



# **INFORMATION BROCHURE**

**COLLEGE OF MEDICINE  
HOWARD UNIVERSITY**

**UPDATED AS OF JUNE 2006**

*Care has been taken to ensure accuracy of the information contained in this publication. The information is susceptible, however, to unintended error and is subject to change without prior notice.*

*The information within this brochure does not constitute a contract. The right is reserved to modify requirements before or during matriculation.*

## **Introduction**

The Howard University College of Medicine has long been in the forefront of medical education. Founded in 1868, the College takes pride in its long and illustrious history of training students to become competent and compassionate physicians who provide health care in medically underserved communities. While the College offers excellent research and research training opportunities, the major emphasis is on preparing students to deliver patient care in communities that have a shortage of physicians and public health professionals.

The College of Medicine is fortunate in being located in the nation's capital and can draw upon the immense medical resources of this area, including the National Institutes of Health and the National Library of Medicine.

The College is also fortunate in being a part of Howard University, the only comprehensive research university with a predominantly African-American constituency. Although the University community has traditionally been predominantly black, Howard has been an interracial and cosmopolitan institution throughout its history, with students, faculty and staff of all races and from many foreign nations. All must meet the high standards of excellence of Howard University, which has the largest concentration of black faculty and student scholars in the country.

In addition to the College of Medicine, the Howard University Health Sciences Center includes the Howard University Hospital; the College of Dentistry; the College of Pharmacy, Nursing and Allied Health Sciences; the Louis Stokes Health Sciences Library; and the Student Health Center. The University is also composed of the College of Arts and Sciences; the Schools of Business, Communications, Education, Law, Divinity, Social Work, and Engineering, Architecture, and Computer Sciences; and the Graduate School. The latter offers Masters and Ph.D. programs in more than 30 disciplines and in approximately 100 specializations. More than 11,500 students are enrolled annually at Howard University.

The College of Medicine is proud of its achievements. Its more than 4,000 living alumni are testimony that an excellent medical education can be obtained at Howard. The College has graduated a large percentage of the black practicing physicians in this country. Although opportunities for minority students have increased at other medical schools, the College uniquely addresses the special health care needs of medically underserved communities and continues to produce a significant number of the nation's minority physicians.

By any objective or subjective measure, the College is meeting or exceeding national standards for medical education. The future of the College is indeed bright, and it accepts with enthusiasm the continuing challenge of service to this nation and the world.

## **Mission Statement**

Howard University College of Medicine provides students of high academic potential with a medical education of exceptional quality. The College is committed to training individuals to deliver high quality health care services--locally, nationally and internationally--and to reduce health disparities among ethnic and racial groups. The College also seeks to improve the health of America and the global community through public health training programs. Particular emphasis is placed on providing an opportunity to study medicine to African-American and other students from historically disenfranchised groups and to the admission and graduation of individuals most likely to serve medically underserved communities and populations. The mission also includes the discovery of new knowledge through vigorous research, with particular focus on finding solutions to those health problems disproportionately affecting African-Americans, other minority groups, and the economically disadvantaged. Lastly, the College supports the education and training of postgraduate physicians, other health sciences students, and graduate students in the biomedical sciences.

## **Vision Statement**

The goal of the Howard University College of Medicine is to enhance our global recognition as a medical school of the first rank, known for the excellence of our teaching, research and service. We strive to continue to be a world leader in the training of competent, compassionate physicians and other health professionals for medically underserved communities and populations. Particular emphasis will be on developing skills and habits of life-long learning and producing world leaders in medicine. In addition, the College envisions that it will be an exemplar in eliminating health disparities among ethnic and racial groups and in finding solutions through research and public health programs for medical problems disproportionately found in disadvantaged communities, both in this nation and abroad.

## **Core Values Statement**

The core values of the Howard University College of Medicine are: (1) fidelity to our mission and a strong and confident belief in our work; (2) excellence and integrity in all that we undertake--teaching, research, and service; (3) leadership in medical education and health care, especially for African Americans, other minorities, and the economically disadvantaged; (4) service to our community, the nation, and the world through public health programs, medical care, and health education; (5) the unrelenting pursuit of knowledge through research and life-long learning; and (6) a commitment to cultural diversity among faculty, staff and students and to ensuring a respectful and ethical academic environment.

## History

Howard University is named for Major General Oliver Otis Howard, a native of Maine and a graduate of Bowdoin College and West Point. He was a Union Army hero, having served in several major battles of the Civil War, including First and Second Bull Run, Antietam, Chancellorsville, and Gettysburg. In May 1865, he was appointed as Commissioner of the Bureau of Refugees, Freedmen, and Abandoned Lands, more commonly referred to as the Freedmen's Bureau. This appointment brought Gen. Howard to the city of Washington. A deeply religious man, he joined others in helping to establish the First Congregational Church of Washington at 10<sup>th</sup> and G Streets, N.W.

On November 20, 1867, eleven members of the church gathered at the home of Deacon Henry Brewster for a missionary meeting. While there, they resolved to establish a seminary for the training of African-American ministers, especially for the South and Africa. Soon thereafter, Gen. Howard was brought into the deliberations. After further discussion, the mission broadened to include the training of black teachers and the name of the proposed institution became "The Theological and Normal Institute." The concept of the proposed school as a mere institute did not last long. Other fields of study were considered and the concept of the school was enlarged to that of a university. The name "Howard University" was proposed in honor of Gen. Howard, who was highly regarded as a hero and humanitarian and who played an important role in the institution's conceptualization. On March 2, 1867, a Charter approved by the 39<sup>th</sup> United States Congress to incorporate Howard University was signed into law by President Andrew Johnson. Seventeen men, including Gen. Howard, were named as Trustees in the Charter and are considered as the University's founders. The Charter specified the following departments: normal and preparatory, collegiate, theological, medicine, law, and agriculture.

While clearly the intent of the founders was to uplift African-Americans, especially those recently freed from slavery, the university was established on the principle that it would be open to all races and colors, both sexes, and all social classes. On May 1, 1867, Howard University opened with five white female students, daughters of two of the founders. On November 5, 1868, the first opening exercise for the Medical Department was held at the First Congregational Church. On Monday, November 9, 1868, at 5:00 p.m., classes began with eight students and five faculty.

At the time of its founding, the Medical Department included degree programs in medicine and pharmacy. The medical curriculum was three years in length and the pharmacy program two years. A degree program in dentistry was introduced in the early 1880's. James T. Wormley graduated from the pharmacy program in 1870 and was the first graduate of the Medical Department. Five medical students were graduated in 1871 (2 blacks and 3 whites).

Medical education in this country was drastically altered by the Flexner Report of 1910, as it set new and higher standards for the training of physicians based on the Johns Hopkins University model of medical education. Of the seven black medical schools in existence at the time, only Howard and Meharry survived the Flexner Report and its aftermath.

From the time of Howard's founding in the 1860's until the 1960's, Howard and Meharry trained most of the African-American physicians of this nation. For most of the first half of the twentieth century, many medical schools (including all medical schools in the South except Meharry) did not accept black students. Medical schools outside of the South provided only limited opportunities for minority students. Since the 1960's, opportunities have expanded for minorities at majority medical schools, and two other medical schools focused on the training of minority physicians have opened, the Charles R. Drew University of Medicine and Science in Los Angeles and the Morehouse School of Medicine in Atlanta.

Howard has also been in the vanguard with regard to the training of women physicians. Over the years, females have been afforded opportunities to study medicine here to a greater extent than at most other U.S. medical colleges. The first female graduate was Mary Spackman, Class of 1872, a white student from Maryland. The first black female to graduate was Eunice P. Shadd, Class of 1877, who was from Chatham, Ontario, Canada. Howard University has also been noted for educating individuals from the West Indies and Africa for the medical profession.

The history of the Howard University College of Medicine is linked closely to that of Freedmen's Hospital. In 1862, the War Department established a hospital at Camp Barker, which was located at 12<sup>th</sup> and R Streets in the city of Washington. In 1869, the hospital was moved to the campus of Howard University. During the period 1904-1908, a new facility was erected for Freedmen's Hospital on a site north of the medical school. In 1975, the new Howard University Hospital opened just south of the College of Medicine on the former grounds of Griffith Stadium, which for many years was the home of the Washington Senators baseball team, Washington Redskins football team, as well as Negro League baseball teams, including the Homestead Grays. The Howard University Hospital, which replaced the Freedmen's Hospital, serves today as the College of Medicine's major teaching facility.

Many famous physicians and scientists have been affiliated with the College of Medicine over the years. Among them are Dr. Daniel Hale Williams and Dr. Charles R. Drew. Dr. Daniel Hale Williams, the first physician to successfully perform open heart surgery, served as Chief Surgeon of Freedmen's Hospital during the 1890's. Dr. Charles Drew, well-known for his groundbreaking research on and authoritative knowledge of banked blood and for his leadership of the "Blood for Britain" project during World War II, served as head of the Department of Surgery from 1941 until his death in an automobile accident in 1950.

## **Accreditation**

Howard University is accredited by the Middle States Association of Secondary Schools and Colleges. The College of Medicine is accredited by the Liaison Committee on Medical Education of the Association of American Medical Colleges (AAMC) and the American Medical Association (AMA). The College was most recently re-accredited in 2002 for the maximum period of seven years.

## Admission

Candidates for admission to the College of Medicine must have completed a minimum of 62 semester hours in an accredited U.S. or Canadian college or university. A candidate's academic preparation should include the following:

Biology (unspecified)	8 hours
General Chemistry	8 hours
Organic Chemistry	8 hours
Mathematics (unspecified)	6 hours
Physics	8 hours
English	6 hours

In addition to the above-mentioned courses, the following courses are recommended: biochemistry, cell biology, and developmental biology or embryology.

An Early Entrance Medical Education Program permits students who have completed the above requirements to apply for admission after three years of undergraduate study. A combined six-year B.S.-M.D. program is available for students who enter the Howard University College of Arts and Sciences immediately after graduation from high school. For information on the B.S./M.D. Program contact:

Center for Preprofessional Education  
Howard Center  
2225 Georgia Avenue, N.W. Room 518  
Washington, DC 20059  
202-238-2363  
[wwwFOUNDERS.howard.edu/preprof/](http://wwwFOUNDERS.howard.edu/preprof/)

All applicants to the College must also take the Medical College Admission Test (MCAT). MCAT registration materials can be obtained from undergraduate school pre-professional advisors or by writing: MCAT Program Office, P.O. Box 4056, Iowa City, IA 52243 (mcat\_reg@act.org or 319-337-1357).

The College of Medicine participates in the American Medical College Application Service (AMCAS) of the Association of American Medical Colleges. Applicants must complete the web-based AMCAS application that is available online at [www.aamc.org](http://www.aamc.org). The deadline for filing the completed application is December 15 of the year immediately preceding the year in which the applicant expects to enter medical school.

Admission is not based on academic achievement alone, but also on the exhibition of the intellectual, personal, and social traits considered most desirable in a doctor of medicine. Selection is based on all data submitted by the applicant, as well as on a personal interview that may be required as part of the evaluation process. Letters of recommendation from a health professions evaluation committee or from two science instructors are also required and should be submitted when requested by the College ' s Admissions Office.

Candidates for admission and alternates are selected from those applicants who have competitive academic credentials and desirable personal and social traits, and who are most likely to practice in communities or facilities needing physician services.

All students who apply to the College of Medicine must pay an application fee of \$45. This fee cannot be waived, and is not refundable. Upon notification of acceptance, the student is requested (1) to inform the College of intention to enroll, and (2) to pay a good faith deposit of \$100, which is credited toward tuition and fees at registration. This deposit is not refundable after May 15. Those students with no prior record of attendance at any school or college of Howard University must also pay a new student enrollment fee of \$300. This fee must be paid within 30 days of receiving notification of eligibility for admission and before registration. This fee cannot be waived and is not refundable.

Applicants who are selected as alternates are notified of this decision and of any subsequent change in status.

Admission with advanced standing is infrequent because of differences in medical curricula from one school to another. Students seeking admission with advanced standing should contact the Admissions Office, College of Medicine, to obtain an application.

All correspondence and inquiries regarding admissions should be addressed to:

Office of Admissions  
College of Medicine  
Howard University  
520 W Street, NW  
Washington, DC 20059  
202-806-6270/6279  
202-806-7934 (Fax)

Admissions information is also available on the College ' s web site, [www.med.howard.edu](http://www.med.howard.edu) or via e-mail at [medadmissions@howard.edu](mailto:medadmissions@howard.edu).

## **Premedical and Pre-Matriculation Summer Programs**

### **Summer Medical and Dental Education Program (SMDEP)**

The Summer Medical and Dental Education Program is a free (full tuition, housing and meals), intensive and personalized six-week summer medical and dental school preparatory program for 80 college students. The SMDEP is a national program funded by the Robert Wood Johnson Foundation with direction and technical assistance provided by the Association of American Medical Colleges and the American Dental Education Association. Howard University's SMDEP is one of twelve SMDEP sites nationwide.

The mission of the Howard University Summer Medical and Dental Education Program is to provide an educational experience of exceptional quality that will strengthen the overall academic preparation of underrepresented minority, disadvantaged and low-income students who express interest in admission to medical or dental school.

Howard's SMDEP strives to enhance the University's ability to contribute well-qualified, socially conscious medical and dental school candidates committed to improving the health and quality of life for all communities throughout this nation and the world, especially those communities underserved by the health professions.

To be eligible for SMDEP, an applicant must:

- be a U.S. citizen or hold a permanent resident visa;
- be currently enrolled as a freshman or sophomore in college; and
- have a minimum overall GPA of 3.0, with 2.75 in the sciences

Other factors considered in the admissions process include whether an applicant:

- has a combined verbal and math SAT score of at least 950 or ACT score of at least 20;
- comes from a group that is racially/ethnically underrepresented in medicine or dentistry;
- comes from an economically or educationally disadvantaged background;
- has demonstrated a keen interest in issues affecting underserved populations; and
- submits an excellent personal statement and strong letters of recommendation

Program offerings include:

- Academic enrichment in the basic sciences (organic chemistry, physics, biology, precalculus/calculus)
- Classes in learning skills, writing, oral presentations and current topics in health
- Limited clinical exposures through small group clinical rotations and full-group clinician seminars
- Career development, including the exploration of medical and dental professions and an individualized education plan to identify other appropriate summer experiences
- A financial planning seminar

For more information on the SMDEP program and to submit an online application, visit [www.smdep.org](http://www.smdep.org). The application deadline is March 1.

### **Advanced Summer Health Careers Enrichment Program (College of Arts and Sciences)**

The Advanced Summer Enrichment Program is a summer preparatory program for upper-level college students interested in attending health professions school. The program is conducted by the Howard University College of Arts and Sciences in conjunction with the College of Medicine. It is designed to develop and enhance the skills necessary for success in the health professions by: (1) preparing students for health professions school entrance examinations; (2) introducing them to biochemistry, gross anatomy, histology, and physiology as taught in the first year of health professions schools; (3) providing individualized counseling and tutorials; (4) conducting health professions school admissions and financial aid workshops; (5) improving skills for communicating, reading, problem analysis, and examination taking; (6) providing opportunities for primary care exposure; (7) visiting other health professions schools and research facilities; and (8) developing clinical competency. The program is supported by a grant from the Health Careers Opportunity Program, Health Careers Diversity and Development, Bureau of Health Professions, Health Resources and Services Administration, U.S. Public Health Service.

The target population is 30 disadvantaged college juniors, seniors or graduates who have completed the basic requirements for entering health professions schools. Applicants must be U.S. citizens or foreign nationals who possess a visa permitting permanent residence in the United States. Applicants should have completed one year of physics, general chemistry, organic chemistry, and biology and have a cumulative GPA of 2.8 or greater.

Each applicant is required to submit a completed application, college transcripts, two letters of recommendation (science faculty or health professions advisor), a resume, a completed health form, a passport-size photo, and a 250-500 word personal statement demonstrating an interest in the health professions and a commitment to serve disadvantaged communities.

The program consists of:

1. Preparation for MCAT/DAT
2. Introduction to First-Year Health Professions School Basic Sciences Courses (Biochemistry, Anatomy, Medical Physiology, Neuroanatomy)
3. Individualized Counseling and Tutorials
4. Health Professions School Admissions and Financial Aid Workshops
5. Learning, Test-Taking and Stress Management Workshops
6. Medical Specialty and Primary Care Clinical Exposures
7. Visits to Other Health Professions Schools and Research Facilities
8. Cultural Competency Workshops

For further information and to request an application, you may contact the:

Center for Preprofessional Education  
Howard Center Room 518  
2225 Georgia Avenue, N.W.  
Washington, DC 20059  
202-238-2363  
[www.founders.howard.edu/preprof/](http://www.founders.howard.edu/preprof/)

The application deadline is on or around April 1. Contact the Center for Preprofessional Education for the exact date.

### **Preliminary Academic Reinforcement Program**

The summer residential Medical-Dental Preliminary Academic Reinforcement Program (PARP) enrolls 30 disadvantaged College of Medicine and College of Dentistry applicants in a six-week prematriculation summer program. These applicants are invited to participate in the program based on their academic background and disadvantaged status. Applicants who are selected for PARP show promise for successful completion of professional study in medicine or dentistry but do not present with the grades, test scores, and/or academic background needed for admission without attending the program. Upon successful completion of PARP, the applicant is considered for full admission into the College of Medicine or College of Dentistry.

Participants are introduced during the program to a variety of activities designed to increase their likelihood of success in health professions school. These activities include selected portions of the first-year medical and dental curriculum taught by faculty from the Colleges of Medicine and Dentistry, as well as by student tutors. The student tutors are academically outstanding students chosen from among those who earned honor grades in first-year medical and dental school courses.

Primary care exposure, emphasizing the development of cultural competence, is provided through presentations by clinical faculty. These presentations focus on the primary care approach to diseases often seen in medically underserved communities. The program also includes activities designed to inform students about financial aid, stress management, learning styles and time management.

Applicants cannot apply directly for admission to the Preliminary Academic Reinforcement (PARP) program. PARP participants are chosen from among interviewed applicants to the entering classes of the College of Medicine and College of Dentistry.

The program is supported by a grant from the Health Careers Opportunity Program, Health Careers Diversity and Development, Bureau of Health Professions, Health Resources and Services Administration, U.S. Public Health Service.

Questions regarding the Medical-Dental Preliminary Academic Reinforcement Program may be directed to:

Office of Medical Education  
College of Medicine  
Howard University  
520 W Street, NW  
Washington, DC 20059  
202-806-6282

## Expenses

Tuition and required fees for freshmen students for the 2006-2007 academic year are listed below:

Tuition.....	\$24,055
Matriculation Fee.....	515
Technology Fee.....	250
Endowment Fee .....	30
Self-help Fee .....	10
Association Fee.....	23
Comprehensive Fee.....	335
Clinical Experience Fee.....	90
Disability Insurance Fee .....	78
Laptop Computer Fee .....	300

The Clinical Experience Fee may be waived for those students who can document completion of the Hepatitis B vaccination series.

Students in the Summer Directed Study Program are assessed a fee of \$480 for one tutorial and \$960 for two tutorials.

Tuition and fees are subject to change upon vote of the Board of Trustees.

Each student will also be required to purchase or otherwise furnish the following items:

- Laptop Computer
- Books and supplies
- Long laboratory coat (first-and second-year students)
- Dissection kit consisting of scalpel, probe, scissors and forceps (first-year students)
- Ophthalmoscope, sphygmomanometer, stethoscope, reflex hammer and tuning fork (second-year students)
- White uniforms with a badge bearing the student ' s name (third- and fourth-year students)

The University owns an apartment complex near the College of Medicine. This complex, the Howard Plaza Towers, offers a variety of apartment accommodations to graduate and professional students. Students may also find housing in the city and in the Maryland and Virginia suburbs.

For 2006-2007, the estimated cost of attendance for a first-year student totals \$44,636. Included in this estimate are tuition and fees, books and supplies, room and board, transportation, and incidental expenses.

## **Financial Aid**

About 85 percent of the students enrolled in the College of Medicine receive some form of financial assistance. Financial aid awards are based on an analysis of the student's need and academic record. Financial aid applicants are required to file the Free Application for Federal Student Aid (FAFSA), as well as an institutional application.

Several kinds of financial aid are available to the student in need. Scholarships are awarded by the College and are applied to the cost of tuition. Students may also apply for scholarship assistance from the National Health Service Corps or the Armed Forces Health Professions Scholarship Program. The University participates in the Federal Direct Student Loan Program. This program is a major source of funding for College of Medicine students. Loans are also available from the University and from non-federal sources.

Faculty-supervised student research fellowships are available to students during the summer. Awards and prizes are given annually for exceptional performance in the curriculum and in extracurricular activities.

Foreign students may be provided only limited financial assistance.

For 2005 graduates of the College of Medicine, the average debt from medical school was approximately \$115,000.

Inquiries about the financial aid program should be addressed to:

Office of Financial Aid  
College of Medicine  
Howard University  
Washington, DC 20059  
202-806-6388

## **Students**

The student body of the College of Medicine has traditionally been predominantly black. Black students compose about 80 percent of the College ' s student body. However, since its inception, the College has always been open to individuals of all races, religions, and nationalities. Throughout its history, Howard University has also prepared students from nations in African and the Caribbean for leadership positions. The College of Medicine enrolls students from these nations in each entering class.

Up to 125 new students are enrolled each year. Traditionally, entering classes have come from a wide variety of public and private colleges and universities throughout the United States. A large number of states and several African and Caribbean countries are represented. About one-half of the students in each entering class are women.

## **Faculty**

Traditionally, Howard University has had the largest gathering of black scholars of any institution in the United States, if not the world. The full-time faculty of the College of Medicine includes approximately 250 physicians and scientists. The faculty is committed and dedicated to developing the full academic and professional potential of students. The faculty of the College of Medicine strives for personal interaction with students to create a supportive atmosphere for teaching. Indeed, the commitment of our faculty to teaching and the professional development of students is one of the distinguishing characteristics of the College of Medicine.

## Academic Programs

The academic programs of the College of Medicine prepare students to provide competent and compassionate service as physicians to their communities and the world, particularly medically underserved communities. The curriculum is designed to ensure that (1) every student has the maximum opportunity to perform at his or her best; (2) every graduate has the necessary mastery of basic medical knowledge and skills to be a competent practitioner and to pass licensure examinations; and (3) every graduate is equipped to pursue whatever post-graduate training and career interest he or she selects.

In addition, the educational goals and objectives are intended to ensure that Howard medical graduates display essential habits and competencies with regard to:

- Compassion towards others
- Critical thinking and problem-solving
- Commitment to life-long learning
- Adherence to professional values and ethics
- Acceptance of leadership responsibilities as medical professionals

In required courses, students are presented the essential knowledge and skills necessary for the practice of medicine. An integrated curriculum has been initiated in keeping with the latest trends in medical education. In the first year of the integrated curriculum, the required course blocks are Molecules and Cells, Structure and Function, and Medicine and Society. Second-year required course units are taught using an Organ System format that spans the disciplines of physiology, anatomic and clinical pathology, pharmacology, microbiology, and psychiatry. Following a course block covering the general principles of the second-year curriculum, eight organ system blocks are presented. These blocks are:

- Hematopoietic, Lymphoreticular and Cardiac Systems
- Respiratory System
- Renal Urinary System
- Gastrointestinal System
- Central Nervous System
- Endocrine and Reproductive Systems
- Musculoskeletal Systems; Skin and Related Connective Tissue; Special Topics

In addition, course blocks in Introduction to Clinical Medicine, Physical Diagnosis, and Medicine and Society are presented. The Medicine and Society course block covers topics in Behavioral Medicine; Complementary and Alternative Medicine; and Epidemiology and Biometrics.

Emphasis throughout the first two years of the curriculum is placed on the integration of information from the various basic science disciplines, as well as the integration of clinical science and basic science instruction. Early clinical exposure is offered to freshman medical students. The use of computers and the Internet in teaching and learning is also stressed.

The third and fourth years consist of a continuum of clerkships in clinical subjects. The required clerkships of the 12-month junior year are Medicine (12 weeks), Surgery (8 weeks), Pediatrics (8 weeks), Obstetrics and Gynecology (8 weeks), Psychiatry (6 weeks), Rehabilitation and Neurological Diseases (4 weeks), and Family Medicine (4 weeks). In addition to required four-week senior clerkships in Medicine and Surgery, twenty weeks of elective time in the fourth year provide an opportunity for additional clinical and research experiences. With the approval of the dean's office and the department chairman of the appropriate discipline, students may take extramural electives in hospitals affiliated with other medical schools.

Upon completion of their training, graduates are well-prepared for postgraduate training in their chosen field of specialization. Senior students of the College of Medicine are matched to excellent residency training programs throughout the nation. A number of students in each graduating class remain at Howard for their postgraduate medical education in one of the eighteen residency and fellowship programs in the Howard University Hospital approved by the Accreditation Council for Graduate Medical Education.

Graduates of the College of Medicine are also well-prepared for state licensure because the examination requirements will have been mastered, except the United States Medical Licensing Examination (USMLE) Step 3 that is not taken until after graduation. A passing score on Step 1 of the USMLE is required for promotion to the junior year and a passing score on Step 2, both the Clinical Knowledge Examination and the Clinical Skills Examination, is required for graduation.

The academic year varies by class as follows:

<b>Freshman Year:</b>	Mid July through late May
<b>Sophomore Year:</b>	Late July through late April
<b>Junior Year:</b>	Early August through Late July (12 months)
<b>Senior Year:</b>	Early August through Early May

Grades are recorded on the transcript as H (Honors), S (Satisfactory), or U (Unsatisfactory).

## **Educational Program Goals and Objectives**

The academic program leading to the M.D. degree from the Howard University College of Medicine is designed to produce physicians who are knowledgeable of the principles of modern medical science and who have mastered the art of critical thinking in the clinical decision-making process in order to engage in the practice of medicine as competent professionals.

Graduates of the medical program are expected to exhibit compassion and professional attitudes and conduct. They are expected to be self-directed, committed and resourceful life-long learners who adhere to ethical standards of behavior and who serve diverse populations.

These goals shall be accomplished by the following educational objectives. Prior to graduation, each student enrolled in the medical program is expected to:

1. Acquire current core knowledge of basic biomedical science through an interdisciplinary approach to the understanding of the processes that support the normal development, structure, and function of the human organism.
2. Acquire current core knowledge of normal and altered structure and function of organ systems, in order to apply that knowledge to the recognition and management of complex clinical conditions.
3. Demonstrate the ability to evaluate patients and properly manage their medical problems by completing a comprehensive history and physical examination. These steps should be followed by the application of (1) critical thinking to correctly identify patients' medical problems and to formulate hypotheses as to etiology and solutions; (2) successful development of diagnostic strategies; and (3) formulation and implementation of a management plan.
4. Acquire knowledge of the scientific method in medical diagnosis, treatment and research. The student should be able to evaluate published findings and to apply scientific evidence-based reasoning to the solution of medical problems.
5. Acquire current core knowledge to understand the impact of the various stages of life, as well as the effects of gender, life style, socioeconomic status, nutritional factors, genetic characteristics, psychosocial and epidemiologic factors, and culture upon the quality of human health, the prevalence of disease, disease prevention, and health maintenance.
6. Demonstrate an understanding of the fundamental concepts of continuity of care (preventive, rehabilitative and end-of-life) in addition to the diagnosis of acute medical problems; and be able to apply these concepts to clinical practice on a local, regional, national or international level.
7. Demonstrate mastery of a variety of skills, such as effective communication when interviewing patients and explaining the necessity for patient compliance. The student must also demonstrate appropriate physical examination skills, such as proper use of instruments; application of manual techniques; and skills in utilization of laboratory resources, such as ordering appropriate tests and interpreting values.

8. Exhibit appropriate professional behavior in patient and peer interactions; to adhere to professional standards of ethical behavior; and to function harmoniously and respectfully as a member of a diverse health care team.
9. Satisfy requirements essential to enter (USMLE Step 1) and progress (USMLE Step 2) along the pathway toward licensure for the practice of medicine.
10. Display skills of independent, life-long, and progressive learning.
11. Manifest self-awareness, self-care, self-assessment, and personal growth sufficient to be a role model for others.
12. Develop sensitivity toward the need to address and resolve health disparities at all levels.
13. Satisfy the scholarly expectations of the medical faculty as determined by appropriately designed and applied assessment methodologies, including but not limited to written examination performance.

## **Graduate (M.S. and Ph.D.) Programs**

In addition to the curriculum for medical students, M.S. and/or Ph.D. degree programs are offered by the following departments in the College of Medicine: Anatomy, Biochemistry and Molecular Biology, Microbiology, Pharmacology, Physiology and Biophysics, and Pediatrics and Child Health (Genetics and Human Genetics). Students wishing to inquire further about these graduate programs should write to the chairman of the appropriate department, College of Medicine, Howard University, Washington, DC 20059, or visit the web site of the Howard University Graduate School, [www.gs.howard.edu](http://www.gs.howard.edu).

### **M.D./Ph.D. Program**

The Howard University College of Medicine and the Graduate School jointly offer an M.D./Ph.D. Program. The eight graduate departments which currently award the Ph.D. in this program are Anatomy, Biochemistry and Molecular Biology, Biology, Chemistry, Genetics and Human Genetics, Microbiology, Pharmacology, and Physiology and Biophysics. Each of these departments has many years of experience in successfully training Ph.D. professionals who are much sought after in academia, industry, research institutes, and various service agencies.

This integrated M.D./Ph.D. program draws on the strong history of medical education at Howard University and provides courses and seminars which prepare students for leadership roles as a clinician/scientist/scholar.

Eligibility criteria for admission to the M.D./Ph.D. program include:

- An offer of admission to the College of Medicine.
- A total grade point average of 3.5 or higher, although grade point averages of 3.2 to 3.5 can be considered if other elements of the application are exceptionally promising.
- MCAT scores of 8 or higher in the verbal reasoning, biological sciences, and physical sciences sections and a writing sample score of O or better.
- A demonstrated interest in research, such as previous participation in research.
- Evidence of leadership and good communication skills.

Individuals interested in more information about the M.D./Ph.D. program and in receiving an application may call or write to:

Verle E. Headings, M.D., Ph.D.  
Director, M.D./Ph.D. Program  
Howard University College of Medicine  
520 W Street, NW  
Washington, DC 20059  
Telephone: (202) 806-6381  
E-Mail: [vheadings@howard.edu](mailto:vheadings@howard.edu)

## **Master of Public Health (MPH) Degree Program**

The Master of Public Health (MPH) Degree Program at Howard University prepares its graduates to assume leadership in the effort to improve the health status of global populations, with a specific focus on the elimination of racial and ethnic disparities.

The program emphasizes the comprehensive nature of public health through the involvement of a broad range of professional disciplines united in establishing a new multidisciplinary model for solving major public health problems.

The Howard University MPH Degree Program enrolled its first class in the fall of 2004. The program is housed in the Department of Community and Family Medicine in the College of Medicine.

Candidates with substantial backgrounds as health professionals and those with graduate or professional degrees can complete the requirements for the MPH Degree Program in one year. Students with undergraduate degrees may require additional time to complete the program.

The core and required Courses, which all MPH students must complete, are conducted from 6:00 p.m. to 10:00 p.m. in classrooms in the College of Medicine buildings. Elective courses are offered at various times and locations throughout the campus. It is expected that these arrangements will permit students who are employed during the day to enroll in the program.

The Howard University MPH Degree Program has incorporated a mandatory community project field placement in which collaboration is demonstrated between a team of student professionals and the community being served. These projects enable students in the program to address contemporary critical concerns in urban public health. The MPH students are expected to make a substantial contribution towards a potential resolution of an issue that underlies racial and ethnic health disparity.

The MPH degree has been designed to fully meet the standards for accreditation as specified by the Council on Education for Public Health (CEPH) which is the accrediting body for M.P.H. degree programs and for schools of public health. The program is currently recognized under the Middle States Commission on Higher Education as a degree program being offered in the Howard University College of Medicine.

Individuals applying for admission to the MPH Degree Program will be required, at the minimum, to have earned a bachelor's degree in some area relevant to public health, such as the biomedical or social sciences. Preference for admission will be given to those who have earned graduate or professional degrees; however, all applications will be reviewed. Preference will be given to applicants who have maintained at least a B average in their previous college-level course work.

All MPH degree applicants must have taken at least one course in mathematics (e.g., algebra, calculus or statistics) and biomedical science (e.g., general biology or zoology).

The application packet for the MPH degree program may be obtained as follows:

(1) Picked up:

Room 327  
Louis Stokes Health Science Library  
500 W Street, N.W.,  
Washington, D.C. or

(2) Calling: (202) 884-1631; or

(3) Writing to:

MPH Degree Program  
Howard University College of Medicine  
Department of Community and Family Medicine  
520 W Street, NW  
Washington, DC 20059

The deadline for receipt by the MPH Admissions Office of completed applications for fall semester classes, including all required supporting documents, is **April 1 of each year**. Currently, students are admitted only in the fall semester.

Applicants for the MPH Degree Program will be evaluated by the Program's Admissions Committee and selected applicants will be invited to the University for an interview. Admission to the MPH Degree Program will be based on the following: (1) academic transcript(s); (2) interview; (3) essay; and (4) three letters of recommendation.

Tuition and fees for the MPH Degree Program for the 2005-2006 academic year is approximately \$25,047. Information on financial assistance (e.g., scholarships, loans, assistantships and work study) may be obtained from the:

Office of Financial Aid, Scholarships and Student Employment  
Administration Building  
Howard University  
Washington, DC 20059  
[www.howard.edu/financialaid](http://www.howard.edu/financialaid)

## Research

Extending the boundaries of medical knowledge is essential to improving human health and the treatment of diseases. The collaborative research environment of the College of Medicine has been the venue for scientific and biomedical discoveries and the development of medical advances. The Carnegie Foundation for the Advancement of Teaching classifies Howard University as a research university with high research activity.

Research growth is critical to enhancing the study of complex medical disorders. Therefore, the goals of the research and research training programs of the College of Medicine are to promote excellence in scientific discovery, improve human health, and develop state-of-the-art advances in medical treatment. Special emphasis is given to those diseases and health problems that disproportionately effect peoples of African decent and disadvantaged communities. Among these are asthma; breast and prostate cancer; cardiovascular diseases including stroke and hypertension; diabetes and end-stage renal disease; sickle cell disease; sexually transmitted diseases; and vitiligo.

Of special note are the following examples of interdisciplinary programs in the College of Medicine:

- The General Clinical Research Center, a NIH-funded center located in the Howard University Hospital.
- The National Human Genome Center at Howard University
- The Howard University Cancer Center
- The Center for Sickle Cell Disease
- The Pediatrics and Adult AIDS Clinical Trials Testing Units
- The Specialized Neuroscience Research Program
- The Kidney and Liver Transplant Center

Achievement of the research and research training goals of the College ' s faculty, staff and students remains a high priority. The College is committed to the infusion of new resources in support of research. Research efforts in the College of Medicine are facilitated by the Office of the Associate Dean for Research, which was established in December 1971.

All correspondence and inquiries regarding research or research training should be addressed to:

Office of the Associate Dean for Research  
College of Medicine  
Howard University  
520 W Street NW Suite 533  
Washington, DC 20059  
202-806-7818  
202-232-5356 (Fax)

## **Information Technology**

In the College of Medicine, each freshman st

Howard University has made significant investments in information technology. Each faculty member is provided a computer and each faculty office is connected to the University ' s fiber-optic network. In addition, each room in the residence halls is connected to the network. A 200-station computer lab, open for 24-hour use, provides Howard University students and faculty with the latest information technology.

udent is required to have a laptop computer. The cost of the laptop may be included in the student ' s financial aid budget. The freshman and sophomore classrooms are Asmart classrooms@ with network connectivity, both hard-wire and wireless. Wireless connectivity is available in most of the classroom and student study areas of the College of Medicine. A Learning Resource Center located in the College of Medicine provides convenient access to computer technology for students and faculty.

The information technology offerings of the new Louis Stokes Health Sciences Library are extensive. The library is a world-class information repository with state-of-the-art telecommunication and audiovisual capabilities found in few other educational facilities. Each of the seats in the library is wired for power and data.

## **Community Outreach**

In addition to its role in training physicians and other health care professionals, the Howard University Hospital is committed to serving its community through outreach activities and is unwavering in its goal to provide quality health care for all. The hospital supports health education projects in schools, churches, and local health clinics, as well as at local community events. Special education and training programs have been developed in the areas of HIV/AIDS, minority organ transplantation, cancer, sickle cell disease, and high risk pregnancy. Through these efforts, the hospital has a significant impact on the health of the Washington metropolitan area and the nation.

Faculty and students in the College of Medicine also actively engage in community outreach projects, especially health fairs and health education programs in schools and churches. Many student organizations, such as the Student National Medical Association, the American Medical Student Association, Women in Medicine, and Physicians for Human Rights, and medical specialty interest groups, e.g., the Surgical Society, provide additional opportunities for students to participate in community-based outreach activities.

## **Facilities**

Students in the College of Medicine have access to a number of educational and medical facilities during the course of their medical education.

The Howard University Hospital, a six-story brick structure, is ideally suited for medical education programs. This teaching hospital utilizes the latest techniques and equipment to provide first-class medical care to its patients and an excellent educational environment for students.

The Cancer Center is located adjacent to the Howard University Hospital and contributes to the educational experience of College of Medicine students by allowing them direct contact with current, ongoing cancer research and community outreach efforts.

The Center for Sickle Cell Disease, established in 1971, develops methods of diagnosis, treatment, education, and research related to sickle cell anemia.

The Louis Stokes Health Sciences Library, completed in 2001, contains 80,000 square feet and 630 seats, each equipped for Internet connection. The attractive and well-appointed structure also offers facilities for medical informatics, distance learning, multi-media presentations, and telemedicine. Eight Problem-Based Learning (PBL) rooms in the library facilitate small group teaching in the medical curriculum.

The National Human Genome Center at Howard University has been established to explore the role of DNA sequence variation in the causality, prevention, and treatment of diseases common in African Americans and other people of the African diaspora.

## **Hospital Affiliations**

Hospital affiliations for clinical training are maintained by the Departments of Medicine, Surgery, Pediatrics and Child Health, Obstetrics and Gynecology, Psychiatry, Neurology, Community and Family Medicine, and other clinical departments.

In addition to the Howard University Hospital, students during the junior and senior years may also be assigned to the Washington Veterans Affairs Medical Center, Prince George ' s Hospital Center, Inova Fairfax Hospital, Providence Hospital, St. Elizabeths Hospital, the Children ' s National Medical Center, and the Washington Hospital Center.

## **Contact Information**

Correspondence and inquiries may be addressed to:

Office of the Dean  
College of Medicine  
Howard University  
520 W Street, NW  
Washington, DC 20059  
202-806-6270  
202-806-7934 (Fax)

Information on the College of Medicine is also available on our web site, [www.med.howard.edu](http://www.med.howard.edu).

## **University Officers (As of June 2006)**

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Financial Aid Manager

**Karine A. Sewell**  
Development Officer

**Audrey L. Vaughan**  
Director, Office of Public Relations

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