

Brody School of Medicine

Bulletin 2020



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Introduction

Welcome

The Brody School of Medicine at East Carolina University has offered a four-year medical education program for over 40 years. Although still a relatively young school, we have succeeded in gaining national recognition for our programs in rural medicine, primary care, robotic and minimally invasive surgery, obesity research, and telemedicine. Our dedicated faculty, staff, and students assure our continued success in the 21st century. Located in the eastern third of North Carolina, Greenville serves as the region's center for education and health care.

The Brody School of Medicine is located on the west campus of East Carolina University. In addition to the School of Medicine, the medical campus includes the College of Nursing, the College of Allied Health Sciences, the School of Dental Medicine, Laupus Library and the Health Sciences Campus Student Center. Located adjacent to the School of Medicine is Vidant Medical Center, a state-of-the-art, 909 bed hospital which houses the East Carolina Heart Institute and serves as the primary teaching site for the school's inpatient services.

Consistent with its emphasis on family medicine and primary care, the school maintains multiple ambulatory facilities for outpatients. In addition, Centers of Excellence for cancer, diabetes, cardiovascular diseases, drug and alcohol abuse, metabolic disorders, and childhood obesity focus on health care problems prevalent in our region. Education of medical and doctoral students continues to be the primary objective of the Brody School of Medicine. The school prides itself on its attention to student needs and collegial interactions with students at all levels. Our relatively small class size facilitates close interaction among faculty, students, and physicians in residency training. A significant portion of our clinical education is carried out in community settings across the state.

The Brody School of Medicine strives for excellence in all its programs. We carefully plan and review the educational experiences we provide our students and offer them the personal attention and guidance needed for a lifetime of fulfilling practice.

We welcome and appreciate your interest in the Brody School of Medicine at East Carolina University.

The Brody School of Medicine
East Carolina University

Academic Calendar 2020-2021

<i>Date(s)</i>	<i>Class of 2024</i>	<i>Class of 2023</i>	<i>Class of 2022</i>	<i>Class of 2021</i>
June 2020				
Monday June 22			M3 Orientation Begins	
Monday June 29			M3 Clerkship 1 Begins	Block 4 Begins
July 2020				
Monday July 27	M1 Orientation Begins			Block 5 Begins
August 2020				
Monday August 3	M1 Block 1 Begins	M2 Orientation		
Tuesday August 4		M2 Block 4 Begins		
Monday August 10			M3 Clerkship 2 Begins	
Monday August 24				Block 6 Begins

September 2020				
Monday September 7	Labor Day Holiday	Labor Day Holiday	Labor Day Holiday	Labor Day Holiday
Monday September 28			M3 Clerkship 3 Begins	Block 7 Begins
October 2020				
Monday October 19				Block 8 Begins
November 2020				
Monday November 2			M3 Clerkship 4 Begins	
Monday November 16				Block 9 Begins
Monday November 23			M3 Fall Break Begins	M4 Fall Break Begins
Wednesday November 25	M1 Fall Break Begins	M2 Fall Break Begins		
Monday, November 30	M1 Block 2 Begins			
December 2020				
Monday December 21	M1 Winter Holidays Begin	M1 Winter Holidays Begin	M1 Winter Holidays Begin	M1 Winter Holidays Begin

January 2021				
Monday January 4	M1 Block 2 Resumes	M2 Block 4 Resumes	Clerkship 5 Begins	Block 10 Begins
Monday January 18	MLK Jr. Holiday	MLK Jr. Holiday	MLK Jr. Holiday	MLK Jr. Holiday
February 2021				
Monday February 1				Block 11 Begins Transition to Residency (1 wk)
Monday February 15			Clerkship 6 Begins	
March 2021				
Monday March 8				Block 12 Begins
Friday March 19				Match Day
Friday March 26		M2 Block 4 Ends	M3 Courses End	
Monday March 29	M1 Block 2 Ends	M3 Orientation Begins	Transition to M4 Begins	
April 2021				
Monday April 5	M1 Block 3 Begins	M3 Clerkships Begin		Block 13 Begins
Monday April 12			M4 Course Work Begins	
Monday April 19				Transition to Residency (2 wk)

May 2021

Wednesday May 5				M4 Senior Checkout
Thursday May 6	BSOM Awards Ceremony	BSOM Awards Ceremony	BSOM Awards Ceremony	BSOM Awards Ceremony
Friday May 7				M4 BSOM Convocation ECU Commencement
Friday May 21	M1 Block 3 Ends			
Monday May 31	M1 Memorial Day Holiday	M3 Memorial Day Holiday		

The School of Medicine

History

In August 1977, the East Carolina University School of Medicine opened its doors to the first class of four-year students. The preparation for the arrival of those first 28 students covered a 13-year period of dedicated service by East Carolina University officials, the ECU Board of Trustees, community physicians, and state legislators. Their goal was to expand the opportunities for medical education in the state and improve the quantity and quality of primary care physicians serving North Carolina residents. In 1965, the North Carolina General Assembly authorized East Carolina College to establish a School of Medicine and provided planning funds for its development. In 1967, when the legislature awarded university status to ECU, it also received continued authorization to plan, develop and implement a medical curriculum. The 1969 General Assembly appropriated additional planning and development funds. Core faculty and administrative personnel were recruited to complete the first stage of development of the school.

In 1971, upon the recommendation of Governor Robert W. Scott and the State Board of Higher Education, the General Assembly appropriated operating funds to allow the enrollment of the first students into a one-year program. In the fall of 1972, 20 students were enrolled, followed by two more classes of 20 students each in 1973 and 1974. These 60 students, all North Carolinians, successfully completed the one-year program at East Carolina and transferred to the sophomore class of the School of Medicine at the University of North Carolina at Chapel Hill.

In 1975, upon recommendation of the Board of Governors of the University of North Carolina system, the General Assembly appropriated \$43 million for initial construction of facilities and implementation of a new four-year medical school at East Carolina University. In April 1977, the School of Medicine received

provisional accreditation and authorization to admit its charter class of 28 students in the fall of that year. The School of Medicine received full accreditation in February 1981, and three months later the charter class graduated. Class sizes rose, and from 1986 to 2006, each freshman class had 72 students. The 2009 incoming class increased to 78 students and in 2012 the entering class had grown to 80 students. This was expanded to 82 in 2017 and to 86 in 2018.

Residency programs were accredited in 1977 for family medicine; in 1978 for psychiatric medicine, internal medicine, pediatrics, surgery, and obstetrics and gynecology; in 1982 for emergency medicine; in 1985 for anatomic and clinical pathology; and in 1991 for physical medicine and rehabilitation. Programs leading to the Doctor of Philosophy degree in anatomy and cell biology, biochemistry, microbiology and immunology, pharmacology, and physiology were initiated in 1979. A doctoral program in pathology was added in 1987. The first Doctor of Philosophy degree conferred by East Carolina University was awarded through the medical school in 1983. In 1999, the School of Medicine was named for the Brody family in recognition of its continuous support for more than 30 years.

Our Medical Mission

The Brody School of Medicine provides a carefully developed environment conducive to the study of medicine, one that emphasizes individual and continuing learning to prepare students for a lifetime of personal service. Many elements make up the Brody approach, but the most important are small class sizes, an outstanding and dedicated faculty, and exceptional facilities. Medical students at Brody find that they have many opportunities for personal interaction and individual instruction, whether in the classroom, the office of a faculty member or at the bedside of a patient. Because faculty members are able and willing to spend more time with students, they are better prepared to contribute to the growth and development of each student, not only as a physician but also as a person with unique needs, interests and goals.

More than 400 physicians and research scientists make up our faculty and provide this professional and personal guidance to students as they proceed through their training. Complementing and assisting the faculty are nearly 200 practicing physicians in Greenville and throughout the state who contribute their expertise to the educational experience in classrooms, affiliated hospitals and community practice settings. The faculty of Brody is the greatest strength of the

educational program. By precept and example, the faculty upholds the standards of excellence that enable graduates to fulfill their professional duties throughout a lifetime of service, whether in primary care, specialty practice, or teaching and research. The Brody faculty has a reputation for being innovative. The school was among the first in the country to use simulated patients in the teaching program, a common practice today. Brody faculty members have also helped pioneer standardized clinical practice examinations.

Supporting the faculty in its mission are the excellent facilities of the medical school and Vidant Medical Center, the primary affiliated teaching hospital of the school. These modern educational and clinical facilities were carefully designed to meet the needs of students, from the Laupus Library with its private study areas and computing resources to master classrooms equipped with multimedia, computer and teleconferencing technology. These resources contribute to an educational atmosphere that encourages mature study, intellectual curiosity, and the formal and informal exchange of ideas and knowledge.

But not all student learning takes place at the medical center. Clinical rotations throughout the region and state allow students to experience the practice of medicine in carefully selected hospitals, physician offices and rural health clinics. In many of these settings, medical students learn within an interdisciplinary framework that includes students from other health care disciplines. Patient care activities conducted by faculty physicians in schools, health departments, and outlying hospitals also enhance the study of medicine while helping to meet health care needs in the region. Many ECU medical students choose to pursue part of their training in foreign countries, adding to their appreciation of different cultures. This variety of clinical settings provides a solid foundation for residency training in primary care or other specialty areas.

The emphasis of The Brody School of Medicine, however, is on primary care. When North Carolina legislators were planning the establishment of a medical school at ECU, they carefully assessed the health care needs of the state and specified that the school should direct special attention to three important goals: educating primary care physicians, making medical care more readily available to the people of eastern North Carolina and providing opportunities to minority and disadvantaged students. This challenging mandate is reflected in daily activities in the classrooms, research laboratories and outreach programs of the school.

The fundamental responsibility of the school is the education of competent and compassionate physicians who will provide quality care to their patients and leadership in their communities. The Brody School of Medicine also recognizes the vital commitment physicians must make to professional growth throughout their careers as the mysteries of medicine are unraveled and science provides new ways of healing and caring. In many ways, a medical education is just a start. The Brody School of Medicine is dedicated to making it an excellent beginning.

Clinical Service Programs

Although medical education is the foremost mission of The Brody School of Medicine, its commitment of service to the region and state has had a lasting, beneficial effect on medical care in eastern North Carolina. The education and training of highly qualified physicians to serve in smaller cities and towns is one obvious way the school has contributed to this improvement. Yet in countless other ways, either through direct patient care or indirectly through such programs as continuing medical education for practicing physicians and other health professionals, the school is making eastern North Carolina a healthier place to live and work.

At its most basic level, the medical school serves the region through direct patient care. Faculty physicians conduct general and specialty clinics at the 517 Moye Medical Center, the Brody Outpatient Center and the Pediatric Outpatient Center. General outpatient care is also provided at the Family Medicine Center, the Monk Geriatric Center, ECU Women's Physicians, the Firetower Medical Office in south Greenville, and in a number of other sites around the Greenville community. Inpatient care is provided at Vidant Medical Center. All medical care is provided under the auspices of ECU Physicians, the group practice of the School of Medicine. In recognition of the important need for reaching out beyond the campus, however, faculty offer their services in outlying communities through arrangements with area health care providers and agencies. Further, they cooperate with local and state health care agencies to help meet any special needs of communities. Many rural sites are linked to the medical center through a live interactive television system known as telemedicine, which facilitates medical consultation and education.

A more recent approach to improving clinical care has been through the development of centers of emphasis for particular diseases and conditions prevalent in eastern North Carolina. Within the last few years, centers have been established for the comprehensive care of patients with cancer, diabetes, addiction disorders, and allergy and asthma. In addition, the goal of the East Carolina Heart Institute is to help reduce the number of deaths due to heart disease and improve cardiovascular health in eastern North Carolina. Each of these centers integrates advanced clinical services, basic and clinical research, and educational activity into a single entity. Other exceptional programs with a regional focus include high-risk obstetrics, trauma, accident and injury prevention, HIV/AIDS, developmental evaluation, and rehabilitation, to name a few. These examples of direct clinical service complement an abundance of activities that indirectly influence medical care in the region. Every clinical department sponsors annual seminars to update regional physicians on current topics in medical care, and faculty members travel to regional community hospitals to present lectures to physicians and other health care providers.

Finally, medical students themselves are involved in a number of service activities. Students are responsible for the administrative activities of a free weekly clinic staffed by volunteers at the Pitt County Health Department, as well as the weekly Greenville Community Shelter Clinic, which provides health care to homeless people under the auspices of the Pitt County Medical Society. Students and faculty also collaborate to provide care to children with special needs in a series of summer camps sponsored by the Department of Pediatrics.

Research Programs

Faculty, residents, research fellows and medical and graduate students at the Brody School of Medicine engage in a range of basic and clinical research. In keeping with the school's mission of service, the research programs and other community support activities include attention to health problems present in the region. Ongoing research programs include hypertension, obesity, cardiovascular and respiratory diseases, renal function, reproduction, alcohol toxicity, human nutrition, cancer, allergy, asthma, gerontology, transplantation immunology, human genetics, cellular and molecular neuroscience, cellular metabolism, DNA recombinant technology, medical ethics and minimally invasive surgery.

In addition, personnel of the Center for Health Services Research and Development assess various aspects of the region's health care delivery system and assist in the development of new service programs. The laboratories of the Brody Medical Sciences Building, the Biotechnology Center, and the Warren Life Sciences Building are equipped with the state-of-the-art technologies required in all aspects of basic and applied biomedical science ranging from the molecular level to the intact organism. Core Technical Facilities, including flow cytometry and confocal microscopy, provide investigators with access to sophisticated instrumentation. Faculty members also have access to a specially constructed containment facility that permits research with hazardous micro-organisms and transgenic animals.

Regional Community Education

The Brody School of Medicine is in the center of eastern North Carolina, a 13,690-square-mile region with more than 1.4 million residents. A predominantly rural area, it offers unique and challenging opportunities for clinical education away from the academic environment of the school and hospital in Greenville. School of Medicine faculty members are optimistic that positive health care experiences in settings other than the medical center will influence career decisions toward practice in small towns and communities.

The majority of third-year Family Medicine clerkships are arranged at sites with family physicians practicing in eastern North Carolina. During the fourth year of study, students may select rotations and preceptorships at rural hospitals, clinics and private physician offices throughout the state. Medical school faculty and community physicians provide instruction and supervision for students on rotation. The clinical skills courses offered during the first and second years of study also place students in clinical education settings in the state.

An important part of the coursework is the primary care preceptorship, a three- to four-day rotation during which students live and work with a primary care physician. Sites are available across North Carolina. In addition, the School of Medicine sponsors programs to provide students with community experiences in non-clinical settings. Student organizations provide opportunities for participation in special projects such as health screenings in shopping centers and sponsorship of special activities and fundraising events to benefit particular groups of patients and their families.

The Division of Health Sciences

The Brody School of Medicine is a component of the ECU Division of Health Sciences. The division also includes the College of Nursing, the College of Allied Health Sciences, the School of Dental Medicine, the East Carolina Heart Institute, and Laupus Library. Faculty and students in the division have a collegial relationship that emphasizes interdisciplinary education and a joint approach to health care problem-solving.

The College of Nursing, established in 1959, is a center of excellence in nursing education, research and practice. The school's academic programs prepare professional nurses as baccalaureate generalists and as specialists for advanced practice at the master's level. The undergraduate program is intended for first-time college students, returning and transfer students as well as registered nurses who obtained their basic nursing education in community colleges and hospitals. The master's program provides study options in clinical services administration, community health, adult health, neonatal nurse practitioner, nurse midwifery, and family nurse practitioner. The college also offers post-master's certificates as well as a post-baccalaureate certificate in school nursing. In 2002, the college established a doctoral program in nursing, and the first doctorate in nursing was awarded in 2005.

The College of Allied Health Sciences, established in 1967-68, was created in response to the growing need for allied health professionals in eastern North Carolina and the state. The college centers around nine departments, each headed by a departmental chairperson. The nine departments are biostatistics, clinical laboratory science, health services and information management, occupational therapy, physician assistant studies, communication sciences and disorders, physical therapy, addictions and rehabilitation studies and nutrition science.

The Department of Physician Assistant Studies offers a 24-month program of campus instruction as well as an innovative 36-month course of instruction using distance-learning technology. Both programs result in the award of a master's degree and qualify the graduates to take the national certifying exam. Students receive the preparation to allow them to sit for the certification exam in both

family practice and surgery. The Masters of Public Health degree program began in 2003 and now enrolls approximately 90 students. This interdisciplinary program prepares professionals to provide public health leadership in a variety of health and human service settings. Consistent with the regional characteristics of eastern North Carolina, the MPH degree focuses on public health needs of rural and minority populations particularly in eastern North Carolina. Full-time students can complete the 45-semester hour curriculum in four years.

Facilities

Brody Medical Sciences Building

This seven-story building houses the Brody School of Medicine. With 489,000-square-feet, it has classrooms, lecture halls, clinical training areas, faculty offices, student meeting rooms, labs and research. It connects via a large corridor to our academic teaching hospital, Vidant Medical Center, our Cancer Center, Women's Center, Rehabilitation Center and other locations in the medical complex. In addition to housing basic and clinical science departments, the Brody Building has a 525-seat auditorium and administrative offices for the School of Medicine and the Division of Health Sciences. Classrooms are equipped with advanced computer, video and smart screens to aid learning. Study areas create an academic atmosphere and teaching laboratories are spacious and well-equipped to provide a stimulating environment for group and independent study. The Brody Building opened in mid-1982 and expanded in 1989-90.

Brody Outpatient Center

This clinical location is on the first floor, western side, of the medical sciences building. Patients enter through a separate entrance to be seen by our outpatient specialty physicians practicing here. This practice area once housed all specialty care, but today primarily serves our high-risk pregnancy patients. It has private patient parking. A 8,700-square-foot magnetic resonance imaging center is adjacent. The Brody Outpatient Center underwent a complete renovation in 1998.

Biotechnology Center

This building has our faculty and core support laboratories. These labs are designed and equipped for research in modern molecular biology and genetics. It has core research facilities for flow cytometry (analytical and sorting); amino acid and protein analysis; automated peptide sequencing and synthesis; manual DNA sequencing; polymerase chain reaction; X-ray developing; monoclonal antibody services; access to computerized international molecular biology databases and analysis programs; access to computerized molecular modeling; and a discount molecular biology enzyme and reagent stock service. It was built in 1988 at a cost of \$2.2 million. It serves as the centerpiece of the interdepartmental Biotechnology Program.

Pediatric Outpatient Center

This patient practice is found on the ground floor of the Biotechnology Building. It serves our general pediatric patients and some sub-specialty pediatric care. In addition to examination rooms, procedural and consultation areas, it has a complete clinical laboratory. Playrooms and waiting areas provide a comfortable setting with 1,000 square feet of patient care space.

Vidant Cancer Care

Vidant Cancer Care at the Eddie and Jo Allison Smith Tower is located on the campus of Vidant Medical Center in Greenville. This six-story, 418,000-square-foot facility is home to both inpatient and outpatient services, allowing patients to receive all of their care in one convenient place. Teams of dedicated cancer professionals work together to develop customized treatment plans for each patient. Cutting-edge equipment and technologies ensure that patients receive the best care, and advanced teleconferencing capabilities connect doctors across the region, allowing them to securely share medical records, images, and ideas.

Facility features include: 96 inpatient rooms, 60 infusion areas with views of the outdoor healing gardens, three distinct clinics with 58 exam rooms, one multidisciplinary clinic with 12 exam spaces, stereotactic radiosurgery technology, five radiation therapy vaults, and advanced radiology services including a PET/CT scanner, 3D mammography, ultrasound, image guided breast biopsy, and bone density screenings. Also available are pharmacy and laboratory

services, outdoor healing gardens for patients and staff, indoor and outdoor labyrinth walking paths designed to foster meditation, reflection and calm, digital art walls, a resource center with space for complementary therapies, and an image renewal center with wigs, scarves, prosthetics, and garments.

The Edward Nelson Warren Life Sciences Building

This teaching building houses some of the school's most productive research projects in heart disease and cancer. It has operating rooms for experimental procedures, a cardiac catheterization lab, classrooms and seminar rooms. It has administrative offices associated with this research. It also houses the Department of Comparative Medicine. Completed in 1999, it has 60,000 square feet.

East Carolina Heart Institute

The ECHI comprises two buildings. The state-funded ECU building is located near the Warren Building and houses offices and research labs for cardiologists, cardiothoracic surgeons, vascular surgeons, and scientists. This four-story, 206,000-square-foot, \$60 million building also houses outpatient treatment facilities and educational facilities for students, physicians, and scientists. The six-story, \$150 million, 375,000-square-foot cardiovascular bed tower of Vidant Medical Center on Moye Boulevard houses six operating rooms, 11 interventional labs, and 120 patient beds. Vidant Health, parent company of Vidant Medical Center, funded its construction.

Medical School Teaching Annex

This large area at Vidant Medical Center has faculty offices and teaching areas for some of our clinical services and departments. This annex spans the entire front of the medical center and offers convenient connections to the hospital. It includes on-call and treatment rooms, seminar and classrooms areas.

Family Medicine Center

In 2011, the Department of Family Medicine opened the doors of its state-of-the-art Family Medicine Center. As eastern North Carolina's foremost patient-centered medical home and medical training facility, the Center provides the best

in health care to 29 counties in the region. The Center serves as a Mecca for talented medical students, family medicine residents and fellows, allied health students, and others by providing a facility, resources, and services that enhance training opportunities. All Family Medicine divisions and services are housed in the 112,000-square-foot facility which boasts of 60 exam rooms, an urgent care area, four minor surgery/procedure rooms, counseling rooms, physical therapy, radiology, a laboratory, and a pharmacy. Services offered include urgent care, primary care, prenatal care, minor surgery, sports medicine, geriatrics, family and individual counseling, patient education, and nutrition. Hospital and nursing home care are also provided to Family Medicine patients. Residents, medical students, and other learners thrive in the rich clinical and educational environment of the Family Medicine Center. By design, the building facilitates their interaction and communication with Family Medicine faculty in both the clinical and classroom environments. There are two large precepting rooms in the clinical areas, classrooms, an auditorium, and six conference/meeting rooms. Residents' administrative offices are located near the faculty physician offices. Each faculty and resident work desk is equipped with a computer. Through a generous gift from Frances J. and Robert T. Monk, the department was able to construct the Geriatric Center in their names. This Center allows family medicine physicians, geriatric fellows, residents, and medical students to address the health care needs of the older population. The special needs and problems of the older patient provide unique teaching opportunities for future primary care physicians. Close proximity to the lab, radiology, and the pharmacy enhance the services provided.

Health Sciences Building

The four-story Health Sciences Building opened in 2006 and houses the School of Allied Health Sciences, Laupus Library, and the School of Nursing. Among the many features in the 303,000-square-foot building are concepts-integration and patient simulation labs, which give nursing students the opportunity to perfect their technique and clinical skills in a controlled environment before working with actual patients; classrooms with technology stations; distance education; ECU Speech-Language and Hearing Clinic; and research labs. The library has a computer lab, study carrels and casual reading spaces as well as a 7,000- title history collection.

The site is providing interdisciplinary health sciences education where doctors, nurses and other health care providers learn to work effectively in teams. Architects designed the building to encourage shared use of large classrooms, common space and courtyards. The schools and library have separate ground entrances and joint upper floor hallways.

The Health Sciences Building was made possible by a \$3.1 billion statewide higher education facilities bond referendum passed in November 2000. At the time, it was the largest voter-approved bond program for higher education in the United States.

Ledyard E. Ross Hall (School of Dental Medicine)

This building houses the newest addition to our academic health campus, the School of Dental Medicine at ECU. It opened in 2012 with 188,000 square feet of educational, clinical and research space including a simulation lab, 133 fully-equipped operatories, a faculty practice for general and specialty dentistry and a special needs suite. Ross Hall also serves as the hub for the dental school's 8 Community Service-Learning Centers located in some of the most underserved communities in North Carolina.

Health Sciences Campus Student Center

The state-of-the-art 75,000 square foot Health Sciences Student Center is the first standalone student center on a medical campus in North Carolina as well as one of the few in the United States. This multi-purpose facility houses various student services, activities, and a full-service 25,000 square foot recreation and wellness center. The center serves the students, faculty, staff, and guests of the Health Sciences Campus, bridging community, service, and leadership across programs and campuses.

The Health Sciences Campus Student Center supports the growth and development of the health sciences campus community and includes the following units and services: Campus Recreation and Wellness, Student Health Services, Career Services, Student Development & Counseling, Campus Reservations, Students Activities and Organizations, the LGBT Resource Office, the

Ledonia Wright Cultural Center, Central Ticket Office, Veterans Services, ECU Police, eating facilities, and Starbucks.

Vidant Medical Center

Formerly known as Pitt County Memorial Hospital, Vidant Medical Center is one of the leading medical centers in North Carolina. The medical center is the clinical training site for more than 1,300 health sciences students each year, including more than 300 medical residents and 300 medical students. The medical center is the flagship of Vidant Health. Originally a community hospital serving Greenville and Pitt County, Vidant Medical Center has become the principal referral hospital for eastern North Carolinians. It maintains its community hospital mission, but because of the availability of a diversity of medical specialties and services, the hospital now serves an estimated 1.4 million people in 29 counties in eastern North Carolina. With 974 beds, Vidant is a tertiary care hospital with critical care units for medical, surgical, neurosurgical, pediatric, trauma, cardiac and cardiac surgery patients. Other facilities include a free-standing surgery center, a birthing center, a sleep disorders center, a hemodialysis unit, a 75-bed rehabilitation center, a behavioral health unit, a pain management center, a toxicology service, a 52,000-square-foot wellness center and the 109-bed Maynard Children's Hospital, which includes a Level III neonatal intensive care unit. The emergency department serves 25 outlying hospitals as a Level I regional trauma center. Vidant employs more than 7,800 people. Each year, the more than 700 physicians on its medical staff provide care to more than 46,000 inpatients and 269,000 outpatients and deliver more than 3,800 babies. Vidant is in the center of a designated medical district that includes private physician offices, the Walter B. Jones Drug and Alcohol Rehabilitation Center, several extended care facilities, the Ronald McDonald House of Eastern North Carolina and the American Cancer Society's McConnell-Raab Hope Lodge for cancer patients.

Postgraduate Training

Residency Programs

East Carolina University and Vidant Medical Center provide the educational and administrative resources that support graduate medical education programs in many disciplines. Programs that have earned

certification by the Accreditation Council for Graduate Medical Education are offered in general surgery, pediatrics, internal medicine, family medicine, obstetrics and gynecology, psychiatry, emergency medicine, pathology, physical medicine and rehabilitation, and dermatology. Combined programs in internal medicine/pediatrics, internal medicine/psychiatry and internal medicine/emergency medicine are also offered. First-year positions are filled through the National Resident Matching Program, and applications are processed through the Electronic Residency Application System.

Subspecialty residency programs are cardiology, pulmonary/critical care medicine, child and adolescent psychiatry, neonatology, geriatrics, cytopathology, interventional cardiology, hematology/oncology, infectious diseases, nephrology, endocrinology, forensic pathology, gastroenterology, sports medicine, surgical critical care, surgical pathology and vascular surgery. Non-ACGME programs include diabetes, emergency medicine transport, family medicine women's health, bariatric surgery and minimally invasive surgery. Completion of an accredited specialty program is generally a prerequisite for enrollment. Applications are processed through the respective academic departments. The faculty includes full-time, part-time and volunteer members. Opportunities in academic and community practice allow residents to acquire a balanced approach to patient care. Resident physicians are an essential part of the medical community and work with close supervision by the faculty in an environment that provides graduated patient care responsibilities. Reflecting the medical center philosophy, Vidant is committed to excellence in patient care and education.

Doctoral Programs

The Departments of Anatomy and Cell Biology, Biochemistry and Molecular Biology, Microbiology and Immunology, Pharmacology and Toxicology, and Physiology offer programs for the degree of Doctor of Philosophy. An interdisciplinary doctoral program including faculty from the Department of Pathology and Laboratory Medicine, other clinical departments and the Department of Biology is also offered. The educational objectives of these programs are to foster scholarship, critical analysis and creative research activity in a particular field of study. In selecting candidates for admission, each

applicant's aptitudes and career goals receive careful attention. Each curriculum complements the student's undergraduate and graduate experiences, and every candidate is expected to acquire a broad understanding of human biology in both healthy and diseased states and to gain an in-depth knowledge in a specific discipline.

Students have the opportunity for frequent contact with health science professionals concerned with questions relating to all aspects of human health. As a result, graduates of the doctoral programs of Brody School of Medicine gain knowledge and experience in preparing for careers in organizations concerned with the life sciences, including biomedical research institutes, academic institutions, hospitals, government agencies and industry.

All departments are equipped with instrumentation necessary for modern preparative and analytical procedures. Specialized facilities are also available for tissue culture and virological studies and for handling pathogenic and recombinant organisms. Each department considers the laboratory to be the major setting for the education of doctoral candidates. Students are encouraged to begin some research activity immediately upon entering their program and are assigned to faculty members who supervise them in an aspect of a research problem compatible with part-time laboratory investigation.

Students have the opportunity to work with several faculty members, including those outside the department, before selecting a thesis preceptor.

A minimum of 58 semester hours of course work is required for the doctoral program, of which 15 to 18 semester hours may be in a cognate minor area, if acceptable to the student and the major department.

The individual needs of a student may be met in part, and with approval by the thesis advisory committee, by appropriate graduate courses offered either by other departments at ECU or by other doctoral programs in North Carolina. Further student enrichment activities include teaching and participation in university-sponsored services and other activities deemed of value by the student's advisory committee and graduate faculty of his or her major department.

Inquiries about departmental programs, admission requirements, financial aid and application procedures should be directed to the attention of the chairperson of the department in which an individual has an interest at the following address:

Office of Research and Graduate
Studies Brody School of Medicine
East Carolina University
Mail Stop 609
Greenville, NC 27834

Admissions

Requirements

The Medical College Admission Test (MCAT) is required of all applicants who seek admission to the Brody School of Medicine. Information about this test, which is administered several times a year, may be obtained via the Internet at aamc.org/students. Applicants should take this test no later than the fall of the year prior to their desired matriculation date in medical school and have the results sent to the Admissions Office of the Brody School of Medicine at East Carolina University. (For additional information, see medicine.ecu.edu/admissions/application-procedure/.)

While most successful applicants will have completed an undergraduate degree before enrollment, each applicant must have the equivalent of at least three years of acceptable work at an accredited college or university prior to matriculation in medical school. No specific undergraduate major is required, but every applicant must have completed one year of each of the following courses (preferably prior to taking the MCAT and definitely prior to admission):

- General biology or zoology with laboratory (a botany course alone is not satisfactory)
- General chemistry with laboratory (which must include both qualitative and quantitative analysis)
- Organic chemistry with laboratory
- Physics with laboratory
- English (or writing-intensive courses)

While not required, courses in genetics, biostatistics, social science, humanities, and English are strongly recommended. Applicants are urged not to enroll in undergraduate or graduate courses likely to be repeated in the medical curriculum.

* OUR PREREQUISITE COURSE REQUIREMENTS ARE CHANGING

As of the 2020-2021 application cycle (for the entering class of 2021), the course requirements will be as follows:

- One year of General Biology or Zoology with laboratory (Botany alone is not sufficient to meet this requirement)
- One year of General Chemistry with laboratory (which must include both qualitative and quantitative analysis)

- One year of Organic Chemistry with laboratory
- One year of Physics with laboratory
- One year of English (or writing intensive courses)
- One semester of social sciences/humanities
- One semester of biochemistry, and
- One semester of statistics/biostatistics

While not required, a course in genetics and an additional year of English are strongly recommended.

Selection Factors

Factors considered by Admissions Committee members as they review applicants to the Brody School of Medicine encompass the intellectual, personal, and social development of each individual. In order to assess these areas, the committee uses a variety of data, including:

- Grades and other indicators of academic achievement
- Level of achievement on the MCAT and any other available standardized tests
- The personal, professional, and employment experiences of the applicant
- Evaluations from faculty members who have taught the applicant (either individual or committee)
- Letters of reference from employers, acquaintances, and other individuals
- Interviews conducted by members of the Admissions Committee, and any other pertinent available information

Since there are no rigid cut-offs or formulas used in the selection of medical students, each applicant is viewed as an individual. All available information is considered in order to best determine that applicant's character and qualifications for the study of medicine. The Brody School of Medicine acknowledges its responsibility as a state-supported school to select students and train physicians who will meet the needs of all residents of North Carolina. In meeting this responsibility, the School of Medicine seeks competent students of diverse personalities and backgrounds. In particular, special effort is made to include in each entering class students from a variety of geographical, economic, and ethnic groups. It follows that all applicants are evaluated by the Admissions Committee without discrimination based on race/ethnicity, color, creed, national origin, religion, sex, sexual orientation,

gender identity, age, veteran status, political affiliation, genetic information, or disability.

Residence

The Brody School of Medicine is a state-supported medical school with a legislatively-mandated mission to provide physicians to serve the people of North Carolina. Since

the number of NC residents applying for our 86 seats has been quite high for many years, no out-of-state applicants have been considered or admitted in over 25 years.

Residency

North Carolina residency for tuition purposes is governed by NC State Law. The Residency Determination Service (RDS) has been established by the NC State Legislature to serve as the centralized services for determining residency for students attending state institutions. Applicants who are invited to return secondary applications to Brody must complete the residency process with RDS. For more information on residency for tuition purposes, please feel free to visit ncresidency.cfnc.org/residencyInfo/.

Application Procedure

The Brody School of Medicine participates in the American Medical College Application Service (AMCAS). Application forms are available via the Internet at www.aamc.org/students. Applications for the class, which matriculates each fall, must be filed with AMCAS before November 1st of the preceding year.

The AMCAS application is used as a preliminary application form by the Brody School of Medicine. Each applicant will be notified upon receipt of his or her application and

will be notified via e-mail of the Web address to access these materials. Required components of the electronic supplementary application include:

- Supplementary Application form
- 300-500 word essay reflecting the applicant's reasons for desiring to study medicine, future professional aspirations, the most significant clinical experience, and also the most meaningful non-medical experience

- Recent passport size photograph (appropriate for a professional school application) submitted electronically as a jpeg file
- A non-refundable \$70 application fee. Instructions for electronic payment are included with the supplemental application materials

Each applicant is required to have submitted electronically through AMCAS on his/her behalf either three individual evaluations including two from faculty who have taught the applicant coursework for a grade (at least one of these from a science instructor) and one personal, character, or employment reference letter from a non-family member; or a single recommendation from the school's professional committee. Additional references may be submitted, but should be limited to a total of ten.

All schools in the University of North Carolina system (including the Brody School of Medicine at East Carolina University) are required to inquire if potential students have any past or pending criminal offenses. Therefore, we ask each applicant completing our Supplementary Application to answer the following six questions:

- Have you ever been convicted of a crime?
- Have you ever entered a plea of guilty, a plea of no contest, a plea of nolo contendere, or an Alford plea, or have you received a deferred prosecution or prayer for judgment continued to a criminal charge?
- Have you otherwise accepted responsibility for the commission of a crime?
- Do you have any criminal charges pending against you?
- Have you ever been expelled, dismissed, suspended, placed on probation, or otherwise subject to any disciplinary sanction by any school, college, or university?
- If you have ever served in the military, did you receive any type of discharge other than an honorable discharge?

“Yes” answers to one or more of these questions will not necessarily preclude admission. However, failure to provide complete, accurate, and truthful information on the application will be grounds to deny or withdraw admission, or for dismissal after enrollment. For the purpose of these questions, “crime” or “criminal charge” refers to any crime other than a traffic-related misdemeanor or an infraction. However, alcohol or drug offenses must be included whether or not they are traffic related.

The answers to these six questions are not considered by members of the Admissions Committee as they conduct their deliberations. Any applicants judged by the Committee to be deserving of an offer who do have a previous criminal record are referred to a Subcommittee, which reviews the prior offenses on a case-by-case basis. An applicant's eligibility for admission as determined by this Subcommittee will be based upon a careful weighing of the totality of circumstances surrounding the offense. In its deliberations, the Subcommittee strives to be consistent with state medical licensure policies, and to recognize the US justice system principle that a person's debt to society is fulfilled once punishment is administered. In keeping with recent AAMC recommendations, criminal background checks are required of all accepted applicants.

The Medical College Admission Test (MCAT) is required of all applicants. Test results that are more than three years old at the time of application will not be considered.

Therefore, for applications to the 2020-entering class that are received during the summer and fall of 2019, MCAT scores from 2016 and later will be valid.

Interviews

Two individual interviews conducted by members of the Admissions Committee are an integral part of the evaluation of applicants. Interviews will be requested of selected applicants after review of their completed application files, since the number of applicants who can be interviewed is limited. Traditionally, interviews have been performed in person, but with the advent of the Covid19 pandemic, interviews are now being done virtually. An invitation to interview does not imply acceptance to the School of Medicine, but it is an important part of the selection process. These interviews allow members of the Admissions Committee to become better acquainted with the applicant and allow the applicant to meet members of the faculty and student body, see the educational facilities, and learn more about the Brody School of Medicine.

Interviews are typically conducted daily from late August through January. While the volume of scheduled interviews (typically around 50% of the NC applicant pool) makes it difficult to change assigned interview dates, the Admissions Office staff will make every effort to re-schedule applicants who have unavoidable conflicts. Applicants are asked to arrive at 9:30 AM for morning interviews and 11:45 AM for afternoon interviews.

Morning interviews occur between 10:00 AM and 12:00 PM and afternoon interviews occur between 1:30 PM and 3:30 PM. The day consists of two individual interviews, a tour and lunch with medical students (either before or after interviews), and a brief information session with the Associate Dean or the Director of Admissions. The applications are reviewed first by a screening committee consisting of faculty and community members. The two interviews are conducted by faculty and students who are blinded to the candidate's application information.

Thus, each applicant invited for interview receives four separate appraisals by four individual Committee members: two fairly subjective evaluations based on the semi-blind interviews, and two fairly objective reviews based on examination of the written application file. These appraisals form the basis of the Committee's deliberations and decisions.

Early Decision Plan

An Early Decision Plan is described in the AMCAS instructions for Early Decision Programs. The same admission requirements, policies and procedures described for regular applicants apply to Early Decision applicants. Well-qualified applicants who feel certain that the Brody School of Medicine is their first choice for medical education are encouraged to consider this plan.

Early Assurance Program

Each year the East Carolina University Honors College invites outstanding high school seniors to apply for this competitive academic program, which also allows them to compete for undergraduate Merit Scholarships. Invited students typically have high GPAs and SAT scores, and have excelled in many academic and extracurricular activities. Many of these students indicate a desire to attend medical school after college.

In an effort to attract more superb students to ECU, the Honors College and the Brody School of Medicine offer an Early Assurance Program for the BSOM. Under this program, approximately four of the 86 seats in the BSOM entering class are reserved (four years in advance) for selected students who are North Carolina residents entering ECU as freshmen. All applicants to the ECU Honors College are asked to indicate if they are interested in the Early Assurance Program, and a select

group of interested nominees are subsequently interviewed by BSOM Admission Committee representatives as part of the selection process. The BSOM contingent then ranks these applicants after the interview process is completed, and positions in the Early Assurance Program are offered accordingly. An appropriate number of alternate candidates are also named and encouraged to participate in program activities, so that they will be eligible to fill any vacancies that may occur over the ensuing four years.

Decision Timeline

The Admissions Committee will usually discuss a candidate's application within several weeks of that applicant's interview day. However, in most cases (around 95% of the time) the Admissions Committee will not make a final decision at that first presentation. We aim to fill the class at about the rate we're progressing through the interviews. Since the turn of the calendar year is approximately the half-way point of the application cycle, we typically have between 35 to 45 of our 86 seats filled at that time. At regular intervals throughout the interview season (late August to January) the Admissions Committee reviews all applicants who they have considered but not yet decided upon (so that applicants are viewed in comparison with the entire interviewed applicant pool, and not just the subgroup with whom they were considered at their initial Committee appearance). Once the Admissions Committee is certain of the action they wish to take on an applicant, an e-mail with that decision is sent to the applicant. Conceivably, someone could interview in August or September and not hear from the Admissions Committee until late April (by which time all decisions have been made). On the main page of our website, (medicine.ecu.edu/admissions) we have a "Admissions Update" button that provides current information on the application cycle (how many offers have been made, etc.).

We do ask some applicants to remain under consideration during the summer on our alternate pool ("wait list"). This group is usually smaller than the entering class size, since experience proves that only a dozen or so seats typically open up between mid-May and the start of classes in early August. The list is not ranked, which allows the Admissions Committee to utilize any new information that may become available (spring semester grades, recent publications, etc.).

Acceptance Procedure

Applicants selected for admission must remit a deposit fee of \$100.00 within three weeks of notification of acceptance. Upon registration, this deposit is credited to tuition and fees. If an accepted applicant changes his or her decision after remitting the deposit fee and a written request for a refund is made by April 30, the fee will be refunded. No refund is provided for requests made after April 30.

Following completion of all course work underway at the time of acceptance, and prior to matriculation in the School of Medicine, accepted applicants should request that one complete transcript of course work be sent to the Brody Associate Registrar. An accepted applicant must recognize that acceptance to the School of Medicine occurs prior to matriculation, and implicit in this acceptance is the understanding that the applicant will maintain an acceptable level of academic achievement and personal deportment prior to enrolling in the School of Medicine. Failure to do so will result in a re-examination of the applicant's credentials and the possible withdrawal of the offer to matriculate.

Technical Standards

BSOM Technical Standards (revised August 2017)

The Brody School of Medicine at East Carolina University has interest and experience in accommodating certain disabilities without compromising the integrity of the curriculum or the academic achievement required of all students.

The following technical standards describe the non-academic qualifications which the school considers essential for successful completion of the medical education program.

These standards have been developed upon consideration of various factors, including the minimum competencies expected of any physician, the demands of medical education and residency training, and the welfare of patients who will entrust their health and lives to medical school graduates.

Students accepted by the Brody School of Medicine must have sufficient abilities and skills in several essential areas. These include, but are not limited to:

1. attitudinal and emotional characteristics,
2. interpersonal and behavioral proficiencies,
3. comprehension and communication capabilities,

4. visual, auditory, and other sensory competencies,
5. procedural and manipulative potentials, and
6. high ethical standards which value diversity and respect for all.

Technological assistance may accommodate for deficiencies or disabilities in some of these areas, but must neither cause the Brody School of Medicine an undue hardship nor compromise the fundamental role of the student-physician nor have the potential to jeopardize patient safety.

A medical school applicant requesting special consideration or accommodation on the basis of a disability may be requested to provide pertinent information for review by the Admissions and Student Affairs officers. All decisions regarding applicant requests for special consideration or accommodation will be made on an individual, applicant-by-applicant basis after careful review and thorough consideration of all relevant factors, in compliance with East Carolina University policies.

Applicants who identify a disability and request accommodations after acceptance to the Brody School of Medicine will be referred to the ECU Department of Disability Support Services (dss.ecu.edu) for evaluation and assistance. Applicants should be aware that the National Board of Medical Examiners is the sole authority for granting accommodations for the United States Medical Licensing Examination. The provision of special consideration or accommodations by a medical school does not ensure that any similar considerations or accommodations will be provided by the National Board of Medical Examiners for the United States Medical Licensing Examination.

ECU cannot confirm whether any of its courses or programs meets requirements for professional licensure outside of the State of North Carolina. ECU strongly encourages students to contact applicable licensing boards in states they wish to pursue licensure prior to seeking admission or beginning study in an academic program.

MD/MBA Program

Students whose academic performance places them in the top three quartiles of their class are eligible to apply to the MD/MBA program. Typically, students fulfill the MBA classroom requirements between their second and third years of medical studies, but requests for other time frames may be submitted. Interested students

should schedule an appointment with Dr. Jud Copeland in the Office of Student Affairs to discuss their eligibility and program requirements. Requests for approval should be submitted to the Office of Student Affairs by April 15 of the year in which a student intends to enter the MD/MBA Program. The MD/MBA Admissions Committee will determine each student's eligibility and notify them of their decision.

Students approved for application to the MD/MBA program are required to complete an online graduate school application by May 1. Information concerning the application process and deadlines is available at gradschool.ecu.edu.

The following information should guide the student's completion of the graduate school application:

- Letters of recommendation are not required.
- Official medical school and undergraduate transcripts are required.
- An essay is not required.
- The \$70 application fee is required.
- Provide the statement "medical student – GMAT not required" in the section requesting other information.

Program specifics and the recommended schedule of coursework for the MD/MBA program may be viewed at: www.ecu.edu/cs-bus/grad/mdmba.cfm. Please note that successful passage of the USMLE Step 1 is necessary for continued enrollment in the dual degree program.

MD/MPH Program

Students enrolled in the Dual MD/MPH option are able to take MPH coursework during summer vacations, a leave of absence between the second and third year of medical school, and distance education.

MPH degree requirements for medical students are identical to the requirements of other MPH students. Medical students should be able to complete requirements for both degrees in five years.

A leave of absence to pursue the MPH degree will be granted to medical students accepted into the MPH program who have completed Step I of the USMLE and are in good standing in medical school. For more information, visit the Department of Public Health website: <http://www.ecu.edu/cs-dhs/publichealth/index.cfm>.

Estimated Expenses
(2020-2021)

Tuition and Fees*

	Annual	Fall 2020 Semester	Spring 2021 Semester
Tuition	\$20,252.00	\$10,126.00	\$10,126.00
University Fees	\$2,091.00	\$1,045.50	\$1,045.50
Educational/Technology Fee	\$403.00	\$201.50	\$201.50
Health Service Fee	\$263.00	\$131.50	\$131.50
Clinical Assessment Fee	\$95.00	\$47.50	\$47.50
Disability Insurance	\$78.60	\$39.30	\$39.30
Lab Fee	\$20.00	\$10.00	\$10.00
Safety and Security Fee	\$30.00	\$15.00	\$15.00
Total	\$23,232.60	\$11,616.30	\$11,616.30

* Tuition and fees are subject to change without prior written notice.

Student Health Insurance

Eligibility

- Required for all Medical School students

Charges and Credits - Assessed to all student accounts meeting the eligibility requirements

- Fall 2020 and Spring 2021 charge - \$1,308.40 per semester
- Credits to accounts are issued once ECU receives notice of an approved waiver

Waivers - Visit <http://studentbluenc.com/#/ecu> to apply for a waiver

September 10, 2020 - last day to apply for a waiver. Visit <http://www.ecu.edu/studenthealth/> for more information

Fall 2020 Payment Schedule

ECU does not accept credit or debit card payments by telephone, mail, or fax.

<p>IF PAYING BY MAIL: July 1, 2020 - July 23, 2020</p>	<ol style="list-style-type: none">I. Mail your check, money order, or certified check payment to the Cashier's Office with a copy of your Online eBill. Mail checks to:<ol style="list-style-type: none">a. Standard Remittance Address: ECU TUITION PAYMENTS PO BOX 603084 CHARLOTTE, NC 28260-3084b. Overnight Remittance Address (UPS and FedEx Only): ECU TUITION PAYMENTS LOCKBOX SERVICES REF. 603084 1525 WEST WT HARRIS BLVD - 2C2 CHARLOTTE, NC 282622. Payments made by mail must be postmarked by the US Postal Service on or before July 23, 2020 to allow sufficient time for delivery and processing to the student's account. Checks are processed as received. Do not postdate checks.
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<p>IF PAYING ON-LINE: July 1, 2020 - July 30, 2020</p>	<ol style="list-style-type: none"> I. Students and authorized users can pay tuition and fees on-line through ECU's eBill system with the following payment methods: <ol style="list-style-type: none"> a. Visa, MasterCard, American Express, or Discover affiliated credit card with a 2.85% convenience fee. b. E-check with no fee. 2. Students can access ECU's eBill system through Pirate Port at https://pirateport.ecu.edu/portal/.
	<ol style="list-style-type: none"> a. Students will need their PirateID and Passphrase to enter Pirate Port. b. Click on the "Tools" tab and select "Tuition Statements, 1098-T Statements and Payments" located in the "Cashier" section. 3. Authorized users can access ECU's eBill system at https://epay-banner.ecu.edu/C20694_tsa/web. <ol style="list-style-type: none"> a. Authorized users will need their email address and password to enter ECU's eBill system. 4. The on-line payment system will not be available after 5:00 p.m. on schedule cancellation dates.
<p>IF PAYING IN PERSON: July 1, 2020 - July 30, 2020</p>	<ol style="list-style-type: none"> I. Students can pay tuition and fees in person at the Brody School of Medicine, Division of Health Sciences Depository Services or the Main Campus Cashier's Office located in the Old Cafeteria Complex, Room G120. 2. Payment methods accepted at Brody School of Medicine, Division of Health Sciences Depository Services are cash, check, money order, certified check. 3. Payment methods accepted at the Main Campus Cashier's Office are cash, check, money order, certified check, or PIN based debit card.
<p>July 30, 2020</p>	<p>All Fall 2020 billing statements are due. All outstanding balances on a student's billing statement must be paid in full. All schedules will be canceled for non-payment after 5:00pm.</p>

<p>Beginning July 30, 2020</p>	<p>For the Fall 2020 term, the University will assess a \$25.00 processing fee beginning on July 30, 2020 for all accounts not paid in full, secured by a tuition payment plan or by pending financial aid. Additionally, any student incurring tuition and fee charges for the first time after July 30, 2020 will be</p>
	<p>All schedules will be canceled for non-payment after 5:00 p.m.</p>
	<p>A schedule can only be reinstated when proof of attendance from instructors and proof of satisfactory payment arrangements with the Cashier's Office has been shown to the Registrar's Office.</p>

Refund Notice Fall Session 2020

REFUND POLICY: It is the financial advantage of all students withdrawing or dropping classes to do so as early in the semester as possible. Refunds for tuition and required fees (excluding fees noted in the Policy Exception below) will be made as follows for students who withdraw or drop to a lower block of credit hours:

Student Level	100% Refund 1-5 Days of Class	75% Refund** 6-10 Days of Class	50% Refund** 11-15 Days of Class	25% Refund** 16-20 Days of Class	No Refund 21st Day of Class
M1	August 3- August 7, 2020	August 10 – August 14, 2020	August 17 – August 21, 2020	August 24 – August 28, 2020	August 31, 2020
M2	August 4 – August 10, 2020	August 11 - August 17, 2020	August 18 - August 24, 2020	August 25 – August 31, 2020	September 1, 2020
M3/M4	April 8 – April 14, 2020	April 15 – April 21, 2020	April 22 - April 28, 2020	April 29 - May 5, 2020	May 6, 2020

** Tuition and required fees will be refunded at this percentage minus a \$25.00 non- refundable processing fee.

Policy Exception:

1. **Special Course Fees:** No refunds are available for the disability insurance fee, clinical assessment fee, and the lab fees after the first five (5) class days starting with the first official day of classes for each student level within Brody School of Medicine.
2. **Student Health Insurance:** No refunds are available after the first ten (10) class days starting with the first official day of classes for the University.

No refunds will be considered after the designated limited refund period(s). If you receive Title IV Financial Aid, your Financial Aid Authorization may affect the balance on your account. Please visit:

<https://financialservices.ecu.edu/cashier-financial-aid-authorizations-faqs/>

for more information on Financial Aid Authorizations.

- Any refunds that a student becomes entitled to shall first be applied to outstanding financial institutional charges owed to the University.

- Students currently access TouchNet through the Pirate Port:

<https://pirateport.ecu.edu/connect/#/main/home>

- Students will have the option to have their refunds deposited into their own bank accounts. If direct deposit information is not provided to the University, refund checks will be mailed to the student. For more information regarding this refund process, please visit:

<https://financialservices.ecu.edu/refund-and-withdrawal-policy/>

IMPORTANT: To better understand the East Carolina University, please copy the following links in your web browser:

<https://www.ecu.edu/cs-acad/fsonline/customcf/committee/ub/2019/ubcbudgetprimer2019.pdf>

<https://www.ecu.edu/cs-acad/fsonline/customcf/committee/ub/2014/ubcbudgetprimer2014.pdf>

Please note that this statement provides detail for the UNC Board of Governors approved annual fees only. For a list and description of both UNC Board of Governors and ECU's special and miscellaneous fees please visit:

www.financialservices.ecu.edu

Financial Aid

FAFSA Form

The Office of Student Affairs makes every effort to help students obtain financial resources for their medical education. Students planning to use Financial Aid as a means of paying tuition, should complete the Free Application for Federal Student Aid (FAFSA) or renewal FAFSA via the Internet (www.studentaid.gov) each academic year and indicate that their information should be released to East Carolina University, Title IV code 002923.

First time applicants will need to request an FSA ID (fsaid.ed.gov). Medical students are considered independent for financial aid purposes and only their own income is used to calculate eligibility for the Federal Stafford Loan program. The FAFSA will serve as an application for federal aid and for many types of institutional and outside assistance. Students will be notified of financial aid awards with a letter detailing cost of attendance, financial aid eligibility and the amount and type of aid offered.

Note: Award letters are subject to revision, and revised award letters supersede previously awarded financial aid eligibility. Students are required to report other institutional or outside aid.

In the following pages are brief descriptions of federal and non-federal financial assistance available at the Brody School of Medicine. In addition, there are other national and regional private agencies which offer funding to medical students. Further information about any type of financial assistance can be obtained from:

Deana Summerlin
Senior Assistant Director for Medical Profession Programs
East Carolina University
Health Science Campus Financial Aid
1868 Health Science Drive
Room 122
Greenville, NC 27858
Mail Stop 510
Phone: 252-328-6610
Fax: 252-744-5450

Federal Financial Assistance

The Budget Control Act of 2011, passed by the US House of Representatives, eliminates subsidized interest on Stafford loans to graduate and professional students, effective for new loans made on or after July 1, 2012. Subsidized interest means the government pays the interest while the student is in an in-school or other authorized deferment period. It does not affect the interest rates for graduate and professional students. Graduate and professional students will still be able to borrow up to \$47,167 in Stafford loans, but the loans will be entirely unsubsidized starting with new loans made on or after July 1, 2012.

William D. Ford Direct Loan Program

Direct Loans are low-interest loans for students to help pay for the cost of their education. The lender is the U.S. Department of Education rather than a bank or other financial institution. Interest accrues and students may choose to pay it while in school. Federal Stafford Loans first disbursed on or after July 1, 2006 have a fixed interest rate of 6.8%. There is a six-month grace period after graduation before repayment begins.

Non-Federal Financial Assistance

The Brody Scholarship Program

A full scholarship is awarded to three or four incoming medical students each year. Preference is given to eastern North Carolina residents who demonstrate outstanding academic performance, leadership potential and a sincere interest in primary care medicine. Upon admittance, the Scholarship Committee recommends students to the Brody Foundation Board of Directors for consideration. If a student maintains acceptable academic progress, these funds are renewable for up to four years of medical school.

The Fullerton Scholarship

A limited number of scholarships are awarded each year by the Fullerton Foundation to incoming students nominated by the medical schools in North and South Carolina. Criteria for nomination include demonstrated outstanding academic performance prior to entering medical school and the potential to develop into a highly capable professional concerned with the total welfare of society.

The Forgivable Education Loan for Service

This program was established by the North Carolina General Assembly in 2011 and the first loans are available for the 2012-13 academic year. The loan provides financial assistance to qualified students who are committed to practicing medicine in North Carolina. Annual loan amounts are \$14,000. Students apply directly through CFNC.org.

Armed Forces Health Professions Scholarship Programs

The Navy, Air Force, Army and North Carolina National Guard all offer financial assistance to medical students or residents.

National Health Service Corps Scholarship Program

This program provides tuition, educational expenses and a monthly stipend to students who will serve in the National Health Service Corps for a designated time period.

The North Carolina Legislative Grant for Minority Medical Students

This grant is awarded to an under-represented minority that meets the mission of the school.

Southern Medical Association Scholarship

This scholarship is based on scholastic achievement and financial need. It is awarded to a third-year student by the Medical Student Scholarship Fund of the Southern Medical Association.

In addition, a number of other named scholarships are available. Managed by the Health Sciences Development and Alumni Affairs of ECU, they were established by individuals throughout the region who recognize the importance of supporting medical student education. Scholarship availability is dependent upon market conditions. Applications are made available to students in November of every academic year.

For a complete detailed list and to apply, please visit ECU Scholarships:
<https://www.ecu.edu/cs-acad/universityscholarships/>.

Student Life & Development

Office of Student Affairs

The Office of Student Affairs for the Brody School of Medicine is the administrative unit responsible for a wide range of support services and development activities for medical students. Beginning with orientation for the first year of medical school and continuing through each year until a student graduates, the Office of Student Affairs oversees a wide range of activities and programs designed for medical students' benefit and support.

Orientation activities at the beginning of each academic year are organized for each class. The Office of Student Affairs, in conjunction with the Office of Medical Education and the Office of Student Development and Academic Counseling, provides career guidance and specialty choice sessions during each year of medical school. The Office of Student Affairs provides the Medical Student Performance Evaluation for residency application, assists with the Match process and coordinates Match Day for the fourth-year students, as they select and find out where they will be doing their postgraduate (residency) training. The culmination of a student's educational efforts includes Convocation—the School of Medicine's hooding ceremony—and Commencement, during which the Doctor of Medicine degree is conferred.

Evaluation of Student Performance

Absences

Information and materials presented in lecture, laboratory and related conferences and symposia during the medical program are important aspects of the total knowledge and experience required of the student physician. Students are expected to make every effort, consistent with the ideal of continued self-education, to attend regularly scheduled activities and events. In the event of illness or personal need, the Office of Student Affairs reviews, on an individual student basis, excused absences.

Code of Professional Conduct

As members of the medical profession, it is expected that students will at all times reflect the high standards of conduct and appearance befitting the profession. The Code of Professional Conduct and the Code of Student Conduct were developed and reviewed by students and faculty and signifies their

acceptance of the values, standards and code of conduct for medical students. The Code of Student Conduct also establishes procedures to deal with violations of the Code of Professional Conduct and applies to all individuals in the M.D. program during their tenure at the Brody School of Medicine. Further, it defines responsibilities of students and explains the format for student or School of Medicine action, if required.

Grading and Promotion

The Brody School of Medicine uses a grading system of A, B, C, and F, based on total performance. Departments may cite exceptional student performance by awarding Honors to those who demonstrate exemplary, independent scholarship and superior achievement beyond course requirements. Some courses are graded on a pass-fail basis. Examinations are given during and at the end of each course.

Recommendations for promotion and advancement to the following class are made by a Student Review and Promotion Committee for each year and reviewed by the Dean. Each Promotion Committee will be guided in its evaluations by recommendations received from individual members of the faculty, departments, and curriculum committees, as well as by the educational policies of the School of Medicine.

All students are required to take the United States Medical Licensing Examination (USMLE) Step 1 at the end of the second year prior to beginning the third year clinical clerkships and are required to pass Step 1 in order to continue to progress through the third-year clerkships. Students failing to achieve a passing score will be enrolled in an individually designed program of study for the second and, if necessary, third attempt at Step 1. All students are also required to take and pass both USMLE Step 2 CK and CS during their fourth year. Students are limited to three attempts to pass Step 1 and Step 2. Passage of both components of USMLE Step 2 is required for graduation.

Institutional Learning Objectives

The educational goal of the Brody School of Medicine is to prepare our students for residency training and eventual medical practice. In 2017, Brody SOM faculty reaffirmed that the Six General Competencies framework will be used to define what our graduates must know and be able to do after completion of the four-year curriculum. Each component of the curriculum contributes to the attainment of one or more of these six competencies. We

periodically engage in a deliberative process of reviewing educational objectives within each of these competency categories, in order that the curriculum can remain up to date and fully compliant with 1) accreditation standards for medical schools and 2) the emerging knowledge and skill sets needed by our students to practice in the contemporary health care system. Each course within the curriculum links course-specific objectives back to these institutional competencies in a systematic fashion.

The Institutional Learning Objectives are:

1. Patient and Family-Centered Care: Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.
2. Knowledge for Practice: Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care.
3. Practice-Based Learning and Improvement: Demonstrate the ability to evaluate the care provided to their patients, to appraise and incorporate scientific evidence, and to continuously improve patient care through habits of reflection, self-evaluation, and self-directed life-long learning.
4. Interpersonal and Communication Skills: Demonstrate effective listening, verbal, and written communication skills that result in the effective exchange of information and collaboration with patients, their families, and health care professionals while providing patient centered care.
5. Ethics and Medical Professionalism: Demonstrate, through knowledge and behavior, a commitment to the highest standards of competence, ethics, integrity and accountability to the patient and profession.
6. Systems-Based Practice: Recognize the larger context and system of health care, and well as the ability to call effectively on other resources in the system to provide optimal health care.

View the entire list of detailed competencies (approved May 2017) at <http://www.ecu.edu/cs-dhs/medicaleducation/Objectives.cfm>

Student Health

Students who matriculate at East Carolina University and enter the Brody School of Medicine must complete a health form and immunization certification and are required to obtain personal health insurance coverage that meets minimum standards set by the medical school. This must be continued throughout the

student's tenure in school. All students are enrolled in the disability insurance program offered by the school.

Administrative or academic changes due to health problems are decided by the Dean for Student Affairs on an individual basis. Changes in the academic program or a medical leave of absence are options to accommodate a student who has a health-related or personal problem.

Employment

Part-time employment during the school year is discouraged, but opportunities are available for summer employment, service and other Fellowships, and research.

Office of Medical Education

Consistent with our overall educational mission to train future physicians in service to the people of North Carolina, the Office of Medical Education at BSOM was established with the following mission:

- To support the teaching faculty and others in the process of providing an accredited program of undergraduate medical education leading to the MD degree
- To provide leadership in curriculum development, program evaluation, student assessment and medical education research and scholarship

Student Development and Academic Counseling

The mission of the Office of Student Development and Academic Counseling (OSDAC) is to promote the academic success, wellness and development of medical students and resident physicians through a full range of academic support services.

Training in the medical and healthcare fields is extremely stressful and often students in this academic arena experience many unique hurdles that may challenge success. The time dedicated to achieving professional and academic goals may require learning new problem-solving skills. To aid in the development of these skills, the Office of Student Development and Academic Counseling (OSDAC) seeks to provide students with confidential counseling and support services designed to promote the academic success, wellness, and development of medical students and resident physicians through academic

support services. Services are offered to help students address unique academic, and personal concerns.

Generalist Programs

The Office of Generalist Programs (OGP) encourages and supports the education of primary care physicians (in family medicine, internal medicine, medicine/pediatrics, medicine/psychiatry, pediatrics and to a limited extent, obstetrics/gynecology) to provide health services to underserved populations in North Carolina, particularly those who reside in eastern North Carolina. Major components of the OGP focus on:

- The encouragement of premedical, under-graduate student interest in primary care medical careers
- Support and encouragement of medical students toward careers in primary care through involvement with student interest groups in family medicine, internal medicine, pediatrics and rural health
- Encouragement of primary care careers through involvement with the American Medical Association Medical Student Section, American Medical Student Association and the Student National Medical Association chapters at the medical school
- Assisting the school, primary care department chairs and residency program directors in making careers in primary care attractive to their residents

Student Organizations

American Medical Association
American Medical Student Association at BSOM
American Medical Women's Association
Anesthesiology Interest Group
ArgoMedicine Interest Group
Association of Women Surgeons
Brody Ambassadors
Brody Outdoor Student Association
Brody Research Society

Brody RISE
Brody School of Medicine Class of 2021
Brody School of Medicine Class of 2022
Brody School of Medicine Distinction Track Programs
Brody School of Medicine Graduate Student Association
Brody School of Medicine Parent's Association
Brody School of Medicine Student National Medical Association
Business and Advocacy in Medicine
Cardiovascular Interest Group
Christian Medical Dental Association
Dermatology Interest Group
Emergency Medicine Interest Group
Family Medicine Interest Group
Global Health and Underserved Populations
Gold Humanism Honor Society – BSOM Chapter
Greenville Community Shelter Clinic
Happy Hearts: BSOM/VMC Community CPR Program
I Am First
In Your Shoes
Internal Medicine Interest Group
Latino Medical Student Group
Medical Student Council
Med-Peds Interest Group

Melanin Health Care Professionals
Military Medicine Interest Group
OBGYN Interest Group
Office of Clinical Skills Assessment and Education
Office of Diversity Affairs
Office of Faculty Development
Office of Medical Education
Office of Student Affairs
Office of Student Development and Academic Counseling
Oncology Interest Group
Partners in Integrative Medicine
Pediatric Interest Group
Physical Medicine and Rehabilitation Interest Group
Pirates Vs. Cancer
Pitt County Care Clinic
Psychiatry Interest Group
Public Health Graduate Student Organization
Public Health Interest Group
Radiological Sciences Interest Group
Rotaract at Brody School of Medicine
Serve Greenville
Sexual and Gender Diversity Organization
Spanish in Medicine
Sports Medicine Interest Group
Student Interest Group in Neurology
Students Interested in Pathology
Surgery Interest Group
Typecast

Awards

M1

HUFFMAN AWARD

Established in honor of Mr. and Mrs. Charles Huffman, this award of merit is presented annually to the first-year student who has demonstrated the highest level of academic achievement.

M1 EXCELLENCE IN TEACHING AWARD

Voted on by the M1 class, this award is presented to the most effective faculty member in the M1 curriculum. A recognition award is presented to the faculty member with the 2nd most votes.

M1 CLASS APPRECIATION STUDENT AWARD

Voted on by the M1 class, this award is presented to the classmate who has been the most helpful to other members of the class by sacrificing their time for the promotion of the personal and professional development of the class.

M1 PROFESSIONALISM AWARD

Voted on by the M1 class, this award is presented to the staff member, faculty member or administrator who portrays the highest level of professional behavior.

M2

PITT COUNTY CARE SERVICE AWARD

This student award is given to one or more students who have contributed in an outstanding way to Pitt County Care and the patients it serves.

M2 EXCELLENCE IN TEACHING AWARD

Voted on by the M2 class, this award is presented to the most effective faculty member in the M2 curriculum. A recognition award is presented to the faculty member with the 2nd most votes.

M2 CLASS APPRECIATION STUDENT AWARD

Voted on by the M2 class, this award is presented to the classmate who has been the most helpful to other members of the class by sacrificing their time for the promotion of the personal and professional development of the class.

M2 PROFESSIONALISM AWARD

Voted on by the M1 class, this award is presented to the staff member, faculty member or administrator who portrays the highest level of professional behavior.

M3

MERCK MANUAL AWARDS

These awards are presented to two third year medical students who have demonstrated scholastic achievement and dedication to their pursuit of medicine as a career by their involvement and leadership in the Brody School of Medicine and/or in medical organizations.

DOWDY STUDENT STORES AND HEALTH SCIENCES BOOKSTORE AWARD

This award is presented to a top third year student in recognition of the highest academic achievement.

DEPARTMENT OF PATHOLOGY AND LABORATORY MEDICINE STUDENT EXCELLENCE AWARD

Presented annually to a M3 student in recognition of superior academic achievement in this discipline.

M3 PHYSICIAN TEACHING AWARD

Voted on by the M3 class, this award is presented to the most effective clinical faculty member in the M3 curriculum. A recognition award is presented to the clinical faculty member with the 2nd most votes.

M3 RESIDENT TEACHING AWARD

Voted on by the M3 class, this award is presented to the most effective resident teacher in the M3 curriculum. A recognition award is presented to the resident with the 2nd most votes.

M3 CLASS APPRECIATION STUDENT AWARD

Voted on by the M3 class, this award is presented to the classmate who has been the most helpful to other members of the class by sacrificing their time for the promotion of the personal and professional development of the class.

M3 PROFESSIONALISM AWARD

Voted on by the M1 class, this award is presented to the staff member, faculty member or administrator who portrays the highest level of professional behavior.

M4

GOLD HUMANISM HONOR SOCIETY (GHHS)

Members of the GHHS are selected by their peers at the end of their M3 year as exemplars of empathy, compassion, altruism, integrity, and service in their relationships with patients and others in the field of medicine.

DEPARTMENT OF BIOETHICS AND INTERDISCIPLINARY STUDIES AWARD

Presented to a graduating senior who has furthered the goals and values of the department through scholastic achievement in required and elective courses taught by the department, participated in departmental programs and activities, participated in additional research/scholarship activities sponsored by the department, and/or shown evidence of servant leadership or engagement in areas reflective of the interests and values of the department.

EMERGENCY MEDICINE ACHIEVEMENT AWARD

Awarded each year to a student who is going into Emergency Medicine and excelled during the rotation. The award is based on objective grades, clinical acumen, and faculty input.

SOCIETY OF ACADEMIC EMERGENCY MEDICINE (SAEM) STUDENT EXCELLENCE AWARD

Reserved for those students who excelled in Emergency Medicine throughout their tenure at the Brody School of Medicine and who did significant research in the department. The award includes a one-year subscription to Academic Emergency Medicine, the SAEM Newsletter, a one-year resident membership to SAEM and a Certificate of Excellence in Emergency Medicine.

EDGAR T. BEDDINGFIELD, JR. FAMILY MEDICINE AWARD

Established by the Beddingfield family to recognize the graduating student who seems to best exemplify the qualities and principles manifested by Dr. Beddingfield during his distinguished career as a caring Family Physician and an outstanding leader at local, state, and national levels.

KATHERINE BRAY-STRICKLAND AWARD

Presented to a Brody School of Medicine graduate matching into Family Medicine who has demonstrated compassion and service to people who are disadvantaged, suffering, and disenfranchised.

GOLDEN LIVING CENTER GERIATRIC MEDICINE AWARD

Presented yearly to a student who has completed a rotation in Geriatrics based on the student's character, enthusiasm, empathy, and patient care.

NORTH AMERICAN PRIMARY CARE RESEARCH GROUP (NAPCRG) STUDENT RESEARCH AWARD
Recognizes outstanding family medicine/primary care research performed by medical students. Each year NAPCRG allows schools to honor one student from their Department of Family Medicine.

PSYCHIATRY AND BEHAVIORAL SCIENCE ACADEMIC ACHIEVEMENT AWARD
Presented to the M4 student who earns the best combined academic grade in the M1 and M2 courses offered by the Department of Psychiatry and Behavioral Medicine.

JULIUS MALLETTE, MD AWARD
Presented to the M4 student who exemplifies dedication to academics and social action.

DR. CHARLES SCARANTINO RADIATION ONCOLOGY MEDICAL STUDENT AWARD
Named after Dr. Charles Scarantino, the founding Chair of the Department of Radiation Oncology at BSOM, this award is presented to a student in recognition of exemplary studies in the field of Radiation Oncology.

M4 CLASS DIVERSITY AND INCLUSION STUDENT AWARD
Voted on by the M4 class, this award is presented to the classmate who has promoted an Environment of inclusiveness and has demonstrated diversity leadership for the class.

DEAN'S INCLUSIVE EXCELLENCE AWARD
Presented to the M4 student(s) who have exemplified a spirit of inclusive excellence throughout Their medical school training. Students earning this award are selected by the Office of Diversity Affairs for demonstrating excellence in diversity and inclusion education, programming, research or service.

MEDICAL SPANISH CERTIFICATION AWARD
Presented to all M4 students who successfully complete the HUMS 9430 Canopy Medical Spanish Elective through the Office of Diversity Affairs. Students earning this certification have completed a course of study aimed at increasing cross-cultural communication skills and cultural competence with Spanish-speaking patients with limited English proficiency.

EUGENE FURTH AWARD
Presented by the Department of Internal Medicine, this award recognizes the M4 student who best exemplifies the rigor and service of their founding Chairman.

ENDOCRINE SOCIETY MEDICAL STUDENT ACHIEVEMENT AWARD
The Division of Endocrinology presents this award annually to a member of the graduating class who has shown exceptional ability and interest in Endocrinology.

DEPARTMENT OF MICROBIOLOGY AND IMMUNOLOGY AWARD
Presented to a graduating senior for the highest academic achievement in this discipline.

STEPHEN C. GREEN, MD AWARD
In his honor, the Stephen C. Green, MD Award was established to recognize a graduating medical student who has demonstrated a consistent interest in women's health issues, is committed to life-long learning in Obstetrics and Gynecology, and who empowers women to be self-sufficient individuals.

WILLIAM E. LAUPUS PEDIATRIC AWARD
Presented to the M4 student whose overall performance in Pediatrics best demonstrates excellence in scholarship, the possession of consummate clinical skills and a genuine concern for the health care needs of children.

JON B. TINGELSTAD PEDIATRIC AWARD

Established to honor Jon B. Tingelstad, MD, this award is given to the senior student whose overall performance best demonstrates dedication to community service for children and families.

JAMES MATHIS AWARD

The Department of Psychiatric Medicine honors Dr. James Mathis, the first Chair of the Brody School of Medicine Department of Psychiatric Medicine, by presenting an award in his name. This award is given to an M4 student who demonstrates dedication to the mental health well-being of his/her patients.

FRANK H. LONGINO AWARD

The Department of Surgery presents this award annually to a graduating senior for excellence in the application of clinical judgment and scientific principles to the study and care of patients.

ALPHA OMEGA ALPHA (AOA) HONOR MEDICAL SOCIETY

Students are selected in their third or fourth year for membership in the Brody School of Medicine Chapter of Alpha Omega Alpha. Criteria for selection include academic excellence, community service and the potential for significant contributions to the medical profession.

AMERICAN MEDICAL WOMEN'S ASSOCIATION MALENE G. IRONS AWARD

This award is named in honor of Dr. Malene Irons, the first woman physician in Greenville, who exemplified the qualities AMWA seeks to recognize. This award is presented each year to a senior medical student who has been active in school and community extracurricular activities and who particularly demonstrates an interest and involvement in issues concerning women and children.

AMERICAN MEDICAL WOMEN'S ASSOCIATION GLASGOW-RUBIN CITATION FOR ACADEMIC ACHIEVEMENT

Awarded by AMWA to women who graduate in the top ten percent of their medical school graduating classes. A separate Certificate of Commendation is awarded for any woman who graduates first in her medical school class.

AMERICAN MEDICAL WOMEN'S ASSOCIATION GENDER EQUITY AWARD

Presented by the Brody School of Medicine Chapter of AMWA and voted on by the M3 and M4 classes. This award is presented to a faculty member who is known for each being equitable, fair, and unbiased during interactions with students during their medical training at the Brody School of Medicine.

ANDREW A. BEST SERVICE AWARD

Established by Dr. Andrew Best, a Greenville community physician, to recognize the graduating student who exemplifies all around excellence in academics and human relations.

FACULTY AWARD

This award is presented annually to the graduating senior who best demonstrates excellence in basic and clinical sciences and exhibits those qualities which personify the complete physician. The recipient is selected by the faculty of the medical school.

GREENVILLE COMMUNITY SHELTER AWARDS

Outstanding Student Service awards are given to the senior students who contributed valuable service of time and volunteerism as co-directors during medical school.

Outstanding Physician Volunteer award is given in recognition of valuable contributions of volunteering with support and unselfishly sacrificing time.

NORTH CAROLINA SCHWEITZER FELLOW AWARDS

Graduating Brody School of Medicine students who have applied and have been accepted into the North Carolina Schweitzer Fellowship are honored for their outstanding dedication to service in our local communities. These students develop and carry out a 200-hour service project addressing an unmet need aiming to eliminate health disparities and improve quality of life for underserved members of their community.

GENERALIST COMMUNITY ENGAGEMENT AWARD

Presented by the Generalist Program to a student who accomplishes an outstanding service project of 200 hours or more in the local community.

TIANA NICOLE WILLIAMS MEMORIAL ENDOWMENT FUND

Given to a student/student organization for a research or community service project that addresses the issue of domestic violence. Each project should be at least 200 service hours and preference will be given to projects that serve this geographic area.

J.S. "SAMMY" BRODY MEDICAL SCHOLARSHIP

The Brody Medical Scholars program was established by the Brody family of Kinston and Greenville, North Carolina, as part of its longstanding commitment to The Brody School of Medicine at East Carolina University. The Brody Scholarship Award is offered to incoming medical students who show high scholarship ability with strong evidence of leadership, service, moral character, and a promise of distinction in medicine.

M4 PSYCHIATRY AND BEHAVIORAL SCIENCE ACADEMIC ACHIEVEMENT AWARD

Presented to the M4 student who earns the best combined academic grade in the M1 and M2 courses offered by the Department of Psychiatry and Behavior Medicine.

M4 CLASS APPRECIATION STUDENT AWARD

Voted on by the M4 class, this award is presented to the classmate who has been the most helpful to other members of the class by sacrificing their time for the promotion of the personal and professional development of the class.

SEYMOUR BAKERMAN AWARD

Voted on by the M4 class, this award is presented to the most effective basic science faculty member.

M4 CLINICAL FACULTY AWARD

Voted on by the M4 class, this award is presented to the most effective clinical faculty member.

M4 COMMUNITY PHYSICIAN AWARD

Voted on by the M4 class, this award is presented to the most effective community physician who educates medical students (cannot be a BSOM faculty member).

M4 RESIDENT OF THE YEAR AWARD

Voted on by the M4 class, this award is presented to the most effective resident teacher.

M4 BASIC SCIENCE COURSE AWARD

Voted on by the M4 class, this award is presented to their favorite M1 or M2 course.

M4 CLINICAL SCIENCE COURSE AWARD

Voted on by the M4 class, this award is presented to their favorite M3 clerkship.

M4 DISTINCTION TRACK PROGRAM AWARDS:

HEALTH SYSTEMS TRANSFORMATION AND LEADERSHIP: This award is presented to the competitively selected, distinction track program scholars who have completed the required 3-year longitudinal coursework and capstone project to graduate with distinction in Health System Transformation and Leadership.

RESEARCH: This award is presented to the competitively selected, distinction track program scholars who have completed the required 3-year coursework and capstone project to graduate with distinction in Research.

MEDICAL EDUCATION AND TEACHING: This award is presented to the competitively selected, distinction track program scholars who have completed the required 3-year longitudinal coursework and capstone project to graduate with distinction in Medical Education and teaching.

SERVICE-LEARNING: This award is presented to the competitively selected, distinction track program scholarship who have completed the required 3-year longitudinal coursework and capstone project to graduate with distinction in Service-Learning.

Course Descriptions

(Note: The Brody School of Medicine Curriculum is subject to change)

FIRST YEAR

(a)= block 1; (b) = block 2; (c) = block 3; (d)= block 4

Doctoring I (a,b,c)

This comprehensive longitudinal course is formulated to promote the academic, personal, and professional success of each student. Participants will partner with faculty and student mentors to develop academic and personal skills, participate in both organized and independent activities to promote professional identity development, and aid in career exploration. Mentorship is encouraged in multiple layers by incorporating basic science faculty, upper classmen, and clinicians as facilitators for the small group sessions. Activities and critical reflection are documented using a medical education portfolio that reflects major components of the ERAS residency application and other student accomplishments while in medical school.

This course introduces students to the foundational skill of gathering information through patient interview and exam. Skills are learned primarily through interactions with standardized patients in simulated encounters that allow for hands-on, high-fidelity simulation. Students will begin practicing the essential skills of oral presentation and note writing through these encounters as well. This course also provides students with the foundational skills of team functioning and clinical decision-making through student-directed small group sessions modeled on a Patient-Based Learning (PBL) format. Students will develop the skills and competencies to become active, self-directed learners by analyzing and responding to descriptions of patient encounters using a PBL instructional model.

Ethical Issues in Medicine (a)

This course provides an introduction for medical students to examine the ethical issues surrounding the practice of medicine and gain foundational information for clinical case analysis, with focus on the relationship between patient and physician. This effort is achieved through course objectives focused on: an awareness of key ethical issues physicians and patients may face in the practice of medicine; established ethical guidelines in the practice

of medicine; understanding how to reason morally outside of established ethical guidelines; and an ability to rationally and respectfully explain ones support of decisions or objections related to their position on decisions from an ethical standpoint. This course accomplishes these goals through a combination of lectures, assignments, reflections, and small group discussion. The primary method of instruction is by small group discussion.

Molecular Basis of Medicine (a)

The main theme of the Molecular Basis of Medicine (MBOM) course is the study of human physiology and disease at the molecular level, which correlates to the properties, interactions and metabolism of biological macromolecules such as nucleic acids, proteins, carbohydrates and lipids. These concepts will be discussed in clinical contexts to maintain an exclusive focus on medically relevant topics, consistent with the needs of first year medical students. Accordingly, the course covers the essential concepts in molecular biology, genetics and biochemistry that are assessed by NBME subject exams and USMLE Step 1. Course content is delivered through lectures and flipped classrooms, and several clinical correlations serve to place content being covered in a case-based context presented by BSOM clinicians and their patients.

Gross Anatomy and Embryology (a)

The Medical Gross Anatomy & Embryology course covers the development and normal structure of all human body systems. The majority of time spent in this course is in the cadaver laboratory, as we firmly believe that gross anatomy is best learned through the dissection of the human body. Content is delivered through both traditional lectures and active classroom and laboratory sessions. While having a solid fundamental knowledge base of normal anatomy is required to successfully practice as a physician, this course is also designed to help learners develop critical-thinking and problem-solving skills through the application of anatomical knowledge in a clinical context. To further enhance clinical relevance and introduce important fundamental concepts, radiological anatomy is also integrated into this course across all systems.

Histology and Cell Biology (a)

The principal objective of this course is to understand the structural and functional organization of the human body at the cellular and subcellular levels. At the beginning of the course you will focus on the structure of the cell and its subcellular organelles. Then, you will understand how cells are grouped together into the four basic tissue types: epithelium, connective, muscular, nervous, and cartilage and bone. You will recognize how the different tissue types combine and are integrated and modified to serve the specialized function of each organ system. The course follows closely the textbook and material from the text is reinforced by laboratory exercises using a virtual microscope platform where you will identify specific histological structures within the context of the organ.

Medical Neuroscience (b)

This course provides a comprehensive survey of the structure and function of the nervous system, including an introduction to clinical neuroscience. Content is delivered through traditional lectures, active classroom sessions and laboratory sessions. In addition to providing a fundamental knowledge base in neuroscience, this course is also designed to help learners develop critical-thinking skills through the application of basic concepts to clinical problems. Developing an understanding of the brain requires that you know the names and functions of many of its parts, and that you also develop an appreciation of the spatial relationships of these parts and the flow of information between them. The relationships between structure and function, and the relevance of this information to the signs and symptoms of neurological dysfunction, which appear to be elusive during the early part of the course, will become more and more apparent. At the end of the course you will have developed a three-dimensional working model of the brain that will serve you well in understanding the clinical problems in neuroscience that will confront you as you continue your career in medicine.

Behavioral Science (a)

This course presents information about the wide variety of behavioral, social, and psychological disciplines that comprise the behavioral sciences that are relevant to health and illness and endorses a universally held public health concept. It explains that behavior - including that of patients, physicians, and the community-

plays a central role in the incidence, prevalence, prevention, symptom presentation, diagnosis, treatment, and prognosis of illness. Students will explore the complex factors which influence normal human behavior, beginning with examining normal biopsychosocial changes that occur with aging throughout the life course. Content will progress to more complex theories on human behavior, and end with a focus on the application of these theories in the context of healthcare and health behavior change. By the end of the term, each student should have an understanding of key concepts and a basic ability to apply these concepts in a biopsychosocial model of care.

Medical Microbiology and Immunology (b, c)

This course teaches the basic and clinical principles of immunology, virology, and microbiology as these disciplines relate to human disease. Major topics include immunology, virology and molecular genetics. Innate and acquired mechanisms of immunity, preventative and prophylactic measures, host-parasite relationships, pathophysiology and epidemiology are discussed in relation to the spectrum of immunologic and infectious disease. Lecture, clinical conferences and laboratory are used to emphasize the interdisciplinary nature of microbiology and immunology. The second half of the course includes medical bacteriology, mycology and parasitology. As with previous topics, the basic concepts of each subdiscipline are reviewed and developed into the concepts required for medical practice. Host-parasite relationships, epidemiology, pathophysiology of infection and disease, and therapeutic and preventive measures are discussed in relation to the physiology and ultrastructure of the infectious agent. Clinical lectures and small group case conferences with faculty specializing in infectious diseases and other disciplines complement the basic science fundamentals. Laboratory instruction and exercises emphasize the development of precautions and skills in handling infectious agents, proper communication with the clinical laboratory, and an understanding of the role of the clinical laboratory in the diagnosis and treatment of infectious diseases.

Medical Physiology (b)

Medical Physiology will allow students to journey through each of the body's major systems: cellular and nervous, muscular, gastrointestinal, cardiovascular, respiratory, renal, endocrine, and reproductive.

Integration across these systems (with the goal of maintaining health and homeostasis) as well as application and utility of content in clinically relevant scenarios are emphasized in this course. Furthermore, Physiology inherently incorporates many aspects of associated disciplines including foundational anatomy and histology, biochemistry, and molecular and cell biology as well as more clinical disciplines of pathology and pharmacology and others. Content will consist of didactic faculty-led lectures, integrated question-and-answer sessions, and clinical case scenarios and discussions. Student-led 'flipped classroom' exercises that emphasize integration and application of course content to appropriate clinical scenarios will take place near the end of the course.

Society, Culture, and Health Systems (c, d)

The Society, Culture and Health Systems course examines health systems, with a special emphasis on how American culture and history have affected both public health and the provision and organization of the delivery of medical care in the United States. Unlike the ETHC 8000 course, which examined the individual ethical obligations of physicians and the medical field to patients, ETHC 9000 focuses on the role of the physician in affecting health systems. To that end, the course seeks to explain the many complex factors that affect health, how medicine is organized to address health, the inherent strengths and weaknesses of the U.S. health care system, and the role of the profession in addressing health issues. This course accomplishes these goals through a combination of lectures, assignments, reflection, and small group discussion. The primary method of instruction is by small group discussion.

Foundations of Disease and Therapeutics (c)

This course will introduce students to the foundational concepts involving pathophysiology, disease pathogenesis, and disease therapeutics. Students will be exposed to introductory material covering cell injury and death mechanisms, inflammatory processes, immunologic disease, hemodynamics, neoplasia, and basic diagnostics. Moreover, students will learn the basics of pharmacokinetics, pharmacodynamics, and drug targets in the autonomic nervous system and how to apply these concepts to the therapeutic treatment of disease processes.

SECOND YEAR

(d) = block 4 begins in August; clerkships begin in April

Foundations of Doctoring II (d)

This comprehensive, longitudinal course will build upon content learned in the Foundations of Doctoring I course. Students will continue to partner with faculty and student mentors who will provide guidance in academic and personal skills targeted to help you achieve early academic success. Independent and organized activities throughout the M2 year will allow students to further develop their professional identity development and aid in continued career exploration. A layered approach to mentorship and small group sessions will continue throughout the course as students continue to focus documented efforts toward development of a medical education portfolio.

Students in the course will continue to develop the foundational skills of team functioning and clinical decision making through student-directed small group sessions modeled on a Problem-Based Learning (PBL) format, becoming active, self-directed learners capable of analyzing and responding to descriptions of patient encounters using a PBL instructional model. Encounter descriptions will be rich and complex, requiring students to integrate medical knowledge, self-reflection, interpersonal communication, ethics, patient safety & quality improvement, and medical professionalism in making medical decisions. Emphasis is placed on fostering competence in critical thinking skills, self-directed and collaborative knowledge acquisition, and selecting and assessing the validity of scientific knowledge in application to patient care decisions.

Basic Psychiatry (d)

The purpose of the Basic Psychiatry Course is to provide medical students basic clinical psychiatric knowledge and skills, including those related to sexuality, gender identity, interpersonal functioning, and problematic alcohol and substance use. Primarily, the emphasis of the course will be on learning DSM-5 diagnosis and classification of mental disorders. It is expected that this knowledge and skill set will be used to facilitate effective healthcare outcomes through increased understanding of the nature of psychiatric illness, early and accurate detection of psychiatric disorders in patients, and enhanced awareness of treatment options.

Block 4 Organ Systems Courses (d)

The Block 4 curriculum takes an organ system-based approach that builds on the knowledge of the M1 curriculum to study clinical disease, including pathophysiology, disease pathogenesis, and therapeutics. This content is

presented in six systems modules that reinforce foundational science content from M-1 and provide vertical integration of pathology, pharmacology, and clinical applications threads.

- **Course 1: Heme and Renal**

The Heme and Renal Course provides an overview of major hematologic and renal diseases. Heme topics include hemostasis, anemias, nonneoplastic blood disorders, thrombosis, bleeding, and hematologic malignancies. Renal topics include fluid, electrolyte, and acid-base disturbances, acute and chronic renal disease, and disorders of the urinary tract. Pathology, pharmacology, laboratory and clinical applications are included, and an emphasis is placed on disease classification, differential diagnosis, and treatment strategies. This module includes active lectures, laboratories, simulation, and case-based learning.

- **Course 2: Cardiopulmonary**

This course provides an overview of major disease processes affecting the cardiovascular and pulmonary systems, with diseases of both adults and children covered. The course provides a combination of pathologic, pharmacologic, and clinical application perspectives. An emphasis is placed on disease classification, differential diagnosis, and treatment strategies. This course includes active lectures, laboratories including a simulation laboratory experience, and case-based learning.

- **Course 3: Nervous and Sensory**

This course provides an overview of major nervous and sensory diseases. Nervous and sensory system topics include vascular, inflammatory, and degenerative disease, neoplasms in the CNS and PNS, eye pathology, migraines, and neuromuscular junction pathologies. Drugs for such diseases as well as drugs for psychiatric disorders are also covered. Pathology, pharmacology, laboratory and clinical applications are included, and an emphasis is placed on disease classification, differential diagnosis, and treatment strategies. This module includes active lectures, laboratories, simulation, and case-based learning.

- **Course 4: Musculoskeletal and Skin**

The Musculoskeletal and Skin systems course is focused on the pathophysiology, diagnosis and treatment of disorders of the musculoskeletal and skin systems. This module builds on your understanding of the structure and function of these systems from the first year that enables you to integrate basic science and clinical concepts related to this system with an emphasis on pathophysiology, diagnosis, therapeutics, and treatments for related clinical conditions.

- **Course 5: Gastrointestinal, Nutritional, and Multi-System**

This course provides an overview of major gastrointestinal diseases, pathological and pharmacological aspects of nutrition, cancer chemotherapeutics, and the general principles of toxicology. Gastrointestinal and nutrition topics include upper and lower GI-related infections, ulcers, GI cancers, hepatobiliary and exocrine pancreatic pathologies, and the pharmacological management of these conditions. In the multisystem content, drugs used in cancer chemotherapy are reviewed, including mechanisms of action and clinical applications. Lastly, the general principles of toxicology are introduced and include the mechanisms of toxic action of common environmental agents and heavy metals and the effects of toxin/toxicant exposures. In addition, a clinical perspective on the management of a poisoned patient is provided. Pathology, pharmacology, laboratory, and clinical applications are included, and an emphasis is placed on disease classification, differential diagnosis, and treatment strategies. This module includes active lectures, laboratories, simulation, and case-based learning

- **Course 6: Endocrine and Reproductive**

This course provides an overview of major disease processes affecting the endocrine and reproduction systems, with, in addition, a section covering pediatric pathology content. An optional heart murmur simulation session will also be available to students to supplement the pediatric pathology component of this course and complement the congenital heart disease flipped laboratory in the cardiovascular component of Course 2. The course covers a combination of pathologic, pharmacologic, and clinical application content relevant to the endocrine and reproductive systems and pediatric pathology. An emphasis is placed on disease classification, differential diagnosis, and treatment strategies. This course includes active lectures, laboratories, simulation, and case-based learning.

- **Course 7: Capstone**

The six organ systems courses will culminate in an organ-systems capstone course designed to assimilate knowledge and demonstrate content mastery before progression to USMLE Step 1. Several individual components taking place during the other 6 courses, or in Block 3 are also included in the capstone grading process. The capstone course will be graded as a pass/fail course. Failure to complete the required components or any unexcused absences of these components will result in failure of the course.

Third Year

Clinical Rotations begin in April of the second year of enrollment.

- Family Medicine - 8 weeks
- Internal Medicine - 8 weeks
- Obstetrics - Gynecology - 6 weeks
- Pediatrics - 8 weeks

- Psychiatric Medicine – 6 weeks
- Surgery - 8 weeks
- Radiology - year long online course

Family Medicine Clerkship

The third-year clerkship allows students to participate in the academic, hospital and ambulatory practice of family medicine. During the eight-week rotation, students work in the offices of board-certified family medicine specialists at the Family Medicine Center and at other locations throughout North Carolina. Didactic sessions are provided to augment the students' patient care experiences.

Internal Medicine Clerkship

During this eight-week clerkship, each student is exposed to a variety of experiences in the major areas of Internal Medicine that enables students to apply basic science and clinical knowledge to patient care situations. Clinical problem solving, prioritization of problems, correlation with pathophysiology, diagnostic evaluation and therapy is emphasized.

Students are encouraged to learn by daily reading pertinent to the patient problems they are encountering on the wards. Students work with members of the total patient care team by participating in morning work rounds, assuming increased responsibility for patient evaluation and care, and assisting with common procedures. Four weeks are spent on a general medicine inpatient service and two weeks on one of the following subspecialty services: Cardiology, Hematology/Oncology, Neurology, or Nephrology.

Obstetrics and Gynecology Clerkship

The six-week clerkship introduces the student to the physiology and pathology of obstetrical and gynecological conditions, and relates these to the diagnosis and management of disease in women. Students acquire knowledge and skills in health care maintenance including preventive medicine and family planning. They also achieve competence in history taking, diagnosis and clinical management. Students develop skills in utilizing health care resources in the management of patients with disease, in preventive health care, and health maintenance. Self-study, supported by frequent small group seminars, complement the clinical experiences conducted on obstetrical and gynecological units at Vidant Medical Center, the Brody School of Medicine Outpatient Center, and county health departments within the region.

Pediatrics Clerkship

Upon completion of the eight-week clerkship, students possess the skills and knowledge necessary to perform pediatric medical evaluations. Students are able to examine, record and communicate pertinent data, and formulate and implement management plans for common health concerns for children from birth through adolescence. Preventive health principles for optimal child health are also emphasized. Students experience clinical teaching on the pediatric inpatient service and the newborn nursery of Vidant Medical Center.

Subspecialty and general pediatric care are taught at Vidant Medical Center and Brody School of Medicine Outpatient Center. Students also experience rural and community health in approved pediatric practices in eastern North Carolina.

Psychiatric Medicine Clerkship

This six-week clerkship consists of inpatient, outpatient and didactic experiences. The inpatient rotation is a four-week experience at Cherry Hospital (the regional state psychiatric hospital in Goldsboro) or at the psychiatric unit of Vidant Medical Center. The outpatient experience usually involves four weeks at a community mental health center or at the Brody School of Medicine Psychiatry Outpatient Clinic. One day a week is devoted to Psychiatry Grand Rounds and didactic sessions covering psychopharmacology, psychiatric assessment, and child psychiatry. Students perform psychiatric and physical work-ups on assigned inpatients and participate in the assessment and care of outpatients. The goals of the rotation are for the student to hone interviewing skills and to learn the psychiatric interventions that are expected of all non-psychiatrist physicians. Attending physicians and residents supervise students' performance.

Surgery Clerkship

The surgery clerkship is the core of the surgical education program. During the eight-week rotation, students serve on the general and specialty surgical services of Vidant Medical Center, the SurgiCenter and the associated outpatient clinics, and rotate through private offices and emergency facilities. They assist in the diagnosis and treatment of surgical problems under the direct supervision of the surgical faculty and resident physician staff. Supporting the clerkship are a series of didactic lectures, rounds and conferences which emphasize the basic principles of surgical physiology, wound care and asepsis, the historical background of surgery, the diagnosis and surgical treatment of various body systems and the emotional needs of surgical patients. Included in the rotation is a focus on surgical technique and experience in the operating room suites. Upon completion of the clerkship, the student should

have the basic training to evaluate common surgical disorders and demonstrate knowledge of their management.

Clinical Radiology Clerkship

From pathologists to pediatricians, every clinician will utilize one or more imaging modalities on a daily basis. The M3 Clinical Radiology Clerkship prepares future physicians to best utilize medical imaging in clinical practice in several key areas: diagnosis, decision-making, bedside ultrasound and therapeutic intervention. The Clinical Radiology Clerkship is designed to accompany the core clinical clerkships in the M3 year and provide clinical applications of routine radiologic principles.

FOURTH YEAR

The final 13 months of medical school is designed to strengthen areas of weakness, finalize specialty choices, and enhance clinical insight through advanced clinical reasoning and increased independence in preparation for residency training. Students apply knowledge from the basic and clinical sciences that they have gained during the past three years to patient care and systems-based practices. The senior year is designed to promote professional diversity and personal growth; its flexibility enables students to use this time to explore areas of interest, and above all, to pursue active experiences in patient care that will enhance their professional development as a physician. The listing of electives is available on the Office of Medical Education website.

M4 Requirements:

- 4 weeks – Acting Internship (AI) – BSOM or Away
- 4 weeks – Emergency Medicine – BSOM
- 4 weeks – Intensive Care Unit (ICU) – BSOM
- 4 weeks – Neurology & Physical Medicine & Rehabilitation – BSOM
- 4 weeks – Primary Care (PC) – Ambulatory at BSOM or Away
- 22 weeks – Electives – BSOM or Away
- 1 week – Transition to M4 – BSOM
- 3 weeks – Transition to Residency Bootcamp/Foundation Science Capstone – BSOM
- 8 weeks – Flex (personal study/residency interviews)
- 3 weeks – Vacation (Fall Break and Winter Break)

Total= 57 weeks

Brody School of Medicine Electives Listing

Course

Anatomy

ANAT 9401 - Clinical Gross Human Anatomy

Anesthesiology

ANES 9401 – Anesthesiology

Cardiovascular

CVSU 9402 - ICU: Cardiac Intensive Care Unit

CVSU 9405 - Cardiothoracic Surgery Elective

CVSU 9406 - Cardiovascular Surgery ICU Elective

CVSU 9425 - AI: Cardiology Inpatient

CVSU 9445 - Advanced Surgery Residency Readiness Education

Distinction Tracks

DSTR 9401 - Capstone: Health System Transformation & Leadership

DSTR 9402 - Capstone: Medical Education & Teaching

DSTR 9403 - Capstone: Research

DSTR 9404 - Capstone: Service-Learning

Education

EDMD 9330 - M3 Interprofessional Skills

EDMD 9420 - Leadership in Hospital Administration

EDMD 9430 - Introduction to Research on Underrepresented Minorities in Medicine

Emergency Medicine

EMRG 9405 - Emergency Ultrasound

EMRG 9406 - Emergency Medicine Clerkship

Family Medicine

FMLY 9401 - AI: Inpatient Family Medicine

FMLY 9402 - PC: Advanced Family Medicine at FMC

FMLY 9404 - AI: Geriatrics

FMLY 9409 - Nutrition & Patient Education

FMLY 9410 - Extremes of Age

FMLY 9412 - PC/IDE: Community Family Medicine

FMLY 9415 - PC: Community Oriented Primary Care

FMLY 9421 - PC: Sports Medicine

FMLY 9434 - Healthcare Leadership & Policy

FMLY 9435 - PC: International Cultural Immersion Experience (Zambia)

FMLY 9440 - Hospice and Palliative Care

FMLY 9445 - Women's Health in Rural Guatemala

FMLY 9446 - PC Primary Care Medicine & Cardiology in Nicaragua
FMLY 9450--New River Family Wellness Direct Primary Care Experience
FLEX 9422 – Flextime (2 weeks)

Humanities

HUMS 9402 - IDE: Humanities and Medicine
HUMS 9410 - Health Care Delivery & Policy
HUMS 9418 - Philosophy & Medicine
HUMS 9420 - Women in Medicine
HUMS 9421 - Issues at the End of Life
HUMS 9425 - Spirituality & Medicine
HUMS 9426 - Leadership of Teams/Medical Practice
HUMS 9428 - Doctors and Lawyers
HUMS 9429 - Medical Ethics and War
HUMS 9430 - Canopy Medical Spanish
HUMS 9433 - French for Medical Purposes

Internal Medicine

INMD 9402 - Adult Infectious Diseases
INMD 9409 - Nephrology Consults
INMD 9412 - Dermatology
INMD 9413 - Clinical Research - Pulmonary Disease
INMD 9416 - Endocrinology and Metabolism
INMD 9426 - AI: Hematology/Oncology Inpatient
INMD 9427 - AI: General Internal Medicine
INMD 9428 - AI: Inpatient Neurology
INMD 9433 - PC/IDE: Community General Internal Medicine
INMD 9438 - AI: Inpatient Nephrology
INMD 9440 - Pulmonary Disease (Outpatient)
INMD 9441 - Gastroenterology
INMD 9443 - Pulmonary Consults
INMD 9445 - Outpatient Hematology/Oncology
INMD 9450 - PC: General Internal Medicine -VA Ambulatory Clinic (Greenville)
INMD 9451 - PC: General Internal Medicine -VA Ambulatory Clinic (Morehead City)
INMD 9455 - ICU: Medicine Intensive Care Unit (MICU)

Internal Medicine/ Pediatrics

INPE 9401 - PC: General Outpatient Internal Med/Pediatrics
INPE 9402 - AI: Internal Medicine/Pediatrics (Duplin)
INPE 9403 - AI: Internal Medicine/Pediatrics (Edgecombe)

Internal Medicine/ Psychiatry

INPS9401 - PC: Internal Medicine /Psychiatry Combined Rotation

Neurology

NEUR 9401 - Neurology and Physical Medicine and Rehabilitation

NEUR 9406 - PM&R Virtual Rotation for Visiting Students

OBGYN

OBGY 9410 - AI: Gynecology

OBGY 9411 - PC: Community Obstetrics and Gynecology

OBGY 9412 - PC/IDE: Community Obstetrics and Gynecology

OBGY 9413 - PC: Women's Health

OBGY 9416 - AI: Perinatal Medicine

OBGY 9420 - Women's Health Education/Practice

Pathology

PATH 9411 - AI: Surgical Pathology and Cytopathology

PATH 9412 AI: Subspecialty Pathology

PATH 9413 - Forensic Pathology

PATH 9414 - Experimental Pathology

Pediatrics

PEDS 9401 - AI: Pediatric Wards

PEDS 9402 - AI: Ambulatory Pediatrics

PEDS 9404 - ICU: Neonatal Intensive Care Unit

PEDS 9405 - PC: Adolescent Medicine

PEDS 9406 - Pediatric Neurology

PEDS 9407 - AI: Hematology/Oncology

PEDS 9409 - Pediatric Infectious Diseases

PEDS 9411 - Pediatric Nephrology

PEDS 9412 - Diabetes Camp: Needles in the Pines

PEDS 9413 - Pediatric Cardiology

PEDS 9417 - ICU: Pediatric Critical Care Unit

PEDS 9418 - PC/IDE: Community Pediatrics

PEDS 9420 - Medical Genetics

PEDS 9428 - AI: Normal Newborn Medicine

*PEDS 9441 - Outpatient Pediatric Hematology & Oncology

*PEDS 9442 - Pediatric Endocrinology

*PEDS 9443 - Pediatric Gastroenterology, Hepatology and Nutrition

*PEDS 9444 - Pediatric Pulmonology and Sleep Medicine

*PEDS 9445 - Healthy Weight Clinic

PEDS 9476 - PEDS Virtual Rotation for Visiting Students

Physical Medicine and Rehabilitation

REHB 9402 - Intro to Physical Medicine and Rehab for **Visiting Students**

REHB 9403 - Ambulatory Physical Medicine and Rehabilitation

REHB 9410 - Acting Internship in PM&R

Psychiatry

PSCH 9402 - Child and Adolescent Psychiatry

PSCH 9405 - AI: Inpatient Psychiatry

PSCH 9407 - AI: Child and Adolescent Psychiatry

PSCH 9408 - Outpatient Psychiatry

PSCH 9414 - Eclectic Psychiatry

PSCH 9415 - Consultation-Liaison Psychiatry

Radiology

RADI 9401 - Radiology Diagnostic Imaging

Surgery

SURG 9412 - Urology

SURG 9416 - Otorhinolaryngology

SURG 9420 - AI: Surgical Oncology

SURG 9429 - Ophthalmology

SURG 9433 - ICU: Surgical Critical Care Unit

SURG 9435 - AI: Trauma Surgery

SURG 9436 - Plastic & Reconstruction Surgery

SURG 9437 - AI: Plastic Surgery

SURG 9440 - AI: Pediatric Surgery

SURG 9441 - Transplant Surgery

SURG 9442 - Surgery in the Community - Lenoir

SURG 9443 - Surgery in the Community - Edenton

Nondiscrimination

East Carolina University is committed to equality of opportunity and does not discriminate against applicants, students, employees, or visitors based on race, color, creed, national origin, religion, sex, sexual orientation, gender identity, age, veteran status, political affiliation, genetic information, or disability.

East Carolina University supports the protections available to members of its community under all applicable federal laws, including Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 799A and 845 of the Public Health Service Act; the Equal Pay Act 1963, as amended; the Age Discrimination in Employment Act of 1967, as amended; the Rehabilitation Act of 1973, as amended; the Pregnancy Discrimination Act of 1978; the Civil Rights Restoration Act of 1988; the Vietnam Era Veteran's Readjustment Assistance Act of 1974; the Civil Rights Act of 1991; the Americans with Disabilities Act of 1990, as amended; Title II of the Genetic Information Non-discrimination Act of 2008; Executive Order 11246 of 1965, as amended; the N.C. General Statutes Section 126-16, as amended and other applicable federal and state laws.

In compliance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, as amended, accommodations of the disabled extend to student programs, employment practices, elimination of physical barriers, and special assistance to disabled students and employees within the University.

This nondiscrimination policy covers admission, readmission, access to, treatment and employment in University programs and activities. This includes, but is not limited to academic admissions, financial aid, any services, and employment.

In addition to nondiscrimination, University policy also prohibits improper and amorous relationships that may create a conflict of interest. This is specifically prohibited in the **Policy of the Board of Governors of the University of North Carolina Concerning Improper Relationships Between Students and Employees**, which prohibits the following conduct: (1) It is misconduct, subject

to disciplinary action, for a University employee, incident to any instructional, research, administrative, or other University employment responsibility or authority, to evaluate or supervise any enrolled student of the institution with whom he or she has an amorous relationship or to whom he or she is related by blood, law, or marriage; and (2) It is misconduct, subject to disciplinary action, for a University employee to engage in sexual activity with any enrolled student of the institution, other than his or her spouse, who is a minor below the age of 18 years. A similar conflict of interest statement is included in the University's **Sexual Harassment, Discrimination and Conflicts of Interest Policies and Procedures of East Carolina University**, which prohibits the following conduct with respect to employees and their supervisors: It is against the policies of East Carolina University for any employee of the University to engage in consensual amorous relationships with students or other University employees whom the employee is or will be supervising or evaluating.

Any act by a University employee or student of reprisal, interference, restraint, penalty, discrimination, coercion, retaliation, or harassment against an employee or student for using the applicable policies responsibly interferes with free expression and openness and violates University policy. Accordingly, members of the University community are prohibited from acts of reprisal and/or retaliation against those who file complaints, are involved as witnesses, or otherwise try to responsibly use University policies.

Any student who has an issue or concern in regard to his or her rights under Title IX may inquire first with the Dean of Students Office. Any member of the University community desiring information or having a complaint or grievance in regard to prohibited harassment or discrimination as outlined in the provisions above should contact the Office for Equity and Diversity, Mail Stop 104, Suite G-406 Old Cafeteria Complex, East Carolina University, Greenville, NC 27858-4353. Telephone 252-328-6804. Email oed@ecu.edu. Additional information about these provisions and other protected-class related harassment and discrimination policies may be found on the Office for Equity and Diversity website at: www.ecu.edu/oed.

Privacy of Student Education Records

The University policy for the administration of student educational records is in accordance with the provisions of the Family Educational Rights and Privacy Act, also known as the Buckley Amendment or FERPA. This policy provides that the student has a right of access to student educational records maintained by the

University or any department or unit within the University. The policy also protects the confidentiality of personally identifiable information in student records. Except to the extent allowed by applicable law, personally identifiable information contained in a student educational record will not be disclosed. A copy of the University policy dealing with the privacy of student educational records is maintained by the University Registrar. Each member of the faculty should be thoroughly familiar with this policy and comply with its provisions.

Access to Student Educational Records

In compliance with the Family Educational Rights and Privacy Act of 1974, it is the policy of the university that students have the following rights in regard to official educational records maintained by the University.

1. Each student has the right to inspect and review official educational records, files, and data maintained by the University and directly related to the student and not related to other students. Some exceptions to this include: sole possession notes, law enforcement or campus security records, employment records (unless employment is contingent upon student status), records relating to treatment by physician, psychiatrist, psychologist, etc.
2. The University will comply with the request from a student to review his or her records within a reasonable time, but in any event not more than forty-five days after the request is made. Any inquiry pertaining to student records should be directed to the Office of the Registrar.
3. Students may request a hearing to challenge the content of his or her education record on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy rights of the student. Any complaint pertaining to student records should be made directly to the Office of the University Registrar, telephone 252-328-6747.
4. Legitimate educational interest is a demonstrated "need to know" by those officials of an institution who act in the student's educational interest. They include: faculty, administration, clerical and professional employees, student workers, and other persons who need student record information for the effective functioning of their office or position. The following criteria shall be taken into account in determining the legitimacy of a University official's access to student's records:

- a. The official must seek the information within the context of the responsibilities that he or she has been assigned, and
 - b. The information sought must be used within the context of official University business and not for purposes extraneous to the official's area of responsibility to the University.
5. The University will not release any information from student records to anyone (except those agencies noted in item 6 below, as permitted by the Act - 34 CFR § 99.31) without the prior written consent of the student. The consent must specify the records or information to be released, the reasons for the release, and the identity of the recipient of the records.
6. Information from the student's records may be released without the written consent of the student in the following situations:
 - a. in compliance with a court order or lawfully issued subpoena; requests from school officials who have a legitimate educational interest in the information (a school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position, as determined by the Office of the University Registrar, including student workers);
 - b. requests from other departments or educational agencies who have legitimate educational interest in the information, including persons or companies with whom the University has contracted (such as an attorney, auditor, collection agent, Higher One or The National Student Clearinghouse);
 - c. requests from officials of other colleges or universities at which the student intends to enroll or has enrolled, provided the student is furnished with a copy, if he or she so requests, so that he or she may have an opportunity to challenge the contents of the record;
 - d. requests in connection with a student's financial aid;
 - e. requests from parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1986; or
 - f. requests from appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of the student or other persons.
 - g. Additional circumstances may exist to permit the release without student consent within the applicable regulations.

A student has the right to file a complaint at any time with the US Department of Education. However, it is expected that the student normally would exhaust the available administrative remedies for relief according to the university grievance procedures before filing such a complaint.