>
<td>University of Alabama</td>
<td>Memorial Health University</td>
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<td>Birmingham, AL</td>
<td>Franklin, Mandy John</td>
<td>Obstetrics/Gynecology</td>
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<td>Brown, DeAnna Lynn</td>
<td>Knoxville, TN</td>
<td>Pediatrics</td>
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<td>Pediatrics</td>
<td>Vanderbilt Medical Center</td>
<td>St. Vincents Medical Center</td>
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<td>Nashville, TN</td>
<td>Freeman, David Marshall</td>
<td>Freedman, TN</td>
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<td>Carroll, Traci Reed</td>
<td>Kingsport, TN</td>
<td>Psychiatry</td>
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<td>East Tennessee State University</td>
<td>Virginia Commonwealth Health System</td>
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<td>Johnson City, TN</td>
<td>Franklin, TN</td>
<td>University of Louisville</td>
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<td>Coleman, Catherine Jane</td>
<td>Smithville, TN</td>
<td>General Surgery</td>
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<td>Washington Hospital Center</td>
<td>Washington, DC</td>
<td>Vanderbilt University</td>
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<td>Dahl, David Ernest</td>
<td>Knoxville, TN</td>
<td>Anesthesiology</td>
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<td>University of Tennessee</td>
<td>Nashville, TN</td>
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<td>Nashville, TN</td>
<td>Eastern Virginia Medical School</td>
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<td>Knoxville, TN</td>
<td>Haneline, Amanda Dene</td>
<td>Obstetrics/Gynecology</td>
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<td>Emby, Scott Dwayne</td>
<td>Knoxville, TN</td>
<td>Radiology</td>
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<td>University of Tennessee</td>
<td>Nashville, TN</td>
<td>Obstetrics/Gynecology</td>
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<td>Knoxville, TN</td>
<td>Koerten, Jonathan James</td>
<td>Eastern Virginia Medical School</td>
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*Note: The above information is a partial list of Class of 2010 graduates and their initial postgraduate residencies.*
<table>
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<tr>
<th>Name</th>
<th>City, State</th>
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<tr>
<td>Lambert, Tabitha Anne</td>
<td>Mt. Juliet, TN</td>
<td>Pediatrics</td>
<td>University of Florida</td>
<td>Jacksonville, FL</td>
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<td>Litchfield, Norman Paul</td>
<td>Johnson City, TN</td>
<td>Psychiatry</td>
<td>Duke University</td>
<td>Durham, NC</td>
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<td>Lovingood, Ginger Kate</td>
<td>Maryville, TN</td>
<td>Internal Medicine</td>
<td>Duke University</td>
<td>Durham, NC</td>
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<td>Martin, Jeffrey Wayne</td>
<td>Columbia, TN</td>
<td>Emergency Medicine</td>
<td>Palmetto Health-Richland</td>
<td>Columbia, SC</td>
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<td>Mehta, Hardik</td>
<td>Charlotte, NC</td>
<td>Emergency Medicine</td>
<td>Wake Forest Baptist Medical Center</td>
<td>Winston-Salem, NC</td>
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<td>Meyer, David Stephen</td>
<td>Oak Ridge, TN</td>
<td>Internal Medicine</td>
<td>UVM Fletcher Allen</td>
<td>Burlington, VT</td>
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<td>Millan-Pinzon, Sonia Isabel</td>
<td>Chattanooga, TN</td>
<td>Surgery-Preliminary</td>
<td>East Tennessee State University</td>
<td>Johnson City, TN</td>
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<td>Mize, Evans Neal</td>
<td>Pulaski, TN</td>
<td>Internal Medicine</td>
<td>East Tennessee State University</td>
<td>Johnson City, TN</td>
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<td>Orton, Charles Brandon</td>
<td>Lawrenceburg, TN</td>
<td>Internal Medicine</td>
<td>University of Virginia</td>
<td>Charlottesville, VA</td>
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<td>Osei-Nkansah, Elsie</td>
<td>Buffalo, NY</td>
<td>Family Medicine</td>
<td>Mountain Area Health Education Ctr</td>
<td>Asheville, NC</td>
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<td>Pacifico, Stephen Earl</td>
<td>Maryville, TN</td>
<td>Surgery</td>
<td>University of Tennessee</td>
<td>Knoxville, TN</td>
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<td>Pham, Hao Duy</td>
<td>Knoxville, TN</td>
<td>Surgery Preliminary</td>
<td>University of Louisville</td>
<td>Johnson City, TN</td>
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<td>Quraishi, Mohammed Imran</td>
<td>Knoxville, TN</td>
<td>Psychiatry</td>
<td>Duke University</td>
<td>Durham, NC</td>
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<tr>
<td>Radut, Gabriela</td>
<td>Denver, NC</td>
<td>Internal Medicine</td>
<td>University of Wisconsin</td>
<td>Madison, WI</td>
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## Class of 2011

### Hometown and Initial Postgraduate Residency Position

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<td>University of South Carolina, Charleston, SC</td>
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99
Locke, Allison Diane
Knoxville, TN
Internal Medicine
East Tennessee State University
Johnson City, TN
Marks, Mallary Elizabeth
Gleason, TN
Internal Medicine
Vanderbilt University
Nashville, TN
Mason, James Bradley
Covington, TN
Preliminary Surgery/Urology
University of Florida
Gainesville, FL
McConnell, Phillip Daniel
Martin, TN
Internal Medicine
East Tennessee State University
Johnson City, TN
Miller, Erin Elizabeth
Knoxville, TN
Psychiatry
Oregon Health and Science University
Portland, OR
Nelson, Rachel Meredith
Lookout Mountain, TN
Radiology
Medical University of South Carolina
Charleston, SC
Nyberg, Brian Christopher
Johnson City, TN
Psychiatry
Wright State University
Dayton, OH
O'Hara, Christina Susana
North Pole, AK
Emergency Medicine
Brooke Army Medical Center
San Antonio, TX
Oliver, Matthew
Maryville, TN
Obstetrics-Gynecology
Memorial University Medical Center
Savannah, GA
Pace, William Brandon
Loyall, KY
Emergency Medicine
University of Kentucky
Lexington, KY
Ridley, Celia Janette
Brownsville, TN
Obstetrics-Gynecology
University of South Carolina
Greenville, SC
Seneker, Timothy James
Knoxville, TN
Family Medicine
Ft. Collins Family Medicine
Ft. Collins, CO
Shaffer, Mimi Elizabeth
Memphis, TN
Obstetrics-Gynecology
UC San Diego Medical Center
San Diego, CA
Soike, Thomas Matthew
Jonesborough, TN
Pathology
Medical University of South Carolina
Charleston, SC
Stancil, Stewart Alan
Powhatan, VA
Emergency Medicine
Darnall Army Medical Center
Ft. Hood, TX
Thompson, James Austin
Johnson City, TN
Emergency Medicine
Pitt County Memorial Hospital
Brody School of Medicine
Greenville, NC
Thompson, Misty Joyce
Warburg, TN
University of Tennessee-Knoxville
Pedia
tics
Brooke Army Medical Center
San Antonio, TX
Vidosh, Jacqueline Danielle
Knoxville, TN
Obstetrics-Gynecology
Wright Patterson Medical Center
Wright Patterson AF, OH
Waldrop, Larry Dale II
Clarksville, TN
Orthopaedic Surgery
Virginia Commonwealth University
Richmond, VA
Wetherington, Brian Henry
Maryville, TN
Internal Medicine
University of Kentucky
Lexington, KY
Whitt, Benjamin Joseph
Johnson City, TN
Radiology
University of Louisville
Louisville, KY
Wilhoit, Brett Allen
Johnson City, TN
Family Medicine
Trident Medical Center
Charleston, SC
Winkler, Stuart Solomon
Nashville, TN
Obstetrics-Gynecology
Wake Forest Baptist Medical Center
Wake Forest, NC
Worsham, Lora Palmer
Silver Point, TN
Internal Medicine
University of Tennessee
Nashville, TN
Wu, Fangbai
Johnson City, TN
Radiology
Cleveland Clinic Foundation
Cleveland, OH
Young, Jeanne Marie
Soddy Daisy, TN
Dermatology
University of Virginia
Charlottesville, VA
Ziock-Price, Jennifer
Knoxville, TN
Obstetrics-Gynecology
Baylor College of Medicine
Houston, TX
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101
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Preston, Erin Kathleen
Hendersonville, TN
University of Tennessee-Knoxville

Pugh, Jessica Elise
Bethpage, TN
East Tennessee State University

Quinn, Justin Wayne
Whitesburg, TN
Carson-Newman College

Raj, Manisha
Knoxville, TN
East Tennessee State University

Rasberry, William Millsaps
Johnson City, TN
University of Alabama - Tuscaloosa

Reagan, James Timothy
Hixson, TN
East Tennessee State University

Red, Rebecca Terry
Chattanooga, TN
Wake Forest University

Reuhlman, Brian Richard
Winston-Salem, NC
University of North Carolina - Wilmington

Ross, Ian Robert
Kingsport, TN
East Tennessee State University

Smith, Christine Moore
Franklin, TN
Vanderbilt University

Snyder, Michael Andrew
Jonesborough, TN
East Tennessee State University

Snyder, Thad Lee
Flag Pond, TN
Campbell University Inc

Stanfill, John Clint
Lexington, TN
Freed-Hardeman University

Storm, Tonia Faith
Philomath, OR
Oregon State University

Suresh, Kalpana
Malvern, PA
Indiana University of Pennsylvania

Turner, Angel Marie
Jonesborough, TN
East Tennessee State University

Varvoutis, Megan Slaughter
Cullowhee, NC
Clemson University

Webb, Samuel B
Franklin, TN
Yale University

Wilgenbusch, Sara
Antioch, TN
University of Notre Dame

Williams, Eddison Ivan
Clarksville, TN
East Tennessee State University

Wilson, Jocelyn Mary-Estelle
Oak Ridge, TN
Whitworth College

Wong, Andrew Peter
Knoxville, TN
University of Tennessee-Knoxville
Class of 2014

Hometown and Primary Undergraduate Institution

Albright, Austin LeBron
Rogersville, TN
Freed-Hardeman University

Farmer, Travis Dalton
Knoxville, TN
University of Tennessee-Knoxville

Jones, Whitney
Martin, TN
Union University

Anand, Nikhil
Nashville, TN
University of Georgia

Flynn, Nicholas Andrew
Maryville, TN
Vanderbilt University

Key, Logan Alyse
Framlin, TN
Middle Tennessee State University

Armentrout, Daniel Paul
Jonesborough, TN
East Tennessee State University

Gentry, Jacqueline Carol
Collierville, TN
Rhodes College

Klimecki, Haley
Chattanooga, TN
East Tennessee State University

Ashe, Samuel Micah
Greeneville, TN
Maryville College

Gilbert, Kurt Maurice
Cookeville, TN
Tennessee Technological University

Kreger, Michael
Pleasant View, TN
Austin Peay State University

Barcel, David Anthony
Johnson City, TN
Elon University

Gill, Jacquelyn Suzanne
Monroe, NC
Smith College

Lane, Chelsea Rene'
Rogersville, TN
Freed-Hardeman University

Bennie, Laura Dawn
Nashville, TN
Freed-Hardeman University

Goodnight, Jonathan Paul
Taylorville, NC
Western Carolina University

Lauderback, Kari Sharyce Harper
Kingsport, TN
Emory & Henry College

Brothers, Brittney Alanna
Murfreesboro, TN
David Lipscomb University

Himmelreich, Sarah Kathryn
Knoxville, TN
East Tennessee State University

Liang, Chu
Nashville, TN
University of Virginia

Brown, Christine Victoria
Chattanooga, TN
East Tennessee State University

Hoffman, Benjamin Mark
Knoxville, TN
University of Tennessee-Knoxville

Lwin, Kaleigh Khinemar
Nashville, TN
Middle Tennessee State University

Childress, Courtney Lynn
Gainesboro, TN
Sewanee: The University of the South

Holmes, Merranda Dawn
Mcminnville, TN
Middle Tennessee State University

Maung, Ko Ko
Murfreesboro, TN
Lafayette College

Colgrove, Nicole Juliette
Kingsport, TN
East Tennessee State University

Holmgren, Lauren Ellyse
Franklin, TN
Trinity University

McCary, Sarah Elizabeth
Kingsport, TN
University of Tennessee-Chattanooga

Coulter, Meredith, Marie
Knoxville, TN
University of Tennessee-Knoxville

Holt, Michael Francis
Johnson City, TN
University of South Carolina

McLaren, Thomas Anthony
Chattanooga, TN
University of Tennessee-Chattanooga

Craig-Owens, Laura DeeAnne
Elizabethton, TN
University of Tennessee-Knoxville

Hunt, Colette Renee
Johnson City, TN
Vanderbilt University

Miller, Melanie Kay
Johnson City, TN
Sewanee: The University of the South

Crook, Jeremy
Murfreesboro, TN
Middle Tennessee State University

Hussein, Reem Adel
Knoxville, TN
University of Tennessee-Knoxville

Muecke, Matthew Robert
Knoxville, TN
University of Tennessee-Knoxville

Desai, Anushri Vijay
Chattanooga, TN
North Carolina State University

Irish, Vincent Nolan
Johnson City, TN
University of Tennessee-Knoxville

Munjal, Alexander Ramesh
Kingsport, TN
East Tennessee State University

Dyer, Brandon Ray
Corryton, TN
East Tennessee State University

Javer, Avani Vinod
Chattanooga, TN
East Tennessee State University

Murphy, Shannon, Bernice
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Middle Tennessee State University
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Elon University  

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University of North Carolina-Asheville  

Pierce, Allison Michelle  
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University of Tennessee-Knoxville  

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Johnson City, TN  
East Tennessee State University  

Richards, Lukas Wade  
Fall Branch, TN  
Vanderbilt University  

Robinson, Melissa Dunavant  
Johnson City, TN  
Georgia State University  

Rochford, Laura Ellen  
Knoxville, TN  
College of William and Mary  

Rosenberger, Elizabeth Underwood  
Ooltewah, TN  
Southern Adventist University  

Ross, Whitney Trotter  
Johnson City, TN  
East Tennessee State University  

Sabri, Shahbaaz Abdullah  
Johnson City, TN  
East Tennessee State University  

Soto, Mario Augusto  
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Southern Adventist University  

Samples, Tara Renae  
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East Tennessee State University  

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Johnson City, TN  
East Tennessee State University  

Soto, Mario Augusto  
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United States Military Academy  

Strohl, Jacob Dylan  
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Art Institute Pittsburgh  

Tanner, April Michelle  
Knoxville, TN  
Bob Jones University  

Thomas, Amy  
Brentwood, TN  
Vanderbilt University  

Vallurupalli, Sharat  
Lawrenceville, GA  
East Tennessee State University  

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Knoxville, TN  
University of Tennessee-Knoxville  

Walker, Mary Gaines  
Knoxville, TN  
Samford University  

Watson, Sean Joseph  
Kingsport, TN  
Tennessee Technological University  

Wellington, Jennifer Michelle  
Clarksville, TN  
Belmont University  

Wesley, Timothy Edwards  
Nashville, TN  
Emory University  

Wheeler, Andrew Hunter  
Jackson, TN  
University of Tennessee-Knoxville  

Whitaker, Austin Woodard  
Old Hickory, TN  
University of Tennessee-Knoxville  

White, Jessica Lauren  
Franklin, TN  
University of Tennessee-Knoxville  

Wilson, Matthew James  
Chattanooga, TN  
University of Tennessee-Knoxville