



2026-2027 Bulletin for the M.D. Program

USA FREDERICK P. WHIDDON
COLLEGE OF MEDICINE
UNIVERSITY OF SOUTH ALABAMA





TABLE OF CONTENTS

The University 1

USA Health 2

Timeline..... 4

Whiddon College of Medicine5

Facilities 6

Admissions Information 8

Curriculum Overview.....12

Objectives.....13

Curriculum Description.....15

Financial Aid..... 22

Contacting the Whiddon

 College of Medicine..... 25

Class of 2026 Residency

 Appointments 28

 Academic Calendar..... 32

 Maps..... 33

 Policy of Nondiscrimination..... 35





HIPPOCRATES

THE UNIVERSITY

The University of South Alabama — South, for short — is Mobile's only comprehensive research and teaching university. With an enrollment of more than 14,000 students and a workforce — both campus and USA Health — of nearly 12,000 employees, USA's leadership and innovation in education, research, service and healthcare make the University an economic driver and a catalyst for positive transformation around the state of Alabama and along the Gulf Coast

South has awarded more than 100,000 degrees since its founding in 1963. The University's faculty promote an environment where curiosity and discovery are encouraged in more than 120 fields of study that include business, the liberal arts, education, engineering, computing, the sciences and healthcare.

Classified as a high research activity university by the Carnegie Classification of Higher Education, USA's advanced degree offerings include doctorates in audiology, business, computing, educational leadership, engineering, marine sciences, medicine, basic medical sciences, nursing, physical therapy and psychology. Research is conducted at both the undergraduate and graduate levels, and students work alongside

faculty experts on an array of research projects in varied disciplines. In addition, the USA Technology & Research Park acts as an incubator for tech startups

In addition to USA's outstanding academic programs, students enjoy a wide variety of social, cultural, entertainment and athletic activities that contribute to an outstanding college experience. The USA Jaguars men's and women's athletics teams compete in I7 Division I sports within the Sun Belt Conference. Intramural and club sports allow all students the opportunity to participate at a level that suits their abilities. The Student Recreation Center offers students, faculty, staff and alumni a comprehensive recreational opportunity in exercise, swimming, intramural sports and outdoor adventures, and the JagFit trail offers additional opportunities for the USA community and area residents to get fit while enjoying the outdoors.

USA is a place where students discover and strengthen their career passions and form connections that result in lifelong relationships. At South, we look at the world and see things that we have the power to change, affect and shape — together. So that's exactly what we do, every single day.



The University of South Alabama encompasses a comprehensive health system comprising three hospitals — USA Health University Hospital, USA Health Children's & Women's Hospital, and USA Health Providence Hospital — along with the USA Health Mitchell Cancer Institute and the USA Health physician practices. This combination of advanced healthcare services has improved the lives of countless residents across the Gulf Coast region.

As an academic health system, USA Health provides advanced and innovative patient care through its hospitals and clinics, as well as first-class training experiences for the next generation of healthcare providers and scientists.

USA Health University Hospital is an acute-care facility serving as the major referral center for southwest Alabama, southeast Mississippi and portions of northwest Florida. It offers centers for level I trauma, burn, stroke, cardiovascular disease and sickle cell disease as well as outpatient services. As a teaching and research facility for the Frederick P. Whiddon College of Medicine at the University of South Alabama, University Hospital plays a key role in the development of new technology and treatments, and the training of future healthcare professionals.

USA Health Children's & Women's Hospital is the only stand-alone inpatient facility in Alabama dedicated to providing the most advanced and comprehensive healthcare to the region's children and women. Services range from the region's only pediatric emergency center open 24 hours a day, seven days a week, staffed with specially trained emergency medicine physicians and other providers to the region's only level III neonatal intensive care unit, small baby unit and pediatric intensive care unit, where the area's sickest children receive the most advanced care. The highly trained staff delivers more babies annually than any other hospital in the Mobile area and includes the region's only high-risk obstetrics program.

USA Health Providence Hospital's 349-bed hospital and array of family practice sites round out USA Health's presence in west and north Mobile and Moss Point, Mississippi. Acquired in 2023, Providence provides 24/7 emergency care and a level III trauma center. It offers exceptional surgical and specialty care and is one of the few institutions on the Gulf Coast equipped to provide Extracorporeal Membrane Oxygenation (ECMO)

is an advanced, temporary life support for patients with severe, potentially reversible heart or lung failure.

USA Health Mitchell Cancer Institute stands as the leading academic cancer treatment and research facility along the upper Gulf Coast. Continuous research and technological advancements keep the MCI at the forefront of cancer treatment and outcomes. Providers and staff are dedicated to bringing the most advanced care to people in the region, including having available clinical trials that are the steppingstones to widespread treatment options.

USA Health physician practices make up the region's largest multispecialty practice and the only academic physicians group on the Gulf Coast. In addition to the Strada Patient Care Center located near Children's & Women's Hospital, USA Health has expanded its presence with a West Mobile Campus near the University, including a Freestanding Emergency Department and Medical Office. In Baldwin County, the Medical Office Building at the Mapp Family Campus houses several specialty care providers and is home to a 24,000-square-foot ambulatory surgery center. Meanwhile, USA Health continues to expand its physician footprint in Mobile with primary and specialty care provided by the USA Mobile Diagnostic Center.

The on-campus Student Health Center is staffed by physicians, nurse practitioners, registered nurses and licensed practical nurses dedicated to providing quality medical and educational services to the entire student body.

Services

These are some of USA Health's extensive services, programs and centers for research:

- Acute and Chronic Dialysis Units
- Arnold Luteran Regional Burn Center
- Bariatric Surgery Program
- Breast Care Center
- Cancer Control and Prevention
- Cancer Research and Treatment
- Cardiac Rehabilitation Program
- Cardiovascular Diseases Center
- Center of Excellence for Health Disparities
- Center for Healthy Communities
- Center for Human Performance
- Center for Lung Biology
- Center for Strategic Health Innovation
- Center for Women's Health

- Comprehensive Sickle Cell Center
- Coronary, Medical, Neurotrauma, Pediatric and Surgical Intensive Care
- Digestive Health Center
- Epilepsy Monitoring Unit
- Fanny Meisler Level I Trauma Center
- Level III Neonatal Intensive Care Unit
- Maternal Fetal Medicine/High-Risk Obstetrics
- Neonatal Transport Service
- Pediatric Complex Care Clinic
- Pediatric Development Medicine (Autism Diagnostic Center)
- Pediatric Healthy Life Center
- Pediatric Transport Service
- Plastic Surgery Center
- Primary Care with Patient Centered Medical Home Designations
- Pulmonary Hypertension Program
- Rectal Cancer Program
- Regional Stroke Center
- Reproductive Endocrinology Center
- Small Baby Unit
- Specialty Pharmacy for Cancer



TIMELINE

May 3, 1963	USA is founded by an act of the Alabama Legislature.
June 1964	USA opens its doors to the students of Mobile County and the state of Alabama.
1965	The Association of American Medical Colleges and the American Medical Association send representatives to USA to assess the possibility of establishing a medical school there.
August 1969	A resolution of the Alabama Legislature supports establishment of a medical school under the auspices of the University of South Alabama.
1970	\$4.5 million committed by City and County to establish USA College of Medicine.
November 1970	Mobile General Hospital is transferred to the University.
May 1971	Dr. Robert M. Bucher named first dean of the College of Medicine.
January 1973	The charter class of 25 students enter the College of Medicine.
April 1975	Mobile General Hospital renamed University of South Alabama Medical Center.
September 1978	The University's first Ph.D. program — in Basic Medical Sciences — is initiated.
January 1983	The USA Health Children's & Women's Hospital is established.
August 1987	The former Providence Hospital is acquired by the University to house programs of the colleges of Allied Health Professions, Medicine and Nursing.
June 1990	The University acquires Doctors Hospital and Knollwood Park Hospital.
October 2001	Geri Moulton Children's Park is dedicated at USA Health Children's & Women's Hospital
March 2008	Plans for USA Health Children's & Women's Hospital expansion approved by USA Board of Trustees.
November 2008	Dedication of the USA Health Mitchell Cancer Institute building, representing an investment of more than \$135 million.
May 3, 2013	50th anniversary of USA's founding and 40th anniversary of College of Medicine.
July 2018	SouthFlight returns to University Hospital.
August 2018	USA Medical Center renamed USA Health University Hospital.
June 2019	Small baby unit opens at USA Health Children's & Women's Hospital.
December 2020	Governor Kay Ivey cuts ribbon on Fanny Meisler Trauma Center at USA Health University Hospital.
June 2021	USA Health gains approval for free-standing surgery center in Baldwin County.
June 2022	The USA College of Medicine is renamed the Frederick P. Whiddon College of Medicine.
November 2022	The University announces plans to construct a new medical school on campus.
November 2022	USA Health dedicates a medical office building at the new Mapp Family Campus in Baldwin County.
April 2023	The University announces an agreement to acquire Providence Hospital.
October 2023	Providence Hospital and clinics join USA Health.
December 2023	Ground is broken on the new Whiddon College of Medicine building.

The Frederick P. Whiddon College of Medicine at the University of South Alabama is an expanding network designed to provide all facets of medical education, research and patient care. Candidates for M.D. and Ph.D. degrees study basic medical sciences in the Medical Sciences Building (MSB) on USA's main campus. Medical students spend the last two clinical years training in USA Health hospitals and clinics, as well as in rotations with community physicians.

During its history, the Whiddon College of Medicine has supplied one-third of the physicians in the Mobile area. It enrolls approximately 80 medical students each year, selected from more than 1,100 applicants, and provides graduate medical education training to more than 240 residents and fellows. A doctoral program in basic medical sciences opens doors to academic careers in universities or medical institutions, or to research or administrative positions in government, nonprofit or industry settings.

USA Health University Hospital and USA Health Children's & Women's Hospital serve as the primary patient care facilities for the Whiddon College of Medicine. Other clinical training facilities are located at the Strada Patient Care Center, USA Health Mitchell Cancer Institute, USA Health Stanton Road Clinic, and at a number of community preceptor sites throughout Alabama.

Mission Statement

Our mission is to provide innovative research, education, and clinical care in a culture of excellence, discovery and scholarship to the next generation of physicians, scientists, and educators to advance patient-centered and equitable healthcare.

Vision Statement

We envision a thriving community of medical educators, researchers, and physicians who advance high-quality, innovative, and reliable healthcare for all.

Doctor of Medicine (M.D.) Degree Program

The Whiddon College of Medicine is a member of the Association of American Medical Colleges (AAMC). The M.D. program is accredited by the Liaison Committee on Medical Education (LCME). Residency and fellowship programs at USA Health are affiliated with the College and are accredited by the Accreditation Council for Graduate Medical Education (ACGME).

The educational design of the M.D. program is a competency-based curriculum across all four years, with the first two years of medical school comprising an integrated organ systems-based approach. The first two years are largely taught on USA's main campus in the Medical Sciences Building, the Whiddon COM Simulation Center, and the Small Group Learning Center. The last two years of medical school are held in USA Health hospitals and care centers, as well as in offices of community physicians, and expand the students' education in the surrounds of full-time patient care.

Throughout all four years, students are given the opportunity to participate in various student initiatives including many discipline-oriented interest groups, the Wellness Program, the Continuous Professional Development Program, and the USA Student-Run Free Clinic. Service learning, a required component of undergraduate medical education, offers medical students opportunities to serve the community in Mobile and the surrounding area. Not only is service learning a great break from the rigors of medical school, but it also allows students to learn more about the populations they serve.

During medical school, students have the opportunity to take part in research projects in both basic and clinical science arenas as well as research in medical education. In addition, students may participate in overseas clinical electives.

FACILITIES

The administrative offices and primary classroom facilities of the Whiddon College of Medicine are located on USA's main campus, while clinical training facilities are primarily located at our hospital campuses. Numerous buildings used as educational and research facilities are being enhanced to accommodate our expanding programs in education, research and patient care.

Charles M. Baugh Biomedical Library

The Charles M. Baugh Biomedical Library supports medicine, nursing and allied health and holds standard reference works. It contains standard reference works in print, along with discipline-specific journals and books. An extensive collection of electronic resources – including books, journals and databases – are available through the Biomedical Library's website. Materials can be found in the University libraries' online catalog, SOUTHcat (click on Catalog Search), or the University libraries' e-resource locator (click on the Journals tab in the front page search box). The Biomedical Library provides access to online databases in the health sciences and to resources not in the Biomedical Library collection via interlibrary loan. Other services include reference assistance, document delivery service, literature searches, and individual and group instruction on the use of the library's resources and research processes. Computer access and individual and group study rooms are also available.

Central Services and Administration Building (CSAB)

The office of the Dean of the Whiddon College of Medicine is located on the first floor of the CSAB. The Office of Medical School Admissions, Office of Academic Success, Risk Management, and Continuing Medical Education – as well as other administrative offices of the Whiddon College of Medicine – are also located in this building.

Children's & Women's Hospital

Children's & Women's Hospital is a full-service, acute-care medical/surgical hospital. Opened in 1997, is among a small number of freestanding hospitals in the United States dedicated to the care of children and women. With more than 2,500 deliveries annually, it is Mobile's leader in births. Children's & Women's

Hospital has the region's only Level III neonatal intensive care and pediatric intensive care units, both specially equipped and staffed to provide the most advanced care for premature, critically ill and critically injured children. The NICU includes a small baby unit providing specialized care for infants born at 28 weeks gestation or sooner. The high-risk OB unit and the Labor/Delivery/Recovery unit are the regional referral centers for high-risk obstetrical patients for the central Gulf Coast. The newly expanded Pediatric Emergency Center opened in spring 2024 and is nearly 19,000 square feet, more than double the size of the former emergency department. It features 30 treatment areas, including 25 private treatment rooms, two behavioral health rooms, areas for major medical treatment and resuscitation, an isolation area for patients with infectious diseases, and a private space dedicated to the care of pediatric sexual assault patients.

Mastin Patient Care Center

The Mastin Patient Care Center, located directly behind University Hospital, houses surgery and internal medicine specialty clinics, administration offices, faculty offices, small classrooms, a satellite location for the Office of Student Affairs, and department conference areas.

Medical Sciences Building (MSB)

The Medical Sciences Building features the Gross Anatomy Laboratory, lecture auditoriums, teaching laboratories and conference areas that can accommodate small groups or entire classes. There are also faculty research laboratories and offices. The offices of Student Affairs and Educational Technologies and Services are located on the first floor of this building. The Division of Medical Education is located on the second floor.

Mitchell Cancer Institute (MCI)

The Mitchell Cancer Institute provides exceptional cancer care through innovative treatment while also serving as a cutting-edge site for both clinical and basic research. MCI brings state-of-the-art cancer treatment technology to the region and provides patients with precise and effective cancer treatment options. The MCI Specialty Pharmacy offers convenient medications, including oral chemotherapeutics for patients.



Mitchell Cancer Institute Fairhope

Nestled in the heart of Fairhope, Alabama, MCI Fairhope offers medical oncology and radiation oncology clinics and provides cutting-edge treatment for Baldwin County residents.

Moorer Clinical Sciences Building

This 20,000-square-foot facility provides office, research, conference and teaching space for the Whiddon College of Medicine at the University Hospital campus. The Department of Pathology and the Johnson Haynes Jr., M.D. Comprehensive Sickle Cell Center also occupy this building.

Stanton Road Clinic

Adjacent to University Hospital, Stanton Road Clinic is an 11,600-square-foot facility providing ambulatory services for clinical departments and continuing clinics for residents and fellows. The clinic was recognized as a Level II patient-centered medical home in 2018.

Strada Patient Care Center

Many of USA Health's physician clinics are now located in the Strada Patient Care Center, located across from Children's & Women's Hospital. It contains 153 patient exam rooms, 16 nurses stations and seven educational conference rooms. The 133,000-square-foot building houses clinics for pediatrics, neurosciences, surgical specialties, obstetrics and gynecology, orthopaedic surgery and therapy services, as well as a breast and mammography center.

University Hospital

University Hospital is the primary inpatient site for adult care in the clinical educational programs for medical students and residents. The acute-care hospital is a referral center for southern Alabama, southern Mississippi and portions of northwest Florida. University Hospital provides

a variety of patient services ranging from critical and trauma care to elective surgery. At University Hospital, emergency patients are treated in the Fanny Meisler Trauma Center, the region's only Level I trauma center. Patients in the Arnold Luterman Regional Burn Center benefit from the center's highly skilled staff and research in areas such as the development of artificial skin. The Cardiovascular Disease Center provides early detection, intervention, and management of heart disease. In 2023, the hospital unveiled a high-tech operating suite that houses four additional operating rooms, one hybrid operating room, and 12 additional post-anesthesia care unit beds.

Whiddon College of Medicine Simulation Center

Opened in summer 2024, the Whiddon College of Medicine's state-of-the-art Simulation Center spans 13,000 square feet and supports experiential learning across the continuum of medical education. The Simulation Center features 12 outpatient clinic simulation rooms and 6 inpatient simulation rooms designed to replicate real-world clinical settings. Additional spaces include classrooms and a flexible procedural skills lab. The facility is equipped with high-fidelity manikins, procedural task trainers, point-of-care ultrasound equipment, and advanced audiovisual capture and playback systems to support both teaching and assessment. The Simulation Center serves medical students, residents, fellows, and faculty, providing a safe, structured environment for developing clinical, procedural, and communication skills.

Affiliations

The Whiddon College of Medicine has training affiliations with local hospitals and healthcare providers in Mobile, the Gulf Coast region and rural Alabama to broaden clinical training opportunities for its medical students.

Overview

The philosophy of the curriculum leading to the Doctor of Medicine degree is to impart the fundamental knowledge upon which medicine is based. The basic objective is to prepare students, so that after further specialized training they may follow a variety of careers in the private practice of medicine, teaching, research, medical education or medical administration.

The Committee on Admissions is charged with final responsibility for selecting students with superior academic and personal attributes who have demonstrated strong motivation for the study of medicine and who show by other measures a strong promise to develop into competent physicians. The committee is charged with the responsibility of selecting the most qualified students without regard to race, color, national origin, sex, pregnancy, sexual orientation, gender identity, gender expression, religion, age, genetic information, disability, protected veteran status or any other applicable legally protected basis, a selection that is not influenced by political or financial factors.

Detailed information on admission to the College of Medicine can be found at southalabama.edu/colleges/com/futurestudents.

Preparation for the Study of Medicine

Since the medical profession needs individuals with a wide range of talents and academic backgrounds, both science and nonscience majors will be considered. Ninety (90) semester hours from a U.S. regionally accredited college or university are required, and a Baccalaureate degree is preferred.

The following required college courses (including laboratory work) must be completed prior to matriculation and must be completed at a U.S. regionally accredited college or university in the United States.

- General Chemistry with Lab: eight semester hours
- General Biology with Lab: eight semester hours
- Mathematics: six semester hours
- Organic Chemistry with Lab: eight semester hours
- General Physics with Lab: eight semester hours
- Humanities: three semester hours

- Behavioral and Social Sciences: three semester hours
- English Composition or Literature: six semester hours

Biochemistry may take the place of Organic Chemistry II. Statistics, Biostatistics, and Immunology also are recommended.

The Application Process

All applicants are required to take the Medical College Admission Test (MCAT) and apply to medical school through the American Medical College Application Service (AMCAS).

AMCAS begins accepting applications on June 1 of each year. Completed applications and all materials, including official transcripts, must be submitted to AMCAS no later than November 1. If the application is submitted after the deadline, the student must contact the school directly and obtain permission for AMCAS to process the application.

AMCAS offers a Fee Assistance Program for students with documented need. Those students granted a fee waiver will automatically qualify for a secondary application fee waiver from the College of Medicine.

The information and documentation that students furnish will provide the Admissions Committee with an opportunity to learn more about each candidate. A \$75 non-refundable application fee must accompany the application form.

The Selection Process

In the early phase of the selection process, the Admissions Committee relies on objective criteria such as grade point average, MCAT scores, substance and level of courses taken, trend in academic performance, pre-health advisory review, extracurricular activities and state of residence.

Once the student's credentials have been favorably reviewed, the applicant is invited to interview with members of the Admissions Committee. Approximately 200 applicants are invited for interviews. Applicants are interviewed by members of the Admissions Committee and ad hoc interviewers. Each interview is scheduled

for 40 minutes. The interviewers are supplied with the AMCAS profile of the applicant and an evaluation form. In addition to the interviews, applicants have an opportunity to meet with current medical students.

The Admissions Committee interview evaluates the applicant’s abilities and skills necessary to satisfy the nonacademic requirements established by the faculty, and the personal and emotional characteristics that are necessary to become a competent physician. Specifically, the applicant’s communication, empathy, leadership, team-orientation, previous life and work experiences, research experience, regional bilingual language proficiency and sensitivity to our multicultural society are evaluated.

Acceptance

The College of Medicine’s goal is to select candidates who have the potential to address the wide spectrum of needs that the medical profession faces. Candidates who have been accepted must notify the school of their decisions within two weeks of the offer. If further information is needed to expedite a decision, students are encouraged to call and seek clarification.

Deferred Admission: It is possible, under

special circumstances, for an applicant who is offered a position in the M1 class of the College of Medicine to request a deferral of the start of their medical studies for one or two years. A written request that describes the reason for the deferral should be received by the Office of Admissions no later than June 1. Approval of a request to defer will be based on the perceived validity of the reasons set forth by the student. Deferred applicants may not seek nor accept admission at any other school for the deferred entering class year.

Early Decision Program (EDP)

The College participates in the EDP operated by AMCAS. This program is designed for competitive students who have narrowed their selection down to a single choice. The chief benefits include the security of having an early guaranteed position, reduced application and travel fees involved in applying to multiple institutions, and the opportunity to begin financial planning as soon as possible. Students applying as Early Decision candidates should be competitive on a national level. The EDP is limited to residents of Alabama, the Florida panhandle, and the Mississippi Gulf Coast counties, which are eligible for in-state tuition.





Procedures for regular admission apply to the EDP with the following exceptions:

- Candidates must indicate the EDP intention on the AMCAS application.
- A completed AMCAS application must be received by August 1.
- MCAT scores must be available by September 1.
- Under the EDP guidelines, applicants agree to apply to one medical school and attend that medical school if offered an acceptance.
- Candidates will receive notification of the outcome by October 1.
- EDP candidates are required to have a minimum composite MCAT score of 503 and a grade-point average of 3.50. However, having the minimum requirements only allows a student to be considered for an EDP interview. It does not guarantee an interview.
- Candidates who are not accepted through the EDP are placed in the regular applicant pool and are free to apply to other medical schools.

Advanced Standing Transfers

Opportunities to transfer to our school are limited to the third year on a space-available basis. Transfer spaces are rarely available due to a very low attrition rate.

All transfer applicants should be currently enrolled in good standing at an LCME-accredited medical school and must have a compelling reason to transfer. Students who are attending non-LCME-accredited medical schools, offshore medical schools or osteopathic schools will not be considered.

Students who believe they meet these requirements should submit a request for consideration, including school presently attending and reason for requesting transfer, to Brittany Seals at bwseals@southalabama.edu. Detailed information can be found at southalabama.edu/colleges/com/futurestudents



Technical Standards for Admission

Because the M.D. degree signifies that the holder is a physician prepared for entry into the practice of medicine within postgraduate training programs, it follows that graduates must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care.

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

The technical standards are published in the Whiddon College of Medicine Admissions Handbook, which is provided to all faculty, administrators and students who are participating in the admissions process. The technical standards are reviewed annually by the Associate Dean for Student Affairs, the Student Affairs Committee, and the Assistant

Dean and Director of Admissions. Following this review, any necessary modifications are presented to the Admissions Committee for approval. The Frederick P. Whiddon College of Medicine is committed to the full and meaningful inclusion of students with disabilities. Students with disabilities must submit documentation of disability and application for reasonable accommodation to the Center for Educational Accessibility and Disability Resources.

For further inquiries regarding the admissions process, e-mail Brittany Seals at bwseals@southalabama.edu.

Early Assurance Program (EAP)

The Early Assurance Program (EAP) is jointly offered by the University's Honors College and the College of Medicine. The College of Medicine EAP offers a small number of qualified high school seniors a conditional acceptance to the University of South Alabama College of Medicine contingent upon satisfactory completion of the program.

CURRICULUM OVERVIEW

The curriculum at the Whiddon College of Medicine focuses on the concept of education across the continuum. It is fueled by the challenge in medical education of how best to move the matriculating medical student along the pathway to becoming a competent physician and lifelong learner. The job is complex as young physicians must be able to satisfy an ever-increasing level of competency in all aspects of their profession. The goal at the Whiddon College of Medicine is to provide a dynamic plan of learning expectations and awareness in training of what needs to be accomplished toward expertise of becoming a competent physician.

The educational learning objectives are framed around the six core competencies for medical training delineated by the Accreditation Council for Graduate Medical Education and American Board of Medical Specialties. The Whiddon College of Medicine curriculum is devoted to the integrated instruction of all competencies beginning in the first week of medical school. Instruction commences with an integrated sequence of modules devoted to the foundational sciences followed by the different organ systems.

Using the cardiovascular system as an example, students learn basic medical knowledge covering the structure, function and pathology of the heart and medical treatment of heart conditions. At the same time students learn to monitor and evaluate heart sounds and interpret other diagnostic tests while acquiring professional and interpersonal communication skills needed for accurate diagnosis, documentation of care and relating effectively with patients who have heart disease.

Years three and four of training continue the competency-based, integrated curriculum. The objectives, instructional strategies, and assessments of all clinical rotations are designed to optimally prepare students for success in their future residency programs. Clinical rotations in this phase of training expand on prior experiences to further integrate medical knowledge and its application to clinical settings.

The goal of engaging students in a holistic curriculum across the full four years of medical school at USA is to provide training and competency in all areas that define the science and art of doctoring.



WHIDDON COLLEGE OF MEDICINE OBJECTIVES

Upon completing the Doctor of Medicine degree, students will be able to:

Medical Knowledge

COM MK1: Demonstrate their knowledge of normal structure and function of organ systems in the human body across the lifespan at multiple levels (molecular, cellular, tissue, macroscopic, and the patient).

COM MK2: Identify and interpret pathogenic mechanisms, epidemiologic bases and clinical presentations of disorders in patients.

COM MK3: Identify indications, contraindications, and cost-effectiveness of common diagnostic and laboratory procedures.

COM MK4: Formulate appropriate non-pharmacological and pharmacological plans for prevention and management of disease in patients.

COM MK5: Apply scientific principle, interpretation, reliability, and validity of common diagnostic and therapeutic modalities in management of patients.

COM MK6: Recognize ethical, cultural, economic, social, and behavioral determinants of health and explain how these factors impact patient outcomes.

COM MK7: Employ the tenets of scientific research and analytical thinking skills required to critically appraise scholarly literature and select credible resources in the practice of evidence-based medicine.

Patient Care

COM PC1: Collect necessary patient information through history-taking, physical examination, and the use of diagnostics.

COM PC2: Formulate differential diagnosis based on accurate problem presentation and illness scripts

COM PC3: Recognize indications for medical, diagnostic, and therapeutic procedures.

COM PC4: Perform required clinical procedures.

COM PC5: Construct treatment plans incorporating sound clinical reasoning, patient preferences, scientific evidence, and patient safety.

COM PC6: Formulate appropriate, effective, compassionate, and holistic patient-centered care for prevention of disease and promotion of health, via a shared decision making process.

Practice-Based Learning and Improvement

COM PBLI1: Identify strengths, deficiencies, and limits in one's knowledge and expertise.

COM PBLI2: Perform learning activities that address one's gaps in knowledge, skills, and/or attitudes.

COM PBLI3: Demonstrate literacy with evidence-based resources to maintain competency as a lifelong learner.

COM PBLI4: Set learning and improvement goals for continuous professional development.

COM PBLI5: Describe strategies to promote wellness and develop resilience in physicians.

Interpersonal and Communication Skills

COM ICS1: Demonstrate the ability to effectively communicate with patients and their appropriate caregivers in order to accurately collect a history, convey treatment options, discuss counseling, and deliver education to all patient populations in all settings free of bias.

COM ICS2: Integrate within a team and work collaboratively, effectively and respectfully with all team members, staff, patients, and caregivers.

COM ICS3: Document appropriate, timely, and complete patient encounters to facilitate the exchange of health information.

COM ICS4: Demonstrate the communication skills necessary to gain patient participation in shared decision-making and plan of care.

Professionalism

COM P1: Demonstrate the highest of ethical standards in the practice of medicine including, but not limited to: honesty, integrity, respect, compassion, and empathy for all patients and caregivers.

COM P2: Demonstrate cultural competency, accountability, advocacy, awareness, respect, and sensitivity for all patients and caregivers.

COM P3: Demonstrate accountability to society and profession including punctuality, timely completion of assignments, level of engagement, and responsiveness to feedback.

Systems-Based Practice

COM SBP1: Describe the structure of healthcare systems and payment models and how they impact delivery and equity of care to patients, populations, and communities.

COM SBP2: Participate in systematic approaches to promote patient safety

COM SBP3: Participate in systematic approaches to improve the quality and value of care provided to patients, populations, and communities.

COM SBP4: Work in interprofessional teams to coordinate patient care within and across healthcare systems including transitions of care.



CURRICULUM DESCRIPTION

YEARS ONE AND TWO

Patients and Human Structure

(6 CREDIT HOURS)

Patients and Human Structure introduces the biopsychosocial model approach to medicine and a general overview of the structure of the human body in a clinical context. It provides students with a patient-centered approach for clinical activities that incorporates multiple components of the patient including biological factors, psychological elements, and social influences. Students begin to develop skills required to identify and evaluate patterns of normal development over the lifespan. Basic structure of the human body is explored through physical observation, anatomical dissection, and common modes of medical imaging. Psychological and social aspects of medicine and patient care are explored through content and application of principles of excellence and leadership in medicine that centers each patient as they present for healthcare with the goal of helping each patient

achieve the highest level of health possible. This builds the foundation for practicing culturally aware medicine. These topics are integrated into forming an initial approach to interactions and communication with the patient, as well as other colleagues. The knowledge and skills introduced in this module help prepare students for future modules of the curriculum.

Throughout the module the students engage in lectures, independent learning, reflection, small group activities, and clinical experiences. Medical science knowledge is applied using authentic situations presented in the context of clinical cases and virtual patients. During these activities the learner begins to develop communication skills with both the patient and fellow colleagues aligned with the professional expectations of a physician. At the conclusion of this module, the students have developed some initial foundational knowledge and basic clinical approaches that will be applied at deeper levels throughout their medical education and career as a physician.

		Whiddon College of Medicine Core Curriculum															
		JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN				
PRE-CLERKSHIP PHASE	YEAR ONE		Patients and Human Structure (6 weeks)		Principles of Foundational Medicine (7 weeks)		Principles of Infection and Immunity (7 weeks)		Musculoskeletal System (6 weeks)		Cardiovascular System (8 weeks)		Urinary System (5 weeks)	Optional Research Experience (8 weeks)			
		CLINICAL SKILLS I: Skills Instruction, Direct Patient Contact at Regional Ambulatory Clinics															
	YEAR TWO	Break or Research Experience	Digestive System (6 weeks)		Respiratory System (6 weeks)		Endocrine and Reproductive Systems (8 weeks)		Neuroscience and Behavioral Science (10 weeks)		Hematology and Oncology (4 weeks)		USMLE Prep Step 1 (8 weeks)				
			CLINICAL SKILLS II: Skills Instruction, Direct Patient Contact at Regional Ambulatory Clinics														
CLERKSHIP PHASE	YEAR THREE	Family Medicine Clerkship (6 weeks)		OB/GYN Clerkship (6 weeks)		Internal Medicine Clerkship (12 weeks)			Surgery Clerkship (8 weeks)		Psychiatry Clerkship (4 weeks)	Neurology/ Selective Clerkship (4 weeks)		Pediatrics Clerkship (8 weeks)			
	YEAR FOUR	Acting Internship (4 weeks)	Specialty Rotation (4 weeks)	Basic Science Elective (4 weeks)		Continuous Professional Development (4 weeks)		Continuous Professional Development (4 weeks)		Continuous Professional Development (4 weeks)		Elective (4 weeks)	Elective (4 weeks)	Elective (4 weeks)	Transition to Residency (4 weeks)	Elective (4 weeks)	Graduation
		USMLE Step 2 CK Preparation					Year 4 electives and blocks can be taken in various orders										

Principles of Foundational Medicine

(7 CREDIT HOURS)

Principles of Foundational Medicine introduces the principles of basic and clinical sciences and lays the foundation for medical practice. It provides students with tools to effectively master application-based material in the subsequent systems-based modules. Students will develop the ability to identify key principles of human health and disease in both the internal biologic milieu and the external environment. Basic mechanisms of human biology, psychology and social systems are developed, as all are essential to clinical reasoning, problem solving, patient-centered care and systems-based practice.

Throughout this module students will engage in lectures, small group learning sessions, independent study and clinical experiences. These activities will provide students with opportunities to strengthen communication skills, observe and participate in systems-based practice, and exercise practice-based learning techniques in a variety of settings that require and foster professional behavior and personal integrity.

Principles of Infection and Immunity

(7 CREDIT HOURS)

The Principles of Infection and Immunity module covers the fundamentals of microbiology and the immune system that defend the body against infection. This system affects all organ systems and is critical for human health. The module will focus on fundamental knowledge regarding the normal development, structure and function of the immune systems, how these systems interface with infectious agents and how defects in these systems cause health problems such as cancer, immunodeficiency, allergy, autoimmunity and infection. Thus, the module will equip students to understand the cellular and molecular mechanisms underlying each disorder and will develop their ability to deliver appropriate patient care through proper diagnosis, treatment, management and prevention of these diseases.

Throughout the module, students will engage in lectures, small group learning sessions, independent study and clinical experiences. These activities will provide students with opportunities to further develop communication skills and utilize practice-based learning techniques in a variety of settings that continue to foster professional growth.

Musculoskeletal System Module

(6 CREDIT HOURS)

This module uses an integrated curriculum of basic science and clinical material to develop the students' knowledge and ability to describe and diagnose conditions of the skin and the musculoskeletal systems. In order to cultivate this ability in the student, team-based and small-group learning exercises, lectures, anatomy labs, hands-on clinical skills labs, independent learning, clinical experiences, and the study of anatomic and radiological images will be utilized.

The module will provide education on dermatology, muscle and connective tissue. This will include illustrative cases that portray these tissues in normal physiology, development and aging, and disease. In the musculoskeletal segment, students will study the structures of the musculoskeletal system of the upper and lower extremities, in both the normal and diseased states. At the end of the module, the students will have learned how to apply their emerging knowledge of normal and abnormal structure, as well as function of these tissues and systems in order to recognize and ultimately treat conditions associated with injury and/or illness. Given the nature and frequency of abnormal musculoskeletal and anatomical conditions within our society, especially in geriatrics and sports, a comprehensive, interdisciplinary and holistic approach to the professional care for these individuals will be emphasized.

Cardiovascular System Module

(8 CREDIT HOURS)

The Cardiovascular System Module is designed to provide students with an in-depth survey of the cardiovascular system in health and disease, integrating concepts across disciplines. Each week in the seven-week module is topically focused and the week's content is framed by introduction and discussion of relevant clinical vignettes. Development and aging in the cardiovascular system, cardiac function and rhythmicity, regulation of blood pressure, vascular function and dysfunction, risk factors for and epidemiology of cardiovascular disease, basics of clinical treatment strategies, and disparities in access to healthcare will be discussed.

Students will master content through a combination of learning strategies, including small group learning, lectures, laboratories and independent self-study. In parallel, students will gain experience in developing patient history, as well as basic clinical skills relevant to assessment of cardiovascular function.

Urinary System Module

(5 CREDIT HOURS)

The Urinary System Module covers the kidneys and the urogenital system including ureters, urinary bladder and prostate. The lecture series of the module begins with the normal development and structure of the urogenital system, moves into the normal physiology of the kidney, introduces the action of pharmacological agents relevant to kidney function, and concludes with introduction of pathological processes of infectious, oncological and immune injury.

Throughout the module, students are engaged in learning activities that challenge them to explore further the mechanisms of disease, the application of basic principles of organ structure and function to disease states, and approaches to problem-solving in the consideration of ethical and medical issues confronting patients with kidney disease. The students will learn about kidney diseases through direct patient evaluation as well as the radiological and laboratory evaluation of kidney and urogenital structure and function.

Through both directed and independent learning venues, the students will have the opportunity to foster lifelong learning skills, develop effective communication skills, and practice the collaborative skills needed to address the complex modes of effective delivery of medical care expected in the future. In sum, students will be given a foundation of basic medical knowledge reaching from the cellular to the whole organ level and the means to apply mechanism of function and pathophysiology to understanding the care of patients with urogenital disease.

Digestive System Module

(6 CREDIT HOURS)

Studies in this module are focused on the mastery of clinical and scientific principles involving the normal anatomic and physiologic functions of the mouth, esophagus, stomach, small and large intestine, along with the role of the pancreas and hepatobiliary tree. Secretory, motility and absorptive functions throughout the upper and lower GI tract are a major focus of study. Students will also develop an understanding of nutritional and metabolism disorders that are secondary complications of gastrointestinal and/or hepatobiliary disorders.

Integration is achieved across all major medical basic science disciplines, as studies proceed throughout different portions of the digestive system at all levels, from molecular to cellular, to tissue, organ and organ system. Throughout

the module, the mechanisms of normal function – including that of metabolism, nutrition and the normal microflora – are studied in contrast with abnormal or disease states in order to develop the foundation for understanding pathophysiologic mechanisms. Teaching methods include large group/lecture, small group case-based learning activities, laboratories, computer simulations, self-study and experiences that foster the development of clinical skills and professional attitudes involving contact with patients in the clinic and hospital, as well as with simulated patients. As part of our integrative nutrition curriculum, students also engage in hands-on culinary medicine training in a dedicated teaching kitchen, applying nutritional science to practical, patient-centered meal planning.

Respiratory System Module

(6 CREDIT HOURS)

The Respiratory System Module will introduce students to the anatomy, physiology and pathophysiology of the respiratory system with a particular focus on the lung's central role in gas-exchange. Normal and abnormal anatomy from the sinuses, oral/nasopharynx and upper airways to the lower respiratory tract, including the structures of the chest wall and thoracic cavity, will be presented through the combined use of prosections and radiologic imaging. The mechanics of breathing as well as the impact of diseases of the airway, interstitium and pulmonary circulation on respiratory function will be taught using lecture, patient-oriented small group learning, clinical skills' labs and independent learning.

Students will be taught the cellular and molecular mechanisms involved in a broad category of lung diseases including obstructive disease, restrictive disease, pulmonary vascular disease, lung cancer and infections of the upper and lower respiratory tract. How these disease processes interact to alter gas exchange leading to hypoxemia, hypercarbia and respiratory failure will be an integral part of this course. Students will also gain experience in the proper diagnosis, treatment and prevention of these respiratory diseases. The social impact of chronic respiratory disease on patients and their families, particularly for those with advanced disease, will also be highlighted during interactions with actual patients and in small group learning sessions.

Endocrine and Reproductive Systems Module

(8 CREDIT HOURS)

The Endocrine and Reproductive Systems Module will enable students to acquire and apply knowledge of human development and reproduction and endocrine homeostasis. Lectures, small group discussions, self-study, laboratory work, clinical experiences and patient simulation exercises will be utilized to advance the students' understanding of the embryological and anatomical development of the reproductive tract and its physiological function, as well as the evaluation of the clinical presentation, prevention and treatment of male and female reproductive disorders, sexually transmitted infections and breast diseases. Students will participate in small group discussions of human sexuality and sexual dysfunction. They will also develop their clinical examination skills working with instructors trained in teaching female pelvic and breast exam and male genital examinations. In the latter portion of the course, students will apply knowledge of endocrinology to discuss the role of hormones in development, growth and metabolism as well as understand the pathology of endocrine disorders. Students will participate in small group conferences on diabetes, adrenal, thyroid, and calcium disorders as well as participate in clinical skills exercises in which these disorders are recognized.

Neuroscience and Behavioral Science Module

(9 CREDIT HOURS)

The Neuroscience and Behavioral Science Module is designed to provide students with the knowledge and skills to understand and evaluate normal function, disease processes, injuries and psychiatric disorders of the human nervous system. The initial weeks of study focus on the anatomy, biology and function of the central and peripheral nervous systems as students learn the diagnostic methods and criteria, pathophysiology and treatments of prevalent and prototypical neurologic injuries and disorders. Training shifts in the final weeks to behavioral science as students learn about the classification, clinical presentation, psychopathology and treatment of prevalent psychiatric conditions.

Upon completion of the module, students will have a fundamental understanding of the structure and function of the human nervous system, the clinical manifestations of common neurologic and psychiatric disorders, as well as treatments for these conditions. Students will learn to take an

accurate neurologic history, conduct the essential elements of the neurologic exam, perform a psychiatric assessment, and develop interpersonal skills and professional attitudes expected in the practice of neurology and psychiatry.

Hematology and Oncology Systems Module

(5 CREDIT HOURS)

The Hematology and Oncology Systems Module is designed to provide the scientific and clinical principles necessary to provide care to patients with hematologic and oncologic diseases. Since these diseases involve and affect many organ systems, the module utilizes an integrative approach to reinforce many core concepts from previous modules. In the current healthcare environment, oncologic care is dependent upon the interprofessional collaboration of multiple clinical specialties and disciplines. As a result, teaching methods will focus on small group case-based activities, independent learning activities, and experiences promoting the development of the knowledge, skills, and attitudes necessary to work in interprofessional teams.

The hematology section of the course will focus on diseases associated with malignant hematology such as the leukemias. Students will be introduced to the physiology, pathology, and pharmacology associated with these disorders. The oncology portion of the module will expose students to the cellular mechanisms, genetics, and pathophysiologic processes critical to the development of common malignancies. Students will also develop an understanding of nutrition and metabolism associated with the pathogenesis and management of these disorders. Strategies for screening and prevention of the common malignancies will also be highlighted in the small group learning sessions.

Clinical Skills 1

This course is the first of two year-long courses designed to introduce learners to clinical patient care and to the process of diagnostic reasoning. Much of the course involves interacting with simulated patients—trained actors who portray patients with particular medical conditions or symptoms. Students will learn to gather a patient history, perform foundational components of the physical examination, and document their findings in a written patient note.

Clinical Skills 1 also introduces students to the physical diagnosis curriculum, in which they begin learning how to recognize, describe, and interpret physical examination findings. Students

will also begin developing clinical reasoning skills by connecting information from the history and physical examination to basic clinical problems, early differential diagnosis formation, and patient-centered assessment.

Students will complete required experiences in the clinical environment with actual patients through their involvement in CLINIC, the Clinically Integrated Introductory Course. In Clinical Skills 1, CLINIC visits will occur in the primary care setting. A required assignment in Evidence-Based Medicine is also part of the CLINIC experience. Assessment strategies consist of scores attained on OSCEs, observed structured clinical examinations; CBEs, competency-based evaluations; and required CLINIC assignments.

Clinical Skills 2

This course builds on Clinical Skills 1 and continues to develop students' ability to draw on medical knowledge attained in their modules and apply it to clinical patient care. Learners will continue to expand and refine their history-taking, written documentation, and physical examination skills. Students also learn to deliver an oral presentation.

Clinical Skills 2 includes continued development of the physical diagnosis curriculum, with emphasis on interpreting physical examination findings in the context of common clinical presentations. Students will also further develop their clinical reasoning skills by using information gathered from the history and physical examination to construct a problem representation, develop and prioritize a differential diagnosis, and generate an assessment and problem list. The course ends with activities designed to prepare students for the demands of their Clerkship years, including a primer on rounding, and an introduction to an Electronic Medical Record (EMR).

Required experiences in CLINIC will occur in specialty settings, providing students with additional real-world practice for their clinical skills as well as opportunities for early career exploration. A required assignment in Evidence-Based Medicine is also part of the CLINIC experience. Assessment strategies consist of scores attained on OSCEs, observed structured clinical examinations; CBEs, competency-based evaluations; and required CLINIC assignments.

YEAR THREE

Third-year students rotate through seven clerkships over the course of their M3 year:

Family Medicine

(6 WEEKS - 6 CREDIT HOURS)

The clerkship in Family Medicine teaches students about primary care and ambulatory medicine. It is unlike other core clerkships at USA, as the student will spend most of the rotation working one-on-one with a community faculty member in their private practice. In these offices, students will see a different population from that at USA hospitals. This rotation will teach students how to care for many illnesses in the office setting so hospital admission can be avoided. Departmental faculty will teach concepts of preventive medicine, population medicine, health policy and chronic disease management in didactic and active-learning methods. A standardized patient in an OSCE format allows students to demonstrate learned skills in chronic disease management in the outpatient setting. Medical students see firsthand the diversity and breadth of family medicine while learning patient care across the spectrum of specialties and in the context of comprehensive care.

Internal Medicine

(12 WEEKS - 12 CREDIT HOURS)

During the Internal Medicine clerkship, students are taught basic disease mechanisms and general principles of diagnosis and patient management. The student utilizes current medical literature in addition to standard texts for the acquisition of information. The student is responsible for the diagnostic evaluation and care of patients under the supervision of the attending physician and the ward resident. Rounds are made daily with the house staff and with the attending physician. The average team consists of one attending physician, one resident, two to three interns and three students. Didactic conferences, small-group learning exercises, case-based discussions, simulation exercises and board review lectures are provided each week on topics relating to common problems in medical diagnosis and patient management. Each student will complete training experiences in inpatient medicine and ambulatory medicine. Each student will complete training experiences in inpatient medicine, ambulatory medicine, and consultative medicine.

Neurology

(4 WEEKS - 4 CREDIT HOURS)

The Neurology rotation includes time on both inpatient and outpatient services, including performing hospital and Emergency Department consultations. The student will become proficient in performing a neurological examination and will learn the basic principles underlying diagnosis and management of most common neurologic disorders. Students will gain firsthand exposure to patients undergoing comprehensive management for strokes.

Obstetrics and Gynecology

(6 WEEKS - 6 CREDIT HOURS)

The Obstetrics and Gynecology rotation consists of Labor and Delivery, Night Float, High-Risk Obstetrics Clinic, Ambulatory Clinic, Gynecologic Surgery and Gynecologic Oncology. During this clerkship, the students experience inpatient and outpatient care at USA Health Children's & Women's Hospital, Center Street Clinic, Women's Center and Mostellar Medical Clinic. Students participate in pre-rounds with residents, rounds with attendings, vaginal deliveries, caesarean sections, laparoscopies, robotic surgeries, open abdominal cases and vaginal surgeries. Didactics consist of case-based learning activities during lunch on weekdays and then formal teaching on Fridays with team-based learning activities and simulation labs.

Pediatrics

(8 WEEKS - 8 CREDIT HOURS)

During the Pediatrics clerkship, students rotate through ambulatory and inpatient settings. The ambulatory experience includes participation in the general pediatrics and pediatric subspecialty clinics. The inpatient experience includes student participation in the general pediatric wards, newborn nursery and the pediatric hematology/oncology wards. During the clerkship, students participate in simulations, small group learning exercises and interactive lectures. Several didactic activities focus on the application of basic science in the pediatric clinical setting. The multiple clerkship experiences provide the students with ample opportunity for self-directed learning, cognitive application, practice of clinical skills and demonstration of required attitudes.

Psychiatry

(4 WEEKS - 4 CREDIT HOURS)

The student is taught basic signs, symptoms, etiology and management of psychiatric diseases during the Psychiatry clerkship. The clerkship includes exposure to adult inpatient and outpatient services, child and adolescent psychiatry, as well as consultation-liaison at the BayPointe facility of Mobile Mental Health Center. Working with patients' families, where possible, is an integral part of all services. Another integral part of the clerkship is emergency psychiatry, since psychiatric illness is remarkably common in patients who seek care in the emergency room.

Surgery

(8 WEEKS - 8 CREDIT HOURS)

The clinical clerkship in Surgery consists of three two-week rotations on various surgical services such as Trauma, Colorectal Surgery and General or GI Surgery. The goals of the clerkship are (1) to develop an understanding of the pathophysiology, evaluation and management of surgical problems commonly encountered in general practice; (2) to provide exposure to general surgery and the surgical subspecialties; (3) to develop basic technical skills; (4) to foster the interest of students considering a career in surgery. These goals are achieved primarily through teaching rounds, intraoperative teaching, supervised patient care and basic surgical skills labs, as well as team-based learning activities and lectures.

Third-Year Selectives

(4 CREDIT HOURS EACH)

During the third year, medical students have the opportunity to spend one month in one of the third-year selective courses. These include Orthopaedic Surgery, Emergency Medicine, Pathology, Radiology, Research and Neurosurgery. This option enhances career exploration opportunities prior to the end of the third year. Students who opt to participate in a third-year selective do so in place of the Neurology clerkship. Neurology will be deferred to year four.

YEAR FOUR

The fourth year is composed of 11 four-week elective rotations with 32 weeks required for graduation. All students must select one acting internship, one specialty and one basic science course in addition to the Transition to Residency course. Three rotations may be taken at sites away from the University.



PRIMARY CARE PATHWAY

The Primary Care Pathway (PCP) is an optional longitudinal educational track for students interested in the primary care specialties of Family Medicine, Internal Medicine, and Pediatrics. Interested students apply to enter the program during Year One of the core curriculum. In addition to the central medical education curriculum, the PCP provides students training in the following core areas: population health, interprofessional teams, high-value care, quality improvement, patient safety, behavioral health, and leadership. As part of this experience, students are assigned to a primary care clinic in a rural and/or underserved area in which they will receive clinical education across the four-year program. Students in the PCP are expected to complete all the required elements of the core medical education program. Students may withdraw from the program anytime as well if needed.

PCP 1, PCP 2, and PCP Summer Experience

(4 CREDIT HOURS EACH)

During PCP 1 and PCP 2, students participate in a small group educational series covering each of the core areas. Students will complete a total of twenty visits across the year at their assigned clinic. Students can attend didactic series in the core curriculum remotely if needed. In addition, during the summer between PCP 1 and PCP 2, students will complete an eight-week PCP Summer Experience related to quality improvement research at their clinical site. This experience involves participating in patient care under the supervision of their preceptor and collecting and analyzing the necessary data for their project.

PCP 3

(4 CREDIT HOURS)

During PCP 3, students will participate in the core clinical clerkships similar to their peers. When rotating on the Family Medicine, Internal Medicine, and Pediatrics clerkships, students will complete the ambulatory portion of those rotations at an assigned PCP clinical site instead of those used by the core clerkship. Student will also complete the PCP Selective resulting in the deferral of their Neurology clerkship to year four. Students will also begin the longitudinal didactics and coaching sessions composing the leadership portion of the curriculum. This curriculum is designed to provide students the necessary skills to be leaders of interprofessional teams responsible for the care of complex primary care patients.

PCP 4

(4 CREDIT HOURS)

During PCP 4, students are expected to complete 32 hours of credit similar to their peers in the core curriculum. Students are required to take courses that replace the requirements noted in year four of the core curriculum. Students will be required to take an acting internship in the primary care field they plan to pursue. In addition, students will take a required course focused on integrating the basic sciences pertinent to primary care practice. This will fulfill the basic course requirement of the core curriculum. PCP students are required to take a course on practice management which will replace the specialty requirement in year four. Student will also make-up the Neurology clerkship and take the Transitions to Residency course. The longitudinal coaching program in leadership will continue during this year

FINANCIAL AID

Financial Aid is available to all medical students who complete the Free Application for Federal Student Aid (FAFSA) annually. The amount of aid that a student may qualify for is determined by need analysis. Each student's award is based on need, which is calculated by the Cost of Attendance minus any institutional aid awarded to the student. The Cost of Attendance is designed to help students cover any necessary fees such as tuition, living expenses, etc. associated with their program each year. Most federal aid applicants will be reviewed for financial assistance.

Students receiving federal aid must maintain Satisfactory Academic Progress in their field of study in accordance with the standards of the Whiddon College of Medicine to remain eligible.

Eligibility Requirements

Eligibility for federal aid is determined on the basis of financial need as well as several other factors. In order to receive aid from federal programs, students must:

- Demonstrate financial need for need-based federal student aid programs;
- Be a U.S. citizen or an eligible noncitizen;
- Have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau);
- Be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program;
- Maintain satisfactory academic progress in college or career school;
- Provide consent and approval to have their federal tax information transferred directly into their Free Application for Federal Student Aid (FAFSA) form;
- Sign the certification statement on the FAFSA form stating that they're not in default on a federal student loan, they do not owe money on a federal student grant, and they will only use federal student aid for educational purposes; and
- Show they are qualified to obtain a college or career school education.

Loans

To be considered for federal financial aid, students must complete the Free Application

for Federal Student Aid (FAFSA) each academic year at www.studentaid.gov. Note: Professional students (including M.D. students) are considered independent for financial aid purposes and do not submit parental information.

Federal Direct Unsubsidized Loans

All students who submit a FAFSA are eligible for a Federal Direct Unsubsidized Loan.

- Effective July 1, 2026: Professional students will be eligible for up to \$50,000 in Direct Unsubsidized Loans annually.
- Limits: Award amounts are subject to the overall estimated cost of attendance (COA) as well as aggregate and lifetime loan limits.

Federal Graduate PLUS Loan

The Graduate PLUS Loan Program is being discontinued effective July 1, 2026 (the start of the 2026-2027 academic year).

- New Borrowers: Students beginning their program on or after July 1, 2026, will not have access to Graduate PLUS Loans.
- Legacy Exception: Students who have a Federal Direct Loan (Unsubsidized or Graduate PLUS) disbursed before July 1, 2026, can continue to borrow Graduate PLUS Loans for up to three additional academic years or until their expected time to credential, whichever is less.

Emergency Loans

An Emergency Loan Fund is administered by the staff of the Office of Student Affairs. Loans of up to \$500 may be obtained for a period of up to 60 days for the purpose of alleviating any unanticipated financial need. There is no interest charged. Applications are available in the Office of Student Affairs.

As soon as the Emergency Loan is received, the student is encouraged to make appropriate financial arrangements with the Associate Director of Financial Aid for repayment. Because of the limited amount of money in the Emergency Loan Fund and the frequent use of it by medical students, the payback deadline must be met. In the unusual situation where the student believes there is a legitimate reason for being unable to meet the deadline, he or she may petition the Associate Dean of Student Affairs in writing for a short extension.



Whiddon College of Medicine CARES

The Whiddon College of Medicine Collaborative Access, Resources, and Emergency Support Program is for students with emergency financial circumstances to apply for additional funds to assist them. A student can apply for additional emergency funds through the COM CARES program by visiting southalabama.edu/colleges/com/comcares.

SCHOLARSHIPS AND AWARDS

The Whiddon College of Medicine is pleased to award several scholarships and awards based on academic performance and financial need. The Whiddon College of Medicine Scholarship Committee reviews all current students annually for scholarship eligibility based on available scholarship funding and criteria. The Whiddon College of Medicine is deeply appreciative of the generous support from the individuals, organizations, and foundations that fund these scholarships. Students are encouraged to apply for outside scholarships as well.

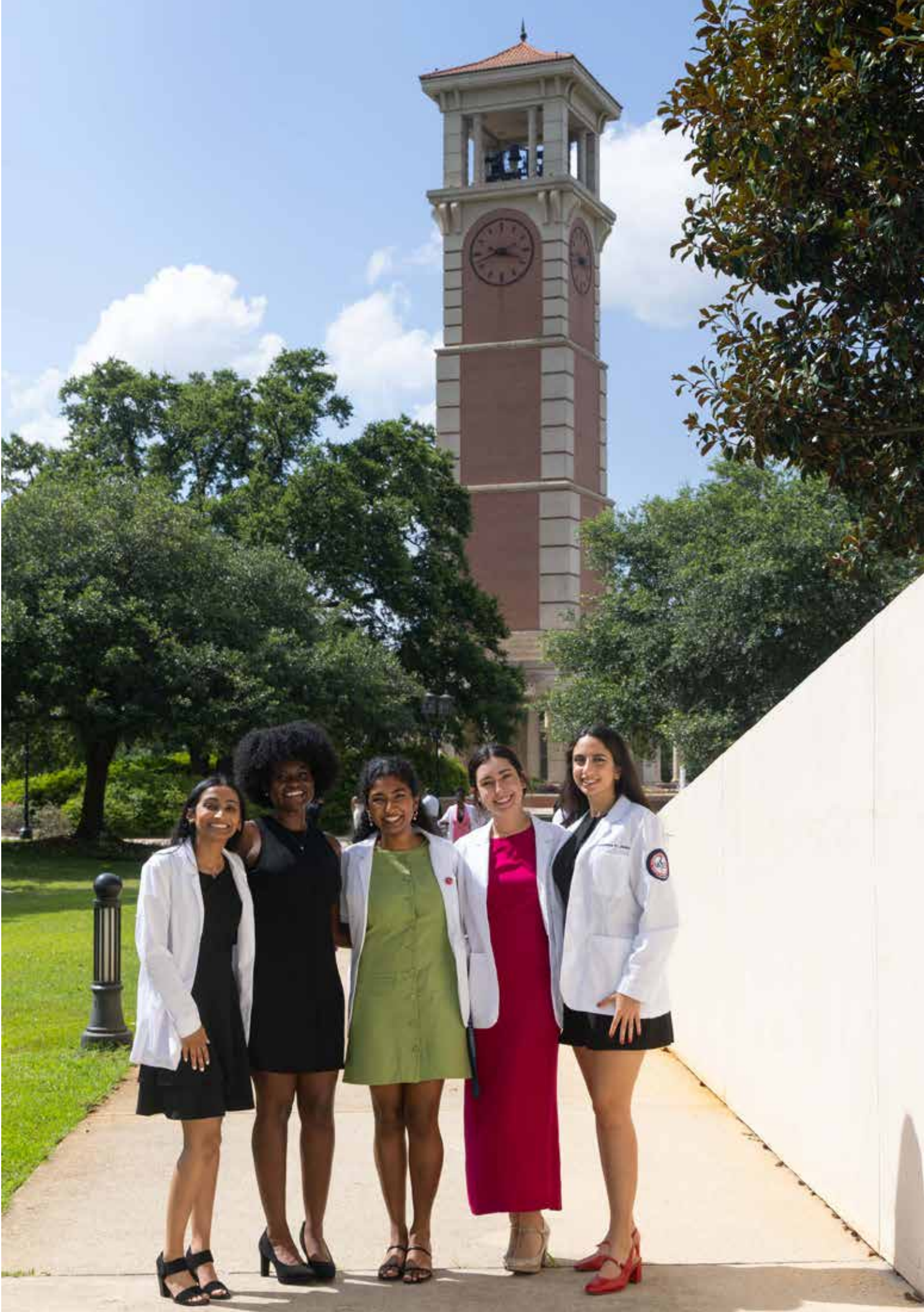
In addition to scholarships and various awards, eligible students are elected for significant honors: Alpha Omega Alpha Honor Medical Society (Alabama Beta Chapter), the Gold Honor Society for Humanism in Medicine, Research Honors, and Aequitas Health Equity Medical Honor Society. These honors are based on academic and non-academic criteria, including professionalism, leadership attributes,

community and school service, and extensive research in a selected science.

Students can earn the following awards related to Continuous Professional Development: the Professional Development Certificate of Honor, the Community Service Certificate of Honor, the Dean’s Award for Life-Long Learning, and the Dean’s Award for Service to the Community.

In addition, eligible students may be elected for four significant honors: Alpha Omega Alpha Honor Medical Society (Alabama Beta Chapter), the Gold Honor Society for Humanism in Medicine, the National Pathology Honor Society, and Research Honors. These honors are based on academic and non-academic criteria, which include professionalism, leadership attributes, community and school service, and extensive research in a selected science.

For additional tips on budgeting, visit aamc.org/FIRST.



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WHIDDON COLLEGE OF MEDICINE CLASS OF 2026 POSTGRADUATE (RESIDENCY) APPOINTMENTS

After interviewing with residency programs across the nation, M4 medical students ranked their top-choice programs in order of preference. Training programs, in turn, ranked the students who interviewed. The National Resident Matching Program (NRMP) then used a mathematical algorithm to designate each applicant into a residency program.

The process culminated on March 20, 2026 – Match Day – when USA College of Medicine seniors learned the results of the NRMP's Main Residency Match. This year, USA medical students matched in 19 states, 61% of students matching out of state and 36% of students matching in the state of Alabama. Sixteen of those students matching in Alabama matched at USA Health hospitals.

A complete list of the match results follows.

Victoria Antonello

Family Medicine

University of Kansas SOM-Wichita
Wichita, KS

Noah Christopher Baker

Prelim Med (2026)

Diagnostic Radiology (2027)

USA Health

Mobile, AL

Robert Cole Barefoot

Family Medicine

University of Alabama SOM-Huntsville

Huntsville, AL

Joshua Elias Baroody

General Surgery

USA Health

Mobile, AL

Maxon Lee Bassett

Neurological Surgery

University of Tennessee Health Science Center-

Memphis

Memphis, TN



Bethany Eugenia Beck
Pathology
University of Maryland Medical
Center
Baltimore, MD

Kelly Elizabeth Blacksher
Emergency Medicine
USA Health
Mobile, AL

Harris John Bolus
Internal Medicine
Virginia Commonwealth
University Health System
Richmond, VA

Olivia Grace Brookins
Obstetrics and Gynecology
Univ of Texas Southwestern
Medical Center-Dallas
Dallas, TX

Cana Lauren Brown
Family Medicine
Health Education Services
Foley, AL

Madelyn Hope Campbell
Obstetrics and Gynecology
USA Health
Mobile, AL

Elisabeth Grace Chaffin
Internal Medicine/Pediatrics
USA Health
Mobile, AL

Caroline Clutton
Psychiatry
USA Health
Mobile, AL

Bree Ashleigh Cobine
Internal Medicine/Pediatrics
University of Alabama Hospital-
Birmingham
Birmingham, AL

Benjamin Evan Cockrell
Pediatrics
Vanderbilt University Medical
Center
Nashville, TN

Charlie Alice Crider
Obstetrics and Gynecology
SUNY Upstate Medical
University
Syracuse, NY

Isabella Ayumi Dinelli
Transitional Year (2026)
University of Central Florida/
HCA Healthcare GME
Pensacola, FL

*Physical Medicine &
Rehabilitation (2027)*
University of Florida COM-
Shands Hospital
Gainesville, FL

Peter Hiep Doan
Internal Medicine
Mount Auburn Hospital
Cambridge, MA

Lauren Kate Dodd
Internal Medicine
University of Alabama SOM-
Huntsville
Huntsville, AL

Mary Faragalla
Internal Medicine
University of South Florida
Morsani COM
Tampa, FL

Ryan Ford
Anesthesiology
Ochsner Clinic Foundation
New Orleans, LA

Richard Fu
Pediatrics
Stony Brook University Hospital
Stony Brook, NY

**William Christopher
Gannaway**
Internal Medicine
USA Health
Mobile, AL

Corinne Elizabeth Gautreaux
General Surgery
Wake Forest Baptist Medical
Center
Winston-Salem, NC

Emily M. Hartsell
Pathology
University of Miami/Jackson
Health System
Miami, FL

Caleb Lake Higdon
Orthopaedic Surgery
University Hospitals-Jackson
Jackson, MS

Hannah Grant Hill
Emergency Medicine
University of Alabama Hospital-
Birmingham
Birmingham, AL

Chandler Sasser Hinson
Integrated Plastic Surgery
University of Texas
Southwestern Medical Center-
Dallas
Dallas, TX

Madison Dawn Hogans
Internal Medicine/Pediatrics
University of Cincinnati Medical
Center
Cincinnati, OH

Caroline Whatley Howell
Prelim Med (2026)
Dermatology (2027)
University of Tennessee Health
Science Center-Memphis
Memphis, TN

Jonathon Hubbert
Internal Medicine
University of New Mexico
School of Medicine
Albuquerque, NM

Cya Nicole Johnson
Family Medicine
Morehouse School of Medicine
Atlanta, GA

William Andrew Johnston
Prelim Med (2026)
Ophthalmology (2027)
University Hospitals-Jackson
Jackson, MS

Aimee Josephine Knott
Neurology
West Virginia University SOM
Morgantown, WV

Macy McCollister Kreitz
Pediatrics
Wright State University
Boonshoft SOM
Dayton, OH

Tyler Lancaster
Internal Medicine
USA Health
Mobile, AL

Juliette Lewis
General Surgery
USA Health
Mobile, AL

Ginger Elizabeth Llivina
Psychiatry
University of Utah Health
Salt Lake City, UT

Benjamin Lee Loftis
Internal Medicine
University of Alabama Hospital-
Birmingham
Birmingham, AL

Karam Talal Maatouk
Transitional Year (2026)
HCA Healthcare/USF Morsani
GME-Blake
Bradenton, FL

Diagnostic Radiology (2027)
AdventHealth Florida
Orlando, FL

Amber Katelyn Mathus
Family Medicine
Health Education Services
Foley, AL

Anna McVay
Psychiatry
Medical University of South
Carolina
Charleston, SC

Samuel M. Motz
General Surgery
USA Health
Mobile, AL

David Christopher Moylan
Family Medicine
University of Tennessee
Graduate SOM-Knoxville
Knoxville, TN

Brian Thien Nguyen
Internal Medicine
USA Health
Mobile, AL

Marianna Susan Oditt
Obstetrics and Gynecology
Orlando Health
Orlando, FL

Nathaniel Sorrells Olliff
Internal Medicine
Houston Methodist Hospital
Houston, TX

Shalinkumar M. Patel
Internal Medicine
USA Health
Mobile, AL

Ajay Peddada
Prelim Med (2026)
Neurology (2027)
NYU Grossman SOM
New York, NY

Richard Allen Perkins
Orthopaedic Surgery
University of Florida COM-
Shands Hospital
Gainesville, FL

Caleb Phillips
Pediatrics
University of Alabama Hospital-
Birmingham
Birmingham, AL

Madison Ann Poiroux
Obstetrics and Gynecology
USA Health
Mobile, AL

Connor Nelson Posey
Pediatrics
University of Tennessee COM-
Chattanooga
Chattanooga, TN

Richard Irving Preus
Emergency Medicine
University of Alabama Hospital-
Birmingham
Birmingham, AL

Noah Arden Que
Emergency Medicine
Eisenhower Medical Center
Rancho Mirage, CA

Megan Renee Rasmussen
Radiation Oncology
Oregon Health & Science
University
Hillsboro, OR

Thomas Wilkes Robinson
General Surgery
University of Texas
Southwestern Medical Center-
Dallas
Dallas, TX

Richard Brandon Schonour
Transitional Year (2026)
University of Central Florida/
HCA Healthcare GME
Pensacola, FL

Diagnostic Radiology (2027)
University of Maryland Medical
Center ()
Baltimore, MD

Korey Sean Shively
Orthopaedic Surgery
USA Health
Mobile, AL

Ian Giles Singley
Internal Medicine
USA Health
Mobile, AL

Chase Hunter Smith
Anesthesiology
University of Alabama Hospital-
Birmingham
Birmingham, AL

Laney Smith
Orthopaedic Surgery
Carolinas Medical Center
Charlotte, NC

Frances Grace Sullivan
Prelim Med (2026)
Dermatology (2027)
Tulane University SOM
New Orleans, LA

Anna Brooke Tarrant
Prelim Med (2026)
Ophthalmology (2027)
University Hospitals-Jackson
Jackson, MS

Caleb Thomas
Psychiatry
University of North Carolina
Hospitals
Chapel Hill, NC

Ashleigh Torrance
Psychiatry
Gateway Behavioral Health
Community Service
Savannah, GA

Anjali Vira
Internal Medicine
LSU SOM-New Orleans
New Orleans, LA

Mohammad Waqas
Psychiatry
USA Health
Mobile, AL

Matthew Francis Westerfield
Emergency Medicine
West Virginia University SOM
Morgantown, WV

Macy Wright
Internal Medicine
University of Florida COM-
Shands Hospital
Gainesville, FL



2026– 2027 ACADEMIC CALENDAR

M1 – Class of 2030

M2 – Class of 2029

M3 – Class of 2028

M4 – Class of 2027

FALL

06-22-26	M3 Orientation
06-24-26	M3 White Coat Ceremony
06-29-26	Fall Semester begins for M3s and M4s (<i>Tuition Due</i>)
07-03-26	Independence Day holiday
07-24-26	Research Day
07-24-26	Last Day for PCP Summer Experience
07-27-26	M1 Orientation Week (07-27 to 07-30)
08-03-26	Fall Semester begins for M1s and M2s (<i>Tuition Due</i>)
09-07-26	Labor Day holiday for M1s, M2s and M3s
Oct. TBD	M2 Fall OSCE
11-02-26	Step 2CK deadline for M4s
11-02-26	PPD and Flu documentation due to Student Health
11-25-26	Thanksgiving holidays for M1s, M2s and M3s (11-25 to 11-27)
11-20-26	Classes resume for M1s, M2s and M3s
12-11-26	Last day of Fall Semester for M3s
12-17-26	Last day of Fall Semester for M1s and M2s
01-01-27	Last day of Fall Semester for M4s

SPRING

01-04-27	Spring Semester begins for all classes (<i>Tuition Due</i>)
01-18-27	Martin Luther King holiday for M1s, M2s and M3s
02-8-27	Spring Break for M1s and M2s (02-08 to 02-12)
02-8-27	Lundi Gras holiday for M3s
02-9-27	Mardi Gras holiday for M3s
03-19-27	Match Day
March TBD	M2 Spring OSCE TBD
April TBD	M1 Spring OSCE TBD
04-23-27	Last Day of Spring Semester for M2s and M4s
05-07-27	Commencement weekend (<i>Academic Hooding and Commencement dates TBA</i>)
May TBD	M3 OSCE Practice TBD
5-28-27	Last day of Spring Semester for M1s
05-31-27	Memorial Day holiday for M3s
May TBD	M3 OSCE TBD
06-01-27	Primary Care Pathway Summer Experience for M1s
06-17-27	Last day of Spring Semester for M3s
06-18-27	Juneteenth Holiday for PCP Summer Experience M1s



Main Campus

ALPHABETICAL LISTING OF FACILITIES

85 Academic Services Center	7 Football Fieldhouse
19 Alpha Gamma Delta Sorority House	42 Gamma Residence Hall 0
103 Alpha Hall East	43 Gamma Residence Hall 1
107 Alpha Hall South	44 Gamma Residence Hall 2
18 Alpha Omicron Pi Sorority House	45 Gamma Residence Hall 3
67 Archaeology Building	46 Gamma Residence Hall 4
68 Archaeology Lab 1	47 Gamma Residence Hall 5
69 Archaeology Lab 2	48 Gamma Residence Hall 6
70 Archaeology Storage	49 Gamma Residence Hall 7
9 Athletics Administration Building	50 Gamma Residence Hall 8
63 Athletics Annex	51 Gamma Residence Hall 9
32 Azalea Hall	109 Glass Arts Building
83 Baptist Student Center	38 Grounds Department
33 Beta Apartment Residence Hall 1	3 The Grove Apartments
34 Beta Apartment Residence Hall 2	8 Hancock Whitney Stadium
35 Beta Apartment Residence Hall 3	86 Health, Kinesiology & Sport Building/Jag Gym
36 Beta Apartment Residence Hall 4	101 Health Sciences Building
37 Beta Apartment Residence Hall 5	102 Health Simulation Building
99 BMA Dialysis Center	75 Humanities Building
92 Bookstore	10 Innovation in Learning Center
31 Camellia Hall	1 Intramural Fields
106 Central Services Admin Building	2 Intramural Fieldhouse
71 Central Utilities Plant	66 Jag Fitness Trail
104 Charles M. Baugh Biomedical Library	62 Jaguar Track
76 Chemistry Building	6 Jaguar Training Center
16 Chi Omega Sorority House	5 James A. and Frances H. Yancey Football Practice Facility
64 Communication Building	54 Jon Lieber Clubhouse
88 Computer Services Center	24 Kappa Alpha Fraternity House
73 Construction Services & Facilities Warehouse	20 Kappa Delta Sorority House
89 Counseling and Testing	41 Kappa Sigma Chapter Room
26 Delta Commons	96 Laboratory of Infectious Diseases
27 Delta Residence Hall 3	115 Laidlaw Performing Arts Center
28 Delta Residence Hall 4	111 Life Sciences Building
29 Delta Residence Hall 5	110 Life Sciences Lecture Hall
30 Delta Residence Hall 6	84 Lubel Memorial Tennis Courts
15 Dining Facility (Fresh Food Company)	53 Luis Gonzalez Hitting Facility
97 Education & Outreach Building	77 MacQueen Alumni Center
91 Educational Services Building	74 Maintenance Garage
13 Epsilon Residence Hall 1	60 Marching Band Practice Field
14 Epsilon Residence Hall 2	61 Marching Band Practice Field Pavilion
10 Faculty Club	95 Marx Library
59 Farish Beard Indoor Practice Facility (Softball)	112 Mathematical Sciences & Physics Building
	105 Medical Sciences Building

94 Meisler Hall	56 Softball/Soccer Fieldhouse
82 Mitchell Center	55 Stanky Field
116 Mitchell College of Business	25 Stokes Hall
117 Mitchell Learning Resource Center	93 Student Center
80 Mobile Townhouse	87 Student Health Center
81 Moulton Tower & Alumni Plaza	12 Student Recreation Center
11 Outdoor Adventures	100 Technology & Research Park
52 Parking Services	98 Technology & Research Park, Building III
17 Phi Mu Sorority House	72 Telecommunications Building
23 Pi Kappa Alpha Fraternity House	114 Tholos of Delphi Replica
21 Pi Kappa Phi Fraternity House	78 Toulmin House (formerly Alumni Hall)
52 Police/Beta-Gamma Commons	4 Transportation Services
40 Property Inventory Warehouse	39 Treatment Storage & Disposal
65 Science Laboratory Building	119 University Commons
79 Seamen's Bethel/Honors College	108 Visual Arts Complex
118 Shelby Hall	113 Whiddon Administration Building
22 Sigma Chi Fraternity House	
58 Soccer Field (The Cage)	
57 Softball Field (Jaguar Field)	

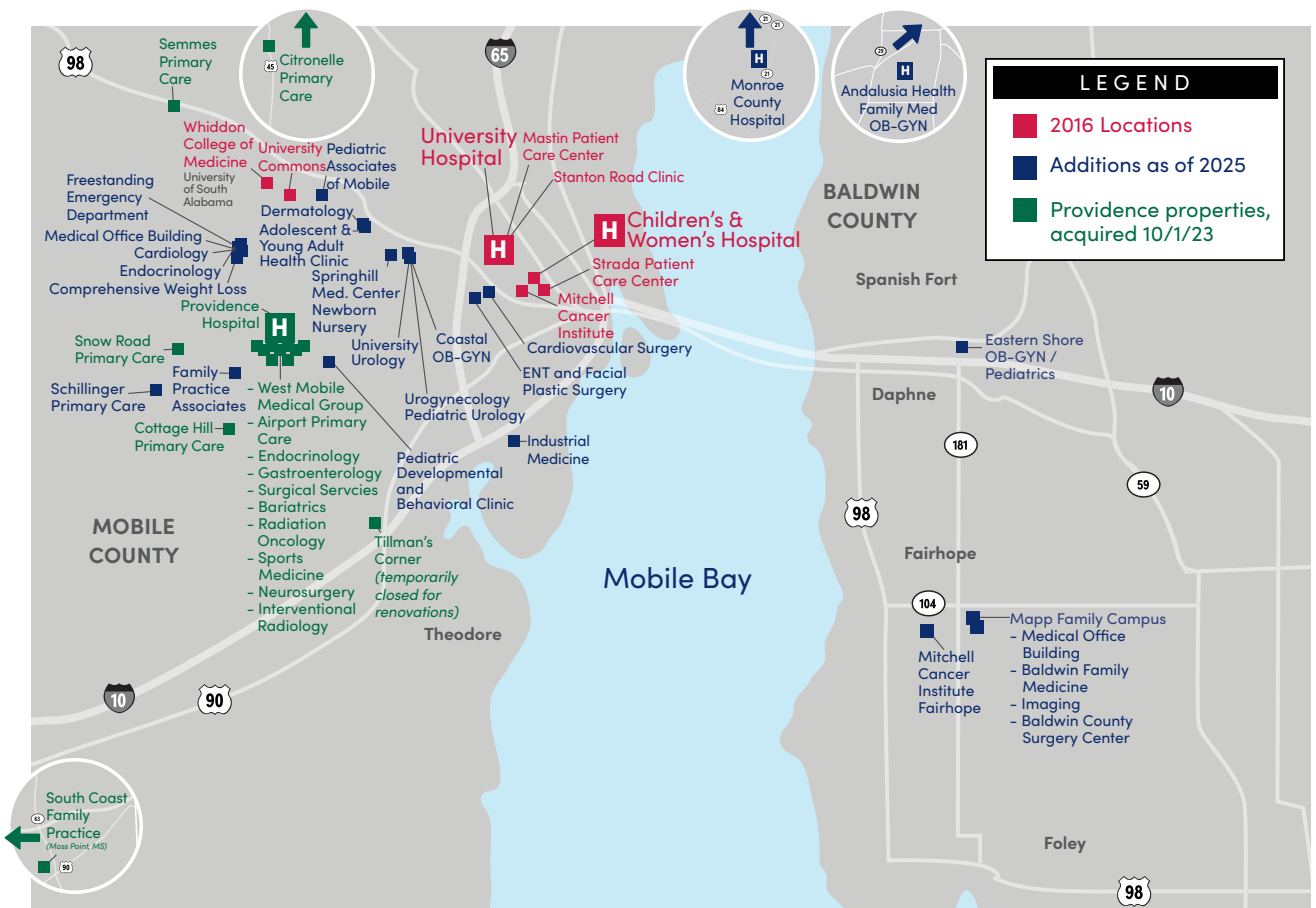
COLLEGES AND SCHOOLS

Pat Capps Covey College of Allied Health Professions 107	
(251) 445-9260 3028 Health Sciences Building	
College of Arts and Sciences 58	
(251) 460-6282 118 Humanities Building	
Mitchell College of Business 17	
(251) 460-6419 103 Mitchell College of Business	
College of Education and Professional Studies 93	
(251) 380-2738 3600 University Commons	
College of Engineering 106	
(251) 460-6410 2114 Shelby Hall	
Whiddon College of Medicine 20	
(251) 341-3030 5795 USA Drive North	
College of Nursing 107	
(251) 445-9400 3082 Health Sciences Building	
Graduate School 1	
(251) 460-6310 301 F. P. Whiddon Administration Building	
Honors College 77	
(251) 461-1637 Seaman's Bethel Theatre	
School of Computing 106	
(251) 460-6390 2101 Shelby Hall	

USA Health Campuses



Scan to access addresses and contact information for all USA Health locations



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Bulletin 2026-2027

Frederick P. Whiddon College of Medicine

Division of Medical Education

Medical Sciences Building

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www.southalabama.edu/colleges/com

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To view the Whiddon College of Medicine Student Handbook, visit
www.southalabama.edu/colleges/com/currentstudents/



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