



UNIVERSITY OF CENTRAL FLORIDA
College *of* Medicine

**M.D. Program Student Bulletin
2015-2016**

The University of Central Florida College of Medicine M.D. Program Student Bulletin is published annually by the College of Medicine Office of Student Affairs. Information contained in this M.D. Program Student Bulletin is subject to change. The most current and updated version is available online at <http://med.ucf.edu/administrative-offices/student-affairs/registrar/college-bulletin/>. Statements in this M.D. Program Student Bulletin may not be regarded in the nature of binding obligations on the institution or the State of Florida, or as an irrevocable commitment from the University to the student.

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University of Central Florida

College of Medicine

M.D. Program Student Bulletin

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Welcome to the College of Medicine

A Message from the Dean



Deborah C. German, M.D.
Vice President for Medical Affairs
Dean, College of Medicine

Welcome to the University of Central Florida (UCF) College of Medicine. Our faculty, staff and students are working together to make the College of Medicine the nation's premier 21st century college of medicine.

The college's strength will always lie in the quality of its students and faculty. Students work closely with faculty to create the history and founding traditions of our medical school. We are committed to attracting and engaging a diverse group of leaders and scholars who continually strive for excellence. UCF recognizes the aspirations of each student who can design a curriculum around his or her individual interests. The opportunities for personal and intellectual growth are endless.

The University of Central Florida is the second largest public university in the United States, having its origin in 1963 as Florida Technological University. With a continuing strong focus on the sciences and technology, UCF provides the perfect environment for an integrated research-based college of medicine.

The College of Medicine educates students to become exemplary physicians, leaders in medicine, scholars in discovery, innovators in technology and compassionate providers of health care for our community. Welcome to the future of medical education.

University of Central Florida Board of Trustees

UCF has a governing Board of Trustees composed of 13 members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program.

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College Deans

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College of Medicine Administration

The organization of the College of Medicine consists of the Enterprise, Dean's Executive Cabinet, the department chairs, the Faculty Council, the Executive Faculty and various administrative and policy committees.

Vice President for Medical Affairs and Dean of the College of Medicine
Associate Vice President, Health and Information Technology
Assistant Dean, Diversity and Inclusion
Chair, Department of Medical Education, Assistant Dean for Simulation
Interim Chair, Department of Clinical Sciences, Assistant Dean, Graduate Medical Education and President, College of Medicine Faculty Council
Ph.D. Program Coordinator and Vice President, College of Medicine Faculty Council
Associate Dean for Veteran's Affairs, Veteran's Affairs Medical Center – Orlando
Immediate Past President, College of Medicine Faculty Council
Associate Vice President, Administration, Finance and Operations
Director, Burnett School of Biomedical Sciences
Associate Dean, Research
Associate Dean, Faculty and Academic Affairs
Assistant Vice President, Development
Chair, Department of Internal Medicine and Interim Associate Dean of Clinical Affairs
Assistant Vice President for Communications and Marketing, Health Affairs
Associate Vice President, Medical Affairs and Chief Legal officer
Special Assistant to the Vice President for Medical Affairs and Dean
Associate Dean, Students

Director, Faculty and Academic Affairs
Director, Faculty Development
Director, Student Academic Support Services
Director, Health Sciences Library
Academic Assistant Dean, Nemours Children's Hospital
Director, Human Resources
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Griffith Parks, Ph.D.
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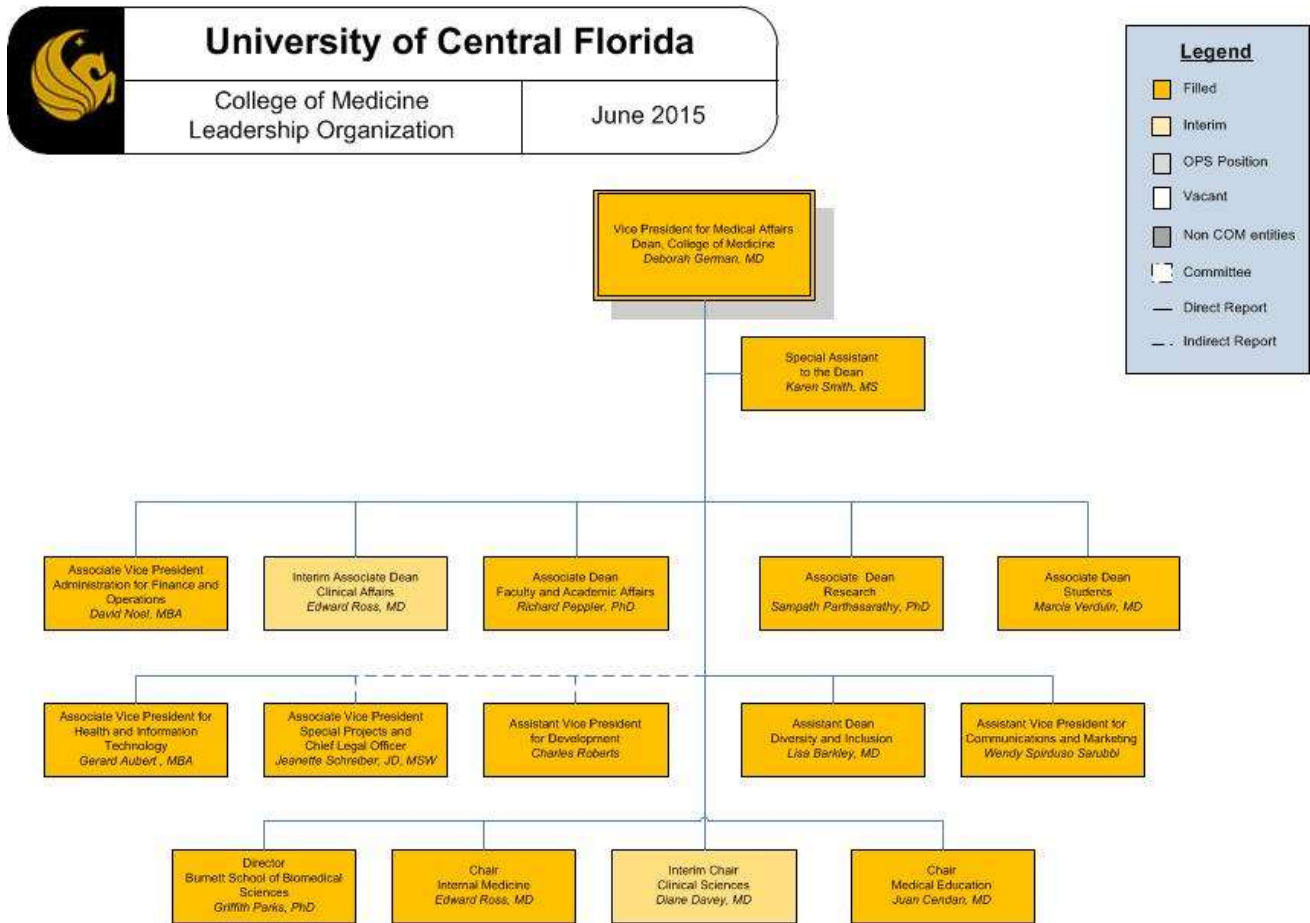
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Zoe Brown-Weissmann, M.S., M.Ed.
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Nancy Gayton, MPA, CPP
Matthew Gerber, Ph.D.

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Assistant Dean, Medical Education (M3 and M4)
Director, Admissions and Registrar
Director, Clinical Operations
Academic Assistant Dean, Orlando Health
Director, Anatomical Facilities
Director, Student Financial Services
Assistant Dean, Students
Director, Facilities and Campus Operations
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Academic Assistant Dean, Florida Hospital
Director, Systems Engineering
Executive Director, Planning and Knowledge Management
Director, Student Services and Service Learning
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Dominique Thuriere, M.D.
Dale Voorhees, M.A.

College of Medicine Organizational Chart



Accreditations

Liaison Committee on Medical Education Accreditation

Numerous organizations and associations are involved in the voluntary regulation of medical education in the United States. The primary accreditation organization for undergraduate medical education is the Liaison Committee on Medical Education (LCME). The Liaison Committee on Medical Education (www.lcme.org) is the nationally recognized accrediting authority for medical education programs leading to the M.D. degree in U.S. and Canadian medical schools. The LCME is jointly sponsored by the Association of American Medical Colleges and the American Medical Association. All state licensing boards in the United States require graduation from an LCME-accredited school to be eligible for licensure as an allopathic physician.

The LCME has a three-step process for granting accreditation to new medical schools: preliminary accreditation granted prior to recruiting the charter class of students (granted to UCF College of Medicine on February 5, 2008); provisional accreditation, granted during the second year of operation of the Charter class (granted to UCF College of Medicine on June 20, 2011); and full accreditation, granted on February 11, 2013, during the fourth year of the Charter class. The next reaccreditation visit is scheduled for 2017-2018.

Medical Education that Creates Opportunity

The M.D. Program learning experience at the University of Central Florida (UCF) is a unique and exciting blend of state-of-the art technology, virtual patients, clinical and laboratory experiences, research, facilitator-directed small group sessions, and interactive didactic lectures. Classes include live patient interaction. Innovative simulation and animation experiences have been developed explicitly for the study of medicine that integrate and reinforce the curriculum. From basic science concepts to clinical diagnoses and treatments, the Clinical Skills and Simulation Center enhances and complements learning.

The M.D. Program curriculum at UCF fully integrates basic and clinical sciences across all four years. The first two years of the curriculum are structured into modules with the first year focusing on a fundamental understanding of how the various basic science disciplines relate to the normal human body. The second year takes an organ system-based approach and applies the basic knowledge of the first year to the study of clinical disease, pathological processes and treatment. In concert with these aspects of medicine the curriculum presents psychosocial issues, cultural differences, communication skills, and physical diagnosis skills as they relate to the different topics in medicine.

Educational experiences throughout the curriculum are designed to enhance the learning environment, emphasize student-centered learning, application and synthesis of information, and foster an appreciation of life-long learning. All modalities of learning are incorporated into the curriculum including interactive lectures using audience response systems, simulation, Web-based activities and clinical cases, team-based learning, and standardized patient encounters.

Clinical experiences occur throughout the first two years in the Practice of Medicine. Students work with community preceptors in a variety of settings, including primary care, specialty practices and hospital-based practices. These clinical experiences provide students the opportunity to observe the application of their studies to real patients, as they gain experience in communication, history taking, physical exam skills, and cultural competency.

An exciting component of the curriculum at UCF is best described by the Dean as the “Keep the Dream Alive” module. This Focused Inquiry and Research Experience (FIRE) module continues throughout the first two years. The scope of these projects is limited only by the student’s imagination, and may include every aspect from bench to clinical research, quality of care, hospitality in medicine, quality of life, disease prevention, legal aspects of medicine, and more. Each student works with a mentor to develop an individualized project or area of study that focuses on the student’s unique interest in medicine.

The third and fourth years of the curriculum are devoted to clinical experience through clerkships, selectives, and electives. Fundamental knowledge from the first two years is reinforced through lectures, simulations, journal clubs, and conferences during the six core clerkships.

Overall, the four-year medical curriculum at UCF is designed to fully integrate basic sciences and clinical medicine, give students an appreciation of cultural diversity and the need for sensitivity in treating patients, foster professionalism in all interactions, and ignite a passion for lifelong learning.

College of Medicine's Mission, Values, Vision, Goals, Strategic Initiatives

Mission

The University of Central Florida College of Medicine educates and inspires individuals to be exemplary physicians and scientists, leaders in medicine, scholars in discovery, and adopters of innovative technology to improve the health and well-being of all.

Our patient-centered mission is achieved by outstanding medical care and services, groundbreaking research, and leading edge medical and biomedical education in an environment enriched by diversity.

Our culture puts people and relationships first and recognizes that education, research, and patient care are valued in their ability to better the human condition. We achieve excellence in these areas through a focus on access to knowledge, continuous improvement, diversity and use of partnerships. In executing our mission,

- We provide undergraduate and graduate biomedical science and professional medical education by developing broad knowledge and skills, fostering professional behavior, stimulating intellectual growth, and nurturing caring and compassionate attitudes.
- We advance the frontiers of basic and applied research to further the understanding and treatment of disease, improve health care and enhance medical education.
- We provide knowledgeable and compassionate care for patients.
- We partner with our community and other institutions to meet workforce needs, conduct interdisciplinary research, provide medical education, improve health care delivery, and promote health for the public good.

Values

We value the individual worth, dignity and well-being of those with whom we teach, study, work and serve. The core values that guide our conduct, performance and decisions and that form the foundation of our relationships are:

- Excellence – to achieve the highest standards in everything we do
- Integrity – to be honest, ethical and consistent in our actions
- Patient-centricity – to focus on the health and wellness of patients in all that we do
- Knowledge-centricity – to discover, create, value, evaluate and share knowledge
- Creativity – to be curious, open and innovative
- Collaboration – to work together regardless of organizational boundaries
- Communication – to listen and be open and transparent with students, patients and colleagues
- Diversity – to be inclusive and value differences
- Reverence – to treat each person with respect and dignity and value his or her being
- Compassion – to treat others with kindness and empathy
- Dedication – to maintain commitment to the mission
- Service – to understand and respond to the needs of individuals and the community

Vision

The University of Central Florida College of Medicine aspires to be the nation's premier 21st century college of medicine.

The UCF College of Medicine will be a national leader in education, research, and patient care, recognized for supporting and empowering its students and faculty to realize their passion for discovery, healing, health, and life, and for its ability to create partnerships to transform medical education, health care, and research.

Goals

Goal 1: Excel in medical and biomedical education

Goal 2: Excel in research and discovery in: biomedical science, medical education, and health care

Goal 3: Provide outstanding, innovative, patient-centered care while transforming health care delivery

Goal 4: Be America's leading partnership college of medicine

Goal 5: Achieve a diversified self-sustaining infrastructure to support future operations

College of Medicine Student Support Services and Related Policies

Office of M.D. Admissions

<http://www.med.ucf.edu/admissions/>

Lake Nona Health Sciences Campus, Suite 115

Office: (407) 266-1350

Fax: (407) 266-1399

E-mail: mdadmissions@ucf.edu

Office Hours: Monday-Friday, 8 am – 5 pm

(Hours subject to change during holidays and term breaks)

Overview

The College of Medicine seeks to matriculate students of the highest quality into this very competitive M.D. Program. In addition, UCF College of Medicine encourages applications from a diverse population and values diversity in the medical program. Admissions decisions are made on the basis of a wide variety of information provided in the admissions package of each applicant. The Medical Student Admissions Committee (MSAC) considers factors such as academic qualifications, demonstrated humanism and empathy, research and work experience, teamwork and leadership skills, as well as motivation for medicine. An applicant's character, integrity and general fitness to practice a particular profession may also be considered in the admission process. Admission to the M.D. Program is competitive and although qualified, many applicants will not be invited for an interview.

Role of the Admissions Office

The College of Medicine M.D. Admissions Office guides students through the medical application and admissions processes. The office develops and implements a College of Medicine recruiting plan that serves to fulfill the mission of the college.

The College of Medicine Admissions Office manages the M.D. admissions process for the college. As such, the office is primarily responsible for overseeing the recruitment, application, interview and admissions processes ensuring that they are in compliance with all College of Medicine, UCF, state and American Association of Medical Colleges (AAMC) governing directives. The Admissions Office works in tandem with the MSAC and other College of Medicine offices to ensure that each matriculated class embodies strength in academics, research, work experiences, professional goals and skills, professionalism and medical motivation that contributes to a diverse, team-oriented, culturally competent classroom. The Admissions Office provides administrative support to the MSAC chair and committee.

The Admissions Office uses the American Medical College Application Service (AMCAS) as the primary application processing system and works with College of Medicine and UCF offices to ensure that supporting data is made available on a timely basis. The College of Medicine Admissions Office both receives and maintains applicant file components in electronic format whenever possible.

Applicant Recruiting

As the primary recruiting office for applicants to the M.D. Program, the Admissions Office represents the program and uses all means necessary to ensure that viable applicants understand the mission, culture and objectives of the College of Medicine. The Admissions Office participates in as many medical student forums and meetings as deemed appropriate to achieve a diverse, motivated and academically solid student body. The Admissions Office works closely with undergraduate program advisors and special high school advisors to ensure that their students have been prepared properly to begin the medical school application process. This office is also the primary office to provide program advising to applicants to ensure that they understand the application and admissions process. They work with applicants who were not accepted to help them to understand the areas where their application may be strengthened for possible success in a future application year. Finally, the Admissions Office attends AAMC and other meetings deemed necessary to ensure that the office is cognizant of all admissions rules and requirements.

International Applicants

As a state-supported M.D. Program in Florida, only applicants who are U.S. Citizens or who are Permanent Resident Aliens or Asylees with permanent INS documentation in their possession will be allowed to matriculate. Applicant files that are not one of these three groups will not be considered for an interview.

Admissions with Advanced Standing (Transfer)

The M.D. Program does not plan to accept Advanced Standing (Transfer) applicants for the first several years of the admissions cycle.

Application Process

The only method by which applicants (excluding transfer applicants) may apply to the UCF M.D. Program is through the on-line American Medical College Application Service (AMCAS). AMCAS is the national application service that processes applications for M.D. Programs throughout the nation. Through AMCAS, an applicant may apply to most M.D. Programs by completing one application document and paying the appropriate fees. AMCAS is considered a service organization to both the student and the school. Although there is an application fee to the student, the institution is not charged for any of the services that AMCAS provides. In addition to processing the application (which includes the verification of all college grades), AMCAS provides the school with current, categorically summarized information regarding all applicants immediately upon completion of AMCAS transcript verification.

The AMCAS application period begins in late May and, for most M.D. Programs, terminates on or before December 1st of the year prior to that year in which the applicant anticipates matriculation. The AMCAS application deadline is the date by which the applicant must have their application, all fees and associated data verified by AMCAS. Schools are allowed to make exceptions to the established deadline date for individual applicants when deemed appropriate by the Admissions Office. This institution honors the AMCAS Fee Assistance Program waiver as a basis for waiving the Supplemental Application Fee.

The M.D. Program will evaluate completed applications from both residents and nonresidents of the state of Florida. Qualified non-Florida residents may be invited for an interview. As a state-supported institution, a large majority of each matriculating class will be composed of Florida residents.

Required Academic Coursework

The College of Medicine has established certain required academic prerequisite coursework for admissions. These requirements must be taken in residence (not online) from a properly accredited college or university in the United States. Applicants must also have completed at least a bachelor's-level degree prior to matriculation into the M.D. Program.

General Biology 2 Semesters (with labs)

General Chemistry 2 Semesters (with labs)

Organic Chemistry 2 Semesters (with labs)

General Physics 2 Semesters (with labs)

College English 2 Semesters

College Math 2 Semesters

Please note that the College of Medicine does not recommend or encourage an undergraduate college major in any discipline as the “best” major for entry to the M.D. Program. Undergraduate majors in either the humanities or sciences are equally acceptable as students are encouraged to follow their own desires when pursuing majors. The College of Medicine recognizes that both the sciences and the humanities are essential to the practice of medicine and encourages studies in that applicant’s area of interest. Non-science majors are encouraged to take as many science courses as possible to assist the MSAC in understanding the applicant’s science aptitude.

Additional coursework that is recommended, but not required, includes biochemistry (with lab), embryology, cell biology, comparative anatomy and genetics. Coursework in humanities, natural sciences or communication arts is also encouraged. While no specific college math courses are required, some college work in calculus is strongly recommended; familiarity with the principles of statistics for analysis of data is also important.

For those applicants who have completed upper-level degrees, all academics are considered and some of the undergraduate prerequisites may be substituted with upper-level coursework in the same discipline.

Requirements for Interview Consideration

In addition to the coursework noted in the preceding section, the College of Medicine expects that each applicant selected for admissions will have demonstrated strong academic skills as well as a motivation for medicine and compassion for others. As such, all applicants invited for an interview should have achieved a minimum of a 3.00 overall and science GPA and have scored a minimum of a 24 (old) or 495 (new) on a single MCAT exam which is not older than the last 3 application cycles (i.e. an applicant for

the class entering in August 2016 must have taken the MCAT in 2013-2015). Applicants competitive for an interview should have demonstrated a strong motivation for medicine by having consistently participated in meaningful volunteerism, both in the medical and community service areas. Furthermore, motivated applicants are expected to have participated in some physician shadowing and also have demonstrated teamwork, leadership and preferably basic science laboratory research skills.

State Residency Classification

The College of Medicine Office of Admissions for the M.D. Program determines residency for all first-time-on-campus medical students; the College of Medicine M.D. Registrar's Office reviews student requests for changes in residency once the student is enrolled. A first-time-on-campus student will be classified according to the information he or she includes on the application for admission and state residency affidavit, providing that no other information is available that calls into question the information contained on these documents. The M.D. Admissions Office strictly observes the Florida Residency Guidelines, and no exceptions will be made regarding a student's legal state of residence unless it is in accordance with the office of general counsel.

The Application File

The major portion of the applicant file is maintained electronically in the AMCAS system. AMCAS updates schools with information initiated by the applicant and, using official school transcripts, verifies the academic work of the student. The M.D. Admissions Office collects additional documents submitted on behalf of an applicant and monitors all files until they are complete or until the application deadline has passed. A completed application consists of the following items at a minimum:

- Verified AMCAS Application
- Completed Supplemental Application
- Letters of Recommendation (via AMCAS only)
 - o three Faculty Recommendation Letters OR Pre-professional Committee Letter
 - o two Character Recommendation Letters
- Application Fee or AMCAS Fee Waiver Designator
- Passport Type Photo (Requested but not required for completion of file)
- Official Transcripts (after Acceptance)
- State Residency Affidavit (after Acceptance)
- Additional Information Provided by the Applicant (Optional)
 - o Letters providing updated or amplifying information
 - o Recent Grade Sheets/Transcript
 - o U.S. Citizenship Forms
 - o Change of Name Information

The M.D. Admissions Office will send an e-mail to each applicant immediately upon file completion and will continue to provide status updates via the Supplemental Applicant dashboard as warranted. It is the responsibility of each applicant to meet established deadlines and to monitor completion of their application.

The M.D. Admissions Office maintains the electronic/paper files for all applicants that contain all of the above as well as any other documentation which is pertinent to the applicant for each application year. While in the M.D. Admissions Office, all applicant files are treated as privileged and confidential information. None of the data will be shown to the applicant or any other individual that does not have the need to view the information in the course of their own university business responsibility. Upon the date of matriculation, the M.D. Admissions Office will provide all appropriate documentation to the College of Medicine M.D. Registrar Office which will begin the student educational record that is subject to FERPA Guidelines.

Initial Screening of Applicants

The initial indication that an applicant has begun the application process is provided by AMCAS. The M.D. Admissions Office communicates with applicants upon receipt of a verified AMCAS application and ensures that qualified applicants receive Supplementary Applications. Once all components of the applicant file have been received, the Director of Admissions for the M.D. Program reviews the file to ensure that the applicant meets, or will meet, all requirements for admission prior to matriculation. Files that meet all requirements are evaluated by being placed in a pool of applicants which may be selected for an interview. Files that do not appear to meet all requirements are reviewed by the Director of Admissions and the MSAC chair to determine whether to reject the application or allow it to remain in the pool for possible interview selection. The M.D. Admissions Office will release Letters of Rejection to all applicants as sanctioned by the MSAC chair.

Interview Selection Guidelines

The MSAC chair works in tandem with the Director of Admissions for the M.D. Program to ensure that all applicants chosen for an interview are those who are not only academically talented, but also have demonstrated the desire to pursue medicine. As such, during the rolling admissions process, the Director of Admissions for the M.D. Program constantly reviews the pool of interview-ready applications to select the best students available for interview. Those students should have averages which meet or exceed the committee's minimum GPA and MCAT scores. Ideally, those selected for an interview should have:

- experienced meaningful and consistent medical clinical activities
- demonstrated consistent service to the community
- shadowed a physician
- displayed teamwork and leadership skills
- participated in basic science research
- showed perseverance or excelled in an activity (sports, research, etc.) at a very high level

Not all applicants selected for an interview will have all of the qualities listed above; however, the Admissions Office seeks to interview applicants who are academically solid, motivated for medicine and bring diversity to the classroom.

Interview Day

Once an interview group has been created and the applicants have selected an interview date, the Admissions Office provides the applicant with an e-mail confirming the date of interview. This confirmation e-mail provides additional information to include an agenda and information regarding overnight stay, local travel, parking and other details to enhance the applicant's visit. The interview day structure includes a visit of approximately seven hours which includes interviews, program overview, student financial information, a visit to a clinical training site, tour of the medical education building, interaction with current students and administrators, and a discussion regarding the admission and acceptance process.

Notification of Acceptance, Rejection or Wait Listing

When the MSAC has made a final decision regarding each interviewed applicant, the Director of Admissions for the M.D. program makes immediate contact with each applicant via telephone to inform them of the committee decision. MSAC meetings normally occur within two weeks of the applicant's interview visit.

Acceptance Packages

Acceptance packages include an Acceptance Letter signed by the MSAC chair. Other items in the package include a Combined Response Form which includes a link to the College of Medicine Technical standards. A written response is desired from the applicant within two weeks of the date of the acceptance letter. If a response letter is not received from the applicant, the Admissions Office will make every effort to contact the applicant to determine their intent. The response to the Technical Standards is filed with the applicant's response to the acceptance offer in the Admissions File. Those responses that indicate that an accommodation may be necessary are forwarded immediately to the Office of Student Affairs for further action.

Official Transcripts

All applicants that have been selected for admission to the M.D. Program must provide an official transcript showing a bachelor's degree earned at a regionally accredited U.S. institution to the College of Medicine M.D. Admissions Office prior to matriculation. To be official, transcripts and diploma/degree certificate must bear the original seal or signature of the school's registrar or of the appropriate school official or office. An official transcript bearing the applicant's bachelor's degree must be provided prior to matriculation.

Criminal Background Checks

Accepted applicants' Criminal Background Checks (CBC) are currently funded by AMCAS. AMCAS initiates the CBC process after January 1st for all applicants that have been accepted by any AMCAS member institution. As additional institutions offer acceptance to that applicant, they too will be provided access to the result of the original CBC.

Technical Standards for Medical School Admission, Academic Progression and Graduation

The M.D. Program educates physicians who are capable of entering residency training (graduate medical education) and meet all requirements for medical licensure. All candidates are evaluated according to the same standards and criteria.

Delineation of technical standards is required for the accreditation of U.S. medical schools by the Liaison Committee on Medical Education (LCME). The technical standards describe the essential abilities required of all candidates.

Reasonable accommodation in achievement of the standards is defined under federal statutes applied to individuals with disabilities. Such accommodations are intended to support the successful completion of all components of the M.D. degree.

The technical standards for the M.D. degree are applied in concert with other policies of the university, including academic policies, academic standards established by the faculty, and student conduct policies.

Standards in five areas must be met by all candidates: Observation, Communication, Motor Function, Cognitive Standards, and Professionalism.

1. Observation

Candidates are reasonably expected to observe demonstrations and participate in experiments in the basic sciences; observe patients at a distance and close at hand; demonstrate sufficient use of the senses of vision and hearing and the somatic sensation necessary to perform a physical examination; and integrate findings based on these observations and to develop an appropriate diagnostic and treatment plan.

2. Communication

Candidates are reasonably expected to communicate in verbal and written form with health care professionals and patients, including eliciting a complete medical history and recording information regarding patients' conditions; perceive relevant non verbal communications such as changes in mood, activity, and posture as part of a physical examination of a patient; establish therapeutic relationships with patients; and demonstrate reading skills at a level sufficient to individually accomplish curricular requirements and provide clinical care for patients using written information.

Accommodation through use of a trained intermediary or other communications aide may be appropriate when this intermediary functions as an information conduit.

3. Motor Function

Candidates' motor and sensory functions must be sufficient to diagnose and deliver effective patient care by consistently, quickly, and accurately integrating all data gathered through whatever sense(s) employed.

Candidates are reasonably expected to perform physical examinations and diagnostic procedures, using such techniques as palpation, auscultation, and percussion; complete routine invasive procedures as part of training, using universal precautions without substantial risk of infection to patients; perform basic laboratory tests and evaluate routine diagnostic tools such as EKGs and X-rays; respond in emergency situations to provide the level of care reasonably required of physicians; and participate effectively in physically taxing duties over long hours and complete timed demonstrations of skills.

4. Cognitive Standards

Candidates must have sufficient cognitive abilities and effective learning techniques to assimilate the detailed and complex information presented in the medical curriculum. They are reasonably expected to: measure, calculate, analyze, synthesize, extrapolate, and reach diagnostic and therapeutic judgments; recognize and draw conclusions about three-dimensional spatial relationships and logical sequential relationships among events; formulate and test hypotheses that enable effective and timely problem-solving in diagnosis and treatment of patients in a variety of clinical modalities; understand the legal and ethical aspects of the practice of medicine; and remain fully alert and attentive at all times in clinical settings.

Problem-solving, the critical skill demanded by physicians, requires all of these intellectual abilities.

5. Professionalism

Candidates are expected to demonstrate behavior and social attributes that enable the effective practice of medicine. Candidates are reasonably expected to demonstrate the judgment and emotional stability required for full use of their intellectual abilities; possess the perseverance, diligence, and consistency to complete the medical college curriculum and prepare to enter the independent practice of medicine; exercise good judgment in the diagnosis and treatment of patients; complete all responsibilities attendant to the diagnosis and care of patients within established timelines; function within both the law and ethical standards of the medical profession; work effectively and professionally as part of the health care team; relate to patients, their families, and health care personnel in a sensitive and professional manner; participate effectively in physically taxing duties over long work hours, function effectively under stress, and display flexibility and adaptability to changing and uncertain environments; maintain regular, reliable, and punctual attendance for classes and clinical responsibilities; contribute to collaborative, constructive learning environments, accept constructive feedback from others, and respond with appropriate modification.

Compassion, integrity, interpersonal skills, interest, and motivation are all personal qualities that are assessed during the admission and educational processes.

All candidates are responsible for meeting acceptable standards for behavior and intellectual functioning. Only minimal accommodation is foreseen with regard to the professional section of the technical standards.

Office of Registrar/Student Records and Related Policies

<http://med.ucf.edu/academics/registrar/>

Health Sciences Campus at Lake Nona, Suite 115

Office: (407) 266-1353

Fax: (407) 266-1389

E-mail: comregistrar@ucf.edu

Office Hours: Monday-Friday, 8 am – 5 pm

(Hours subject to change during holidays and term breaks)

Overview

The College of Medicine M.D. registrar manages and maintains the academic records of all medical students. The primary role of the registrar is to maintain the permanent records and documents pertinent to each matriculated student's progress throughout medical school. The registrar is also responsible for maintaining the documents that preserve the institutional memory of the college.

The College of Medicine M.D. Registrar's Office provides services to students, faculty, administrators and alumni first among its priorities, recognizing these individuals as the office's primary constituency. As the primary information resource for students and faculty, this office actively seeks to communicate effectively and to inform students about academic policies and procedures, and to provide prompt access to information. The office seeks ways to continuously improve the quality of service provided and to anticipate ways to better meet the changing needs of the College of Medicine community.

Registration

Before the beginning of the first and second year of classes, medical students are enrolled by the College of Medicine M.D. Registrar's Office in all required coursework for the upcoming academic year. Third and fourth year medical students use an online process, (monitored by the College of Medicine Office of Student Affairs, and the Office of Academic Affairs), to select and enroll in their clerkships and electives. It is important for fourth-year students to consult with the College of Medicine Office of Student Affairs and their faculty advisor to gain advice on the acting internships or electives that they may want to enroll in, consistent with their career goals. **Students may view their schedule by using the Student Self Service web site at <https://my.ucf.edu>.**

Enrollment Policy

Students enrolled in the College of Medicine are not permitted to enroll in courses or degree programs in any other school/college of the university or in any other institution of learning without the consent of the dean of the College of Medicine. Requests to enroll in dual degree programs are handled on an individual basis and may be permitted with approval of each program involved. Continuation in that program related to academic performance may be reviewed as appropriate by the Student Evaluation

and Promotion Committee (SEPC). Requests should be initiated through the associate dean for students for advice and administrative assistance and support.

Enrollment Verification/Letters of Good Standing

M.D. students can verify their enrollment at the University of Central Florida College of Medicine by downloading the [Enrollment Documentation Request Form](#) and submitting it to the College of Medicine M.D. Registrar's Office.

Third parties including individuals, businesses, loan companies or lenders may request enrollment verification directly from the National Student Clearinghouse online <http://www.studentclearinghouse.org/> or call the National Student Clearinghouse directly at (703) 742-4200. This is a paid service.

Holds

A hold (negative service indicator) may be placed on a student's records, transcripts, grades, diplomas or registration due to financial or other obligations to the university. Satisfaction and clearance of the hold is required before a release can be given. Students may check for holds at <https://my.ucf.edu>. To obtain an immediate release for a financial hold, payment to the UCF Main Campus Cashier's Office must be made either in cash, credit card, cashier's check or money order.

Records

The College of Medicine M.D. registrar is responsible for maintaining permanent records and documents that pertain to each matriculated student's progress through medical school. These records include application materials, medical school course evaluations, official transcripts of all medical school coursework, documentation of grade changes, USMLE scores and USMLE ID number, official dates of enrollment, Medical Student Performance Evaluation (MSPE), documentation of dismissal or withdrawal, copy of diploma, copy of Federation of State Medical Boards and other state licensing forms. The procedures used in managing these records are consistent with established standards and existing regulations. As a student, the educational records are considered confidential. Under most circumstances an individual student's records will not be released without the student's written and signed consent.

The College of Medicine M.D. registrar provides access to student records to faculty and administrative staff with a legitimate educational interest. Students have the right, under the Family Educational Rights and Privacy Act (FERPA), to inspect and review their educational records. Student records submitted to the university become the property of the university and cannot be returned to or copied for the student or released to a third party. Students may request to amend their records under the provisions outlined in the regulation. Challenges to medical student academic records will follow the appeal process included in the university's [Golden Rule](#) adapted to the College of Medicine.

Family Educational Rights and Privacy Act (FERPA)

The procedures for protecting the confidentiality of student records privacy review and disclosure are based on state regulations and the federal Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA affords students certain rights with respect to their education records. These rights include:

1. *The right to inspect and review educational records within 45 days (State of Florida law = 30 days);*
2. *The right to seek to amend educational records;*
3. *The right to have some control over the disclosure of information from educational records;*
4. *The right to obtain a copy of the institution's student records policy;*
5. *The right to file a complaint with the Department of Education*

The university can disclose educational records without written consent to the following:

- Personnel within the University that have a legitimate educational interest.
- School officials at other institutions where the student is seeking to enroll.
- Personnel or organizations determining financial aid decisions or providing financial aid to the student.
- Parents of students where the student status is determined as a dependent under IRS code of 1986, section 152.
- Accrediting organizations in the performance of their accrediting duties.
- Persons in compliance with a judicial order or lawfully issued subpoena. The institution shall first make reasonable attempt to notify the student, unless the subpoena is issued from a federal grand jury, or issued for a law-enforcement purpose, and orders the university not to notify the student.
- Persons in an emergency, if the knowledge or information is necessary to protect the health or safety of the student or person.

Educations records include (but are not limited to): grades, class schedule, test scores, academic standing, and academic transcripts. These records may not be released to anyone but the student and only then with the proper identification.

The following is a non-comprehensive list of information items that FERPA does not consider as educational records and therefore are not subject to a student's request for review:

- Law enforcement records
- Records maintained exclusively for individuals in their capacity as employees. Records of those who are employed as a result of their status as students (e.g., work-study, student workers, etc.), however, are considered educational records
- Medical treatment records
- Doctor-patient privileged records
- Alumni records

- Sole source notes
- Records maintained exclusively for individuals in their capacity as employees

The Office of Student Affairs adheres to strict policies regarding the release of student information. Students are encouraged not to release class lists, addresses or phone numbers to individuals outside of the college of medicine. However, pursuant to the requirements of the Family Education Rights and Privacy Act [(FERPA (the Buckley Amendment))] the following type of information designated by law as "directory information" may be released by the College of Medicine Office of Student Affairs when it is deemed in the best interest of the student.

Directory Information

Under the provisions of FERPA, students have the right to withhold the release of the following items designated by UCF as "Directory Information:"

- name
- current mailing address
- telephone number
- date of birth
- major field of study
- dates of attendance
- enrollment status
- degrees and awards received
- participation in officially registered activities and sports
- athletes' height and weight

Unless otherwise indicated, these informational items may be released at the discretion of the university.

The university will honor a student's request to withhold "Directory Information" until such time as that student's request to withhold "Directory Information" is rescinded. Until such rescindment is affected, the university will continue to withhold such information, even after enrollment has terminated.

For more information, please refer to the [Student Rights to Privacy \(FERPA\)](#).

Higher Education Act

Lists, descriptions and sources of information required for disclosure under the Higher Education Act may be obtained from the UCF registrar's office (Millican Hall 161) or from the UCF registrar's website <http://registrar.sdes.ucf.edu/hea/>.

Name Changes

To change the legal name maintained on the student's official UCF record, the student must submit a completed "Change of Name" form and supporting documentation to the College of Medicine M.D. registrar. A copy of a legal name change document (e.g., marriage certificate, divorce decree, etc.) must

be attached to the form. The “Change of Name” form is available online at http://med.ucf.edu/media/2012/08/name_change_form.pdf.

Address and E-mail Changes

To communicate in a more expedient manner, UCF uses e-mail as the primary means of notifying students of important university business and information dealing with registration, deadlines, financial assistance, scholarships, tuition and fees, etc. The College of Medicine sends all business-related and academic messages to a student’s Knights e-mail address to ensure that there is one repository for that information. It is critical that students maintain and regularly check their Knights e-mail account for official announcements and notifications. Communications sent to the Knights e-mail address on record will be deemed adequate notice for all university communication, including issues related to academics, finances, registration, parking, and all other matters. The university does not accept responsibility if official communication is rejected or fails to reach a student who has not registered for, or maintained and checked on a regular basis, their Knights e-mail account.

Students must ensure that permanent and mailing (local) addresses and telephone numbers are current with the university at all times. Students can update their contact information online at <https://my.ucf.edu>.

Transcript Requests

Official UCF College of Medicine transcripts can be requested via paper form or online through <https://my.ucf.edu>. Telephone requests are not accepted. Transcripts cannot be released if the student has a hold due to a financial obligation to the university. Transcript requests must include the student’s signature, full name, and the name and complete address of the person(s) or organizations to which transcripts are to be sent. If final grades or degree statement are needed, a student may indicate that the transcript request is to be held until all requested data are posted.

Official transcript costs for the M.D. Program have been assessed as part of yearly fees; consequently, transcripts are provided to enrolled students at no charge. However, the transcript cost for other UCF undergraduate and graduate programs is \$10 per copy effective January 1, 2008. There is a transcript fee of \$10 per transcript for requests made one year after graduation, dismissal or withdrawal from the program.

Full-time Enrollment Requirements

All students enrolled in the M.D. Program must attend full-time. The educational modules and clerkships in the first, second, and third academic years must be taken as a cohort group. Students must be enrolled and active in the corresponding academic term at the time of graduation. Exceptions to these enrollment requirements are granted only in cases of documented medical hardship. Requests for an exception should be directed to the College of Medicine associate dean for students in writing.

Certification of Degree Completion

The College of Medicine certifies that all program and college requirements have been met. Degree certification is prepared in the College of Medicine M.D. Registrar's Office and forwarded to the Student Evaluation and Promotion Committee (SEPC) for final determination that all requirements for the M.D. degree have been met. Medical students who have completed all the requirements for the degree and have successfully completed the required clerkships may request a letter to that effect prior to the receipt of the degree. Such letters will be issued by the College of Medicine M.D. Registrar's Office.

Grade System

The College uses a letter system for the M.D. program where grades are assigned for overall performance in a given module or clerkship. Students' performance in academic course work is evaluated by assignment of grades of (A) Excellent Performance, (B) Good Performance, (C) Conditional Performance, in order of excellence. The (F) grade (Unacceptable Performance) is given to students who fail a module/clerkship, who demonstrate inappropriate professional behaviors, or who fail to attend or participate in required course activities. Other grade actions include an (I) showing incomplete work, a (W) indicating that a student withdrew from the course, and a (T) used as a "temporary grade" for performance. Faculty may specify that some programs (selectives/electives/modules) can be graded using a (P) pass/ (F) fail or (H) honors grade designation. Further designation of the (P) grade is at the discretion of the faculty. All grade options for the program are subject to approval by the M.D. Program Curriculum Committee.

The instructor assigns an I (incomplete grade) when a student is unable to complete a module or clerkship due to extenuating circumstances, and when all requirements can clearly be completed in a short time following the close of regular classes. In all circumstances where a student receives an (I), the student and faculty member must complete an agreement that specifies how and when the incomplete grade will be made up, which will be considered by the appropriate SEPC. All students receiving financial assistance (federal and institutional loans), will be cautioned that the terms of the assistance require that the (I) grade must be made up by the agreement date. Minimal competency in each module/clerkship is a composite score of 70 or above (A, B or C grade).

A (T) entry identifies students whose performance, although within the passing range, requires study and re-evaluation in one or more areas within the module/clerkship. A (T) is used as a "temporary grade" for module/clerkship grades when students have achieved an overall score that would indicate a passing grade, but they have shown weak or marginal performance in one or more of the traditional subject areas that are included in the overall module/clerkship. The overall performance of students receiving a (T) in lieu of a grade is reviewed by the SEPC with the module/clerkship director to determine how the student may improve their fund of knowledge in the identified subject area(s). The (T) grade is replaced by the final module/clerkship grade when remediation is successfully accomplished in knowledge, skills, attitudes and/or behavior. Unsuccessful remediation may result in a failing grade. Any incomplete academic work or work receiving a (T) grade must be completed within the prescribed period or the grade will be converted to an (F) or a (W) for students who have withdrawn or will be repeating the academic year.

Individual module or clerkship directors specify how performance on assigned work is related to this grading scale in the particular module or clerkship. The final grade assigned for the module/clerkship is recorded on the official transcript. However, because the pre-clerkship modules are integrated or organ system-based but involve a number of traditional basic science disciplines, module directors will also assess performance in those areas as well. Where appropriate, the module director will assign a (T) grade to indicate that the student's performance in one or more discipline areas falls in the conditional or unacceptable range. Similarly, clerkship directors may assign a (T) grade to indicate that a particular student's knowledge, skills, or professionalism is conditional or unacceptable in a particular area, even though the student's overall performance is excellent or good. Assigned (T) grades with annotations are used by the SEPC in its review of an individual student.

A student may appeal his or her module or clerkship grade, or any component of the module or clerkship (e.g., exam grade, narrative evaluation, project, etc.) if he or she feels that the grade was assigned in a manner not in accordance with the module or clerkship statement of policy distributed at the beginning of the module or clerkship. This is not a process for appeal of established module or clerkship grading policies. The appeal is directed initially to the module or clerkship director and then to the assistant dean(s) for medical education for resolution. The associate dean for students must be copied on all communications regarding grade appeals.

If resolution of the issue is not made to the student's satisfaction, then an appeal is made in writing to the Office of Faculty and Academic Affairs stating the reasons for the appeal. After an appropriate hearing and review, the associate dean for faculty and academic affairs will recommend disposition of the appeal.

A student wishing to appeal to the College of Medicine dean concerning the recommendation must make a written request within 10 business days of receipt of written notification of the recommendation from the Office of Faculty and Academic Affairs. Acting as the university President's representative, the dean of the College of Medicine shall make a final decision on the matter within 15 business days of receipt of the student's request for review.

While some course directors will include grades in [Webcourses](#) during the course of a module or clerkship, the student should check the student portal (<https://my.ucf.edu>) for the final official letter grade.

Classification of Modules/Courses

- **6000-6999 Advanced graduate level modules.** These modules are designed to build upon the beginning graduate level courses/modules and to deliver more advanced content and experiences.
- **7000-7999 Doctoral level courses.** These courses provide material at the most advanced graduate level.

Florida's Statewide Course Numbering System

Modules/courses in this *Bulletin* are identified by prefixes and numbers that were assigned by Florida's Statewide Course Numbering System (SCNS). This numbering system is used by all public postsecondary institutions in Florida and by thirty-three nonpublic institutions. Students and administrators can use the online Statewide Course Numbering System to obtain course descriptions. The information is at the SCNS website: <http://scns.fldoe.org>.

Validity of Submitted Documents

If the college finds that an applicant has made a false or fraudulent statement or a deliberate omission on the application, residency affidavit, health report, or any accompanying document or statement, that applicant will be denied admission. If the student is enrolled when such fraud is discovered, the student is immediately withdrawn (with no refund), denied further enrollment and invalidated on credit and any degree based on such credit. Actions for this type of offense are handled administratively by the Office of Student Affairs after notification to the alleged violator and hearing by that office.

Leave of Absence

Students who are unable to continue enrollment or complete required instructional modules or clerkships due to illness, maternity leave of absence, hardship or special circumstances must immediately contact the Office of Student Affairs of the College of Medicine. A student requesting a leave of absence must submit a letter outlining the reasons for the request and timetable for return to the associate dean for students.

The associate dean for students may approve a leave of absence for up to one calendar year. Any incomplete course work must be completed by the time specified in the letter to the student sent by the associate dean for students. Leaves requested for a longer period are approved only in exceptional circumstances. Extension requests must be made in writing to the Student Evaluation and Promotion Committee before the expiration of the original leave of absence. Note that for purposes of deferring repayment of student loans during a school-approved leave of absence, federal regulations limit the leave to six months.

Students on approved College of Medicine leave of absence must notify the Office of Student Affairs of the College of Medicine in writing of his or her intent to re-enroll at least three months prior to the date they wish to return to medical studies. For leaves of absence of less than six months' duration, this notification must be at least two months prior to the date they wish to return to medical studies.

The M.D. Program at the College of Medicine does not permit auditing of modules. Modules are only available to students enrolled in the M.D. Program.

Residency Reclassification for Tuition Purposes

The College of Medicine Office of Admissions for the M.D. Program determines residency for tuition purposes for all newly admitted students at the College of Medicine. Thereafter, the College of Medicine M.D. Registrar's Office reviews requests for changes in residency.

To request a residency review, the student must submit a completed "Residency Reclassification Request Form" and supporting documents to the College of Medicine M.D. Registrar's Office. This form is available either at the UCF registrar's office or online at <http://registrar.ucf.edu/>. The reclassification form must be accompanied by all documents that support the student's Florida residency claim. Residency reclassification requests are subject to Florida Statute 1009.21 (formerly 240.1201), Florida State Board of Education Administrative Code 6A-10.44 and State Board of Education rule 6C-7.005. In addition, university policy requires students requesting residency reclassification to provide documentation establishing that they have income or personal resources to meet financial obligations of attendance and living expenses. Contact the College of Medicine M.D. Registrar's Office for additional information regarding all residency reclassification requirements.

When building a case for Florida residency *for tuition purposes*, the student may choose to submit documents from a variety of categories. Students may consult the College of Medicine M.D. Registrar's Office before submitting the reclassification request and supporting documents. The submission of documents in itself does not qualify the student for Florida residency *for tuition purposes*. The College of Medicine M.D. Registrar's Office will evaluate the submitted documents and available information and will render an eligibility determination. UCF is authorized to make discretionary judgments as to residency within the bounds of the law and in reaching this professional judgment will evaluate all documents submitted and information available. No single document shall be conclusive.

Students seeking residency reclassification should understand that living in or attending college in Florida is not tantamount to establishing residency in Florida *for tuition purposes*. The student who comes to Florida to enroll in a Florida post-secondary educational institution as an out-of-state resident and continuously enrolls in a Florida institution normally will not meet the Florida residency requirement for in-state tuition regardless of the length of time enrolled. Living or attending school in Florida merely evidences physical presence. The student must provide documentation verifying that he or she has formed significant legal ties to the state of Florida. This documentation must establish that the Florida residence constitutes a bona fide domicile rather than serving the purpose of maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education. Evidence establishing legal ties to states other than Florida may disqualify the student from Florida residency for tuition purposes. All determinative documents must be dated at least 12 months before the first day of class for the term in which residency is sought.

New and continuing students who believe that they qualify for Florida residency for tuition purposes must submit the request and all documents prior to the end of "Late Registration" for the term in which Florida residency is requested. Documentation received after the last day of "Late Registration" will not be used to determine residency for the current term. Approved residency reclassification **will not** be applied retroactively to previous terms.

The College of Medicine M.D. Registrar's Office may require additional documentation beyond that initially submitted by the student or the claimant before it can render a reclassification eligibility determination and it will not complete its review of the residency reclassification application until both the student and the claimant have submitted all requested documents.

Satisfactory Academic Progress

M.D. students at UCF College of Medicine who receive Title IV aid must meet the following Standards for Satisfactory Academic Progress (SAP). Institutional aid also requires the attainment of these standards with exceptions determined by the associate dean for students.

Background

All M.D. students are enrolled full-time while in attendance at UCF College of Medicine. Students proceed through the four years of study with class levels delineated at M1, M2, M3 and M4. Medical students' academic, clinical and professional performance is reviewed by the Student Evaluation and Promotion Committee (SEPC) on a regular basis. During the Annual Evaluation, each student will be reviewed to determine the student's preparedness for advancement to the next level of medical study. M.D. students do not receive calculated grade point averages. The outcome of each student's Annual Evaluation is shared by the registrar with the Office of Student Financial Services (SFS). Academic progress for financial aid purposes occurs at the end of every academic year, coinciding with the SEPC Annual Evaluation. The M.D. program's academic term is equal to one academic year.

Students who do not meet SAP standards are notified via email and are invited in for a one-on-one session with the staff of Student Financial Services to review the policy and the student's status.

Quantitative Standards

The maximum time frame to complete the four year medical school program is six years from the date that the student starts the program. The student must have completed two years successfully by the end of the fourth year of enrollment. If the student is not maintaining the required pace to complete the degree within six years, the student becomes ineligible for financial aid. Any exceptions due to extenuating circumstances must be granted by the associate dean for students.

Qualitative Standards

The SEPC evaluates students at the end of each academic year. In order to meet SAP, students must be deemed by the SEPC to meet satisfactory academic progress toward the program goals and objectives.

Appeals and Financial Aid Probation

Students who become ineligible to receive aid will be notified in writing of their ineligibility status and have the right to submit an appeal for reinstatement of aid on the basis of injury, illness, death of a relative or other special circumstance. The appeal must include: the reasons why the student failed to make satisfactory academic progress and a statement explaining what has changed in the student's situation that will allow satisfactory academic progress at the next evaluation. Documentation to support the student's appeal must be attached. If it is determined that the student will be able to meet

standards again after the subsequent payment period, or if an academic plan is developed that when followed will ensure the student will meet the standards by the end of a specific time, then the appeal may be approved so that the student can be placed on financial aid probation and receive Title IV aid.

Academic progress will be reviewed again at the end of the probationary year. Probationary students who meet academic progress standards will be released from probation and are eligible for Title IV aid. Probationary students who fail to meet academic progress standards at the end of the probationary year will not be eligible to receive Title IV aid in the following year.

Re-establishing Eligibility without an Appeal

If a student is placed on SAP cancellation status and no appeal is approved, then he/she will not receive Title IV aid. The student may regain eligibility when the student has successfully been promoted to the next level by the SEPC.

If a student takes a leave of absence or withdraws and then returns to UCF College of Medicine, the student's SAP status will remain the same as when s/he left UCF. If the status is good or probationary, then the student can receive Title IV aid.

Standards of Progress for Veteran Students-M.D. Program

For those students who receive educational assistance benefits to Veterans and other eligible persons, the law requires that schools have and enforce standards of progress. More information may be found at www.gibill.va.gov.

1. Unsatisfactory Performance

Unsatisfactory performance may be subject to probation or dismissal from the College of Medicine.

2. Academic Probation

Students may be subject to probation or dismissal from the College of Medicine if they do not meet satisfactory academic progress requirements. The decision for academic probation or dismissal is made by the Student Evaluation and Promotion Committee (SEPC).

3. Dismissal (Veteran Benefits)

Benefits may be terminated for veteran students who are dismissed from the College of Medicine.

Academic Policies

Grading Policy

See the [Grade System](#) section of this *Bulletin* for detailed information on the grading policy.

Medical Student Advancement

More detailed information on medical student advancement can be found under the "Advancement of Students" section in the M.D. Program Student Handbook.

Advancement Process

The Student Evaluation and Promotion Committee (SEPC) regularly reviews the academic, clinical and professional performance of each medical student. Students are reviewed at each meeting of the committee. Students who are experiencing academic difficulty may be referred to the director of Student Academic Support Services. The student's faculty advisor may also be notified.

The SEPC uses the following process for evaluation and advancement:

- I. The SEPC shall review the academic and clinical performance of each medical student and make recommendations regarding advancement, graduation, probation, dismissal, remediation, leaves of absence, and re-admission.
- II. The committee will review the performance of students in academic difficulty, those students demonstrating a potential for being in academic difficulty, and those students who have exhibited unprofessional behavior or non-compliance with other standards of performance. The committee may recommend an improvement plan, may develop more comprehensive longer-term remedial plans for those students having difficulty, or implement appropriate disciplinary action, possibly including dismissal from the educational program.
- III. The committee will recognize the achievements of those students displaying exceptional or outstanding performance.
- IV. The committee chair will notify each student of the committee's recommendation regarding advancement or disciplinary action and provide the student with an opportunity to appeal that recommendation if they desire.
- V. The Dean has final authority regarding an appropriate course of action for each student.

Further information on the Student Evaluation and Promotion Committee (SEPC) may be found in the M.D. Program Student Handbook.

Annual Evaluation

Each student is reviewed annually by the SEPC to determine the student's preparedness for advancement to the next level of medical study.

Students receiving all A and B grades for all modules or clerkships in a given year are normally advanced to the next year of study or recommended for graduation.

Students with one or more C grades or annotation of T instead of assignment of final grade, or unsatisfactory professionalism, are reviewed by the committee to determine appropriate follow-up or action which could include no additional requirements, completion of a particular module or examination, repeating a particular module or clerkship, repeating a complete year, dismissal from the program, or other recommendations. The student may also be placed in a probationary status until required actions are completed.

Students with one or more F grades will be reviewed separately by the committee to determine their suitability for continuing in the medical education program. The committee may recommend remedial action requiring the student to retake a module/clerkship or repeat a year, or may recommend dismissal from the program.

Appeal of Advancement Recommendation

A student may appeal the advancement recommendation by the SEPC if the student feels that the recommendation was not made in accordance with the advancement policy specified for the program or other requirements for continued enrollment or professionalism. The student may be advised by the associate or assistant dean for students and College of Medicine M.D. registrar regarding official policies. The written request for an appeal is directed initially to the chair of the SEPC for resolution by the committee and must be received by the chair of the committee via e-mail, with a copy to the associate dean for students, within 10 business days following the student's receipt of written notification of the recommendation. If the issue is not fully resolved, then a written appeal stating the specific reasons that support the appeal must be made in writing to the associate dean for faculty and academic affairs within 10 business days after receiving notification of the SEPC recommendation regarding the appeal.

After an appropriate review, the associate dean for faculty and academic affairs will recommend final disposition of the appeal. A student wishing to appeal to the dean concerning the recommendation must make a written request within 10 business days of receipt of written notification of the recommendation from the associate dean for faculty and academic affairs. Acting as the university president's representative, the dean of the College of Medicine shall make a final decision on the matter within 15 business days of receipt of the student's written request for review.

In the event student progression is delayed, a student will be assigned to the present or adjusted year SEPC as is deemed appropriate by the present SEPC.

Student Professional Conduct Council

(Honor Council)

Students are subject to the rules and regulations of the UCF College of Medicine's M.D. Program Student Handbook. The Student Professional Conduct Council (Honor Council) has as its duties the consideration of students who have been accused of violating the M.D. Program Honor Code.

In granting the M.D. degree, the faculty of the college endorses each student as being suitable for the practice of medicine. Students, where their suitability for practice is questioned due to alleged Honor Code violations will be reviewed by the council. The council realizes that some behaviors may call for accommodation as a disability.

More information on the Honor Code can be found online at <http://med.ucf.edu/media/2012/08/UCF-COM-Honor-Code-2014-20151.pdf>.

M.D. Curriculum

Overview

The College of Medicine's mission is to educate and inspire individuals to be exemplary physicians and scientists, leaders in medicine, scholars in discovery, and adopters of innovative technology to improve the health and well-being of all. This patient-centered mission is achieved by outstanding medical care and services, groundbreaking research, and leading edge medical and biomedical education in an environment enriched by diversity.

To that end, students accepted into this program spend time in a variety of clinical settings so that they come in regular contact with patients from diverse ethnic and sociologic backgrounds that manifest an equally diverse array of medical problems. Students are also given ample time to conduct individualized study and research.

Objectives

The general objectives of the educational program have been defined by the M.D. Program Curriculum Committee as the core competencies expected of all graduates from the College of Medicine.

The curriculum not only prepares physicians to practice medicine, but also incorporates several themes that begin in the first year and carry through until graduation. These themes address current problems with medical education that must be improved to produce physicians who can think independently and work as team members of health care groups.

Program Objectives

The college has defined a mission and a set of student learning outcomes and objectives at the program level. These learning objectives span six dimensions:

- Medical knowledge (6)
- Patient care (12)
- Systems-based practice (7)
- Practice-based learning and improvement (4)
- Ethics and professionalism (6)
- Interpersonal and communication skills (3)

These dimensions correspond to competency domains described by the Accreditation Council on Graduate Medical Education. The specific program learning objectives incorporate all of the objectives

suggested by the Medical School Objectives Project of the AAMC as well as other outcomes and objectives identified by the faculty as particularly relevant for College of Medicine graduates.

More information on the program objectives can be found at <http://med.ucf.edu/academics/md-program/program-objectives/>.

Academic Calendar

The M.D. Program's Academic Calendar is available at: <http://med.ucf.edu/administrative-offices/student-affairs/registrar/academic-calendars-2/>

All dates are subject to change. The calendar is only available electronically. Holidays may be waived for students serving in clinical clerkships at the discretion of the clerkship directors.

Four-Year Curriculum

The UCF M.D. program curriculum fully integrates basic and clinical sciences across all four years. The first two years of the curriculum are structured into modules, with the first year focusing on a fundamental understanding of how the various basic science disciplines relate to the normal human body. The second year takes an organ system-based approach and applies the basic knowledge of the first year to the study of clinical disease, pathological processes, and treatment. In concert with these aspects of medicine, the curriculum also covers psychosocial issues, cultural differences, communication skills, and physical diagnosis skills as they relate to the different topics in medicine.

The third and fourth years of the curriculum are devoted to clinical experience through clerkships, selectives, and electives. The clinical curriculum provides practical patient experiences complemented by basic science lectures, simulations, journal clubs, and conferences throughout the six core clerkships. Integrated throughout all four years of the M.D. program, Longitudinal Curricular Themes (LCT's) emphasize critical aspects of medicine and medical care that are not addressed in the basic core curriculum. The LCT's include Ethics and Humanities, Gender-Based Medicine, Medical Informatics, Medical Nutrition, Geriatrics and Principles of Palliative Care, Culture, Health and Society, and Patient Safety. Each of these themes is highlighted when appropriate in the core curriculum and reinforced through a variety of interactive experiences.

The UCF M.D. Program is not a credit-hour based curriculum. Credit hours are not used for the purpose of completion of the curriculum to graduate. Specific course requirements are reviewed by the College of Medicine registrar office in conjunction with the Student Evaluation and Promotion Committee (SEPC). Credit hours are not reported on transcripts, and there are no cumulative totals calculated.

Overall, the four year medical curriculum at UCF is designed to fully integrate basic science and clinical medicine, provide students with appreciation of cultural diversity and the need for sensitivity in treating patients, foster professionalism in all interactions, and ignite a passion for life-long learning.

The curriculum can be viewed online at www.med.ucf.edu/academics. The most up to date description of modules can be found at <http://med.ucf.edu/academics/md-program/program-modules/>.

UCF COLLEGE OF MEDICINE M.D. EDUCATIONAL PROGRAM

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Please contact Molly Willis for use of, or corrections to this document.

6/25/2015

First-Year Curriculum (39 weeks)

The first year begins with a White Coat Ceremony on the very first day of orientation. The purpose of this ceremony is to emphasize the responsibility that students are assuming to provide compassionate and ethical care for their patients.

First Year Module Descriptions

Cellular Function and Medical Genetics (eight weeks; five credit hours) Includes Biochemistry and Molecular Biology, Cell Biology, Genetics and Pre-clerkship Informatics
Description
The objective of this module is to provide a better understanding of the biology and biological processes of healthy humans, and pathological states, from the molecular to the cellular level. The 8 week module integrates the disciplines of biochemistry, molecular biology, genetics, nutrition, pharmacology and cell biology. In this manner, students study the biomolecular structure of cellular components, learn about their role in molecular biology and genetics, and observe their functions inside the whole cell or within the cellular domain. As more molecules and cellular components are introduced, the relationship between molecular structure and its influence on a compound's ability to interact with other biomolecules is examined. Weekly topics include interdisciplinary discussions of nucleic acids, proteins, carbohydrates, lipids, steroids, hormones, nutrients and metabolism and cell biology. Positioned at the beginning of the curriculum, this module provides the basic science foundations necessary for student success in the later modules.
Structure and Function (16 weeks; 11 credit hours) Includes Anatomy, Embryology, Radiology, Physiology, Histology and Neurobiology
Description
<p>This module is a multidisciplinary approach to fully integrate the disciplines of anatomy, physiology, histology, embryology, and neuroscience. The module is designed to provide a basic understanding of the normal human body and development, with emphasis on the dynamic relationships between structure and function. Students can apply their understanding of three-dimensional anatomy knowledge to interpreting normal medical imaging. The module runs in parallel, and is integrated with the Practice of Medicine 1 module, so that students have the opportunity to apply their understanding of the normal body immediately to the interpretation of medical testing, diagnosis, treatment, and identification of abnormal findings and disease processes.</p> <p>This 16-week module utilizes multiple learning modalities including case-based small group experiences, team-based learning, lectures, laboratories (cadaver dissection, medical imaging, and histology). Small group case-based settings are designed to understanding and applying the basic science concepts discussed in large group-experience and to enhance clinical problem-solving skills.</p>
Health and Disease (nine weeks; five credit hours) Includes Microbiology and Virology, Introduction to Pathology and Immunology
Description
Health and disease is the final nine-week module of the integrated first-year curriculum. It provides the student with a thorough grounding in three major subject areas: microbiology, pharmacology, and immunology. The module also provides an introduction to some basic aspects of pathology. The most significant bacterial, viral, fungal, and parasitic infectious diseases are covered in detail, with emphasis on epidemiology, typical clinical presentation, biological characteristics and pathogenic mechanisms of causative agents, immune responses to infection, and treatment with antimicrobial pharmaceuticals. Students are also introduced to the major classes of antimicrobial drugs and their modes of action at the cellular and molecular levels. The infectious diseases are organized primarily by organ system in order to present information as it would be encountered in clinical practice. A combination of didactic lectures, large-group case-based discussion sessions, small-group discussion sessions, and supplemental materials is used to deliver the content and to facilitate varying learning styles. Formative feedback is provided throughout the module in the form of weekly quizzes and practice questions.

Hematology and Oncology (four weeks; four credit hours)
Description
Hematology and Oncology is an integrated overview of major hematologic diseases and basic neoplasia. The topics include hemostasis, anemias, nonneoplastic blood disorders, basic neoplasia, carcinogenesis, cancer genetics, and hematologic malignancies. Pathology, pharmacology, laboratory and clinical medicine disciplines are included, and an emphasis is placed on disease classification, differential diagnosis, and current treatment strategies. This module includes active lectures, laboratories, and case based learning. Students will learn how to apply discipline knowledge to hematologic and oncologic diseases so that they will be prepared to manage patients in clinical clerkships and beyond.
Practice of Medicine including Community of Practice I (38 weeks; seven credit hours)
Description
The Practice of Medicine and Community of Practice comprise a year-long instructional module which prepares students for the clinical aspects of medicine. Specific areas of instruction include interpersonal communication skills, physical examination and medical documentation skills. These skills are mastered with an emphasis on patient-focused, compassionate and professional behavior and are taught in the larger context of multicultural medicine, medical ethics, gender specific medicine and other related socioeconomic aspects. Some of the longitudinal curricular themes are presented. Students develop and enhance their skills utilizing multiple modalities including small group interaction, simulations, and standardized patients. The Community of Practice is a longitudinal experience within the Practice of Medicine which provides a structured interaction with the Central Florida medical community with an emphasis on clinical as well as business aspects of medicine. The module will run in parallel with M-1 modules and reflect clinical concepts introduced in these integrated modules.
Psychosocial Issues in Healthcare (11 weeks; four credit hours)
Description
Psychosocial Issues in Health care is an 11-week module delivered at the end of the M-1 year. The goal of this module is to provide students with an understanding of the role of psychosocial factors in illness and its treatment. Students are exposed to a range of issues that affect how they diagnose, treat, and interact with patients and their families. Students also learn about wellness and preventative medicine, along with strategies for assessing and improving adherence with treatment recommendations. A focus of this module is on development and refinement of communication skills, particularly when interacting with patients whose values, beliefs, and experiences differ from those of the student. Other topics include human development, death and dying, the role of stress in illness, professional boundaries, sexuality, domestic violence and child/elder abuse, and alcohol misuse. This module will be taught through team-based learning, which provides students with the opportunity to apply their knowledge in challenging clinical cases, facilitating their mastery of the material, improving their communication skills, and enhancing their ability to function as a member of the health care team.
Focused Inquiry and Research Experience (38 weeks; five credit hours)
Description
The central purpose of this module is to allow each student to independently pursue an area of passion that brought him or her to medical school. Students receive training, tools, and mentorship enabling them to successfully conduct a rigorous, independent, and scholarly research project. The project may be in any area of interest related to medicine and where a Research Mentor can be identified and a rigorous scholarly design can be applied. In addition to the Research Mentor, the student is assigned a Faculty Research Advisor who is a member of the Focused Inquiry and Research Experience (FIRE) Committee that oversees the progress and final research project. Students prepare a proposal and may be asked to present during the mini-conference at the end of the year.

Second-Year Curriculum (33 weeks)

The majority of the second-year instructional modules teach medical problem-solving. The essence of this capability is the ability to obtain diagnostic information, apply that knowledge against the technical basic science knowledge and other relevant skills and determine how to use that information to approach the observed medical condition.

Second Year Module Descriptions

<p align="center">Cardiovascular and Pulmonary Systems (seven weeks; five credit hours)</p>
<p align="center">Description</p> <p>The Cardiovascular and Pulmonary Systems module is designed to serve as an introduction to the disease processes which affect the cardiovascular and pulmonary systems. This module builds upon an understanding of the structure and function of the cardiovascular and pulmonary systems, and enables students to integrate basic science and clinical concepts related to these systems, with emphasis on the pathology, pathophysiology, diagnosis and treatment of patients with cardiovascular and pulmonary diseases. Appropriate examples of medical imaging and diagnostic techniques are introduced, including pulmonary function testing and basic ECG recording and interpretation.</p>
<p align="center">Endocrine and Reproductive Systems (six weeks; five credit hours)</p>
<p align="center">Description</p> <p>The Endocrine and Reproductive Systems block in the 2nd year at UCF provides an overview of Endocrine, Reproductive and Genitourinary disorders, focusing on major disease classification and terminology, signs and symptoms, methods of diagnosis, and differential diagnosis as supported by evidence-based medicine. Basic science and clinical concepts from the first year are applied to the understanding and treatment of disease of these systems. This module focuses on molecular and cellular pathology, clinical, pathologic, and laboratory findings, as well as treatment and management of patients with common metabolic and endocrine disorders such as diabetes mellitus, growth and pubertal development, endocrine and hormonal causes of hypertension, pancreas, parathyroid, thyroid, adrenal and neuroendocrine disorders. In addition, this module covers the pathophysiology and pathology of nutritional inadequacies or excesses, their clinical manifestations, prevention and treatment.</p>
<p align="center">Gastrointestinal and Renal Systems (six weeks; five credit hours)</p>
<p align="center">Description</p> <p>The Gastrointestinal and Renal Systems module focuses on diseases of the gastrointestinal tract, including the hepatobiliary system, and nephrology, including diseases of the urinary tract. These areas focus on the pathology, pathophysiology, signs and symptoms, diagnostic methods, and drugs used for the treatment of GI and urinary tract diseases. The basic science and clinical concepts of Year 1 are expanded to include the pathology and pathophysiology, as well as the pharmacological treatments of diseases of these systems. This module emphasizes the molecular and cellular pathology, clinical, pathologic, and laboratory findings, treatment and management of patients with GI, hepatic, and genitourinary disorders.</p>
<p align="center">Skin and Musculoskeletal Systems (three weeks; four credit hours)</p>
<p align="center">Description</p> <p>The Skin and Musculoskeletal Systems module is focused on the pathology, diagnosis and treatment of disorders of the skin and the musculoskeletal systems. Students build on basic science and clinical concepts from year 1 to understand common presenting complaints, diagnostic techniques, and treatment methods for cutaneous and musculoskeletal disorders. This module emphasizes the molecular and cellular pathology, clinical, pathologic, and laboratory findings, treatment and management of patients with diseases of the skin and musculoskeletal system. Treatment methods include pharmacological, physical, and surgical modalities.</p>
<p align="center">Brain and Behavior (seven weeks; six credit hours)</p>
<p align="center">Description</p> <p>The Neuroscience module emphasizes the molecular basis and pathophysiological processes of common neurological disorders. The module focuses on basic and common neurologic issues, integrated with an understanding of their effects on other physiologic systems. The module includes an overview of neuroanatomy and neurophysiology, with correlation to disorders of the central and peripheral nervous system. This module offers an in-depth understanding of the molecular basis of neurologic disorders, pathology, pathophysiology, diagnosis and treatment. Inclusive in the study of nervous system disorders is the study of developmental and psychiatric disorders along with their pathology, diagnosis and treatment.</p>

Practice of Medicine including Community of Practice II (31 weeks; eight credit hours)
Description
<p>The goal of the Practice of Medicine continuum is to help students develop the essential knowledge and skills to optimally participate and learn in clerkship-level clinical care environments.</p> <p>Practice of Medicine-2 is a year long module, integrated with the organ systems (S) modules, which teaches advanced clinic skills and stresses the development of clinical reasoning. The module builds upon physical examination and medical interviewing skills learned in the first year module. Key areas of learning include advanced oral presentation and medical documentation skills, development of basic clinical decision-making and application of selected diagnostic tests. Integration with the Systems modules highlights the link between foundational knowledge and clinical practice while promoting intellectual curiosity, self-directed learning and clinical reasoning skills.</p> <p>The module instructional activities incorporate a variety of modalities to promote experiential learning and skill acquisition. These include interactive presentations, small group sessions, student-directed independent learning tasks and Clinical Skills and Simulation Center (CSSC) exercises. The CSSC provides the setting for student encounters with Standardized Patients (SPs), high-fidelity simulators and task trainers as well as web-based activities for the learning, practice and assessment of clinical skills.</p> <p>The Community of Practice component, a longitudinal clinical experience, is integrated within the module as students continue to work with preceptors throughout the Central Florida medical community, expanding their experiences in a clinical setting. Longitudinal Curricular Themes (LCT) are interwoven throughout the course with the aim to help students appreciate the complexity and interdisciplinary nature of caring for patients.</p>
Focused Inquiry and Research Experience (30 weeks; five credit hours)
Description
<p>During year 2 of the "Keep the Dream Alive" module, students complete their projects initiated during year 1 and present them to faculty and peers during a mini-conference highlighting their work. It is expected that projects result in a scholarly presentation or publication. The conference is scheduled so that both first-year and second-year students can attend, providing opportunity for second-year students to serve as role models for their classmates. Projects and research may extend into the third and fourth years, and for students continuing their research, additional opportunities for presentation are available.</p>

Third-Year Curriculum (50 weeks; credit hours as noted below)

Following a one-week orientation to the third year, students rotate through a set of required Core Clerkships in Internal and Family Medicine, Surgery and Surgical Selectives, Pediatrics, Obstetrics and Gynecology, Psychiatry and Neurology.

Required Third-Year Core Clerkships	Weeks	Credit Hours
Internal and Family Medicine	12	16
Neurology	6	8
Obstetrics and Gynecology	6	8
Pediatrics	6	8
Psychiatry	6	8
Surgery and Surgical Selectives	12	16

Third-Year Core Clerkship Descriptions

Internal and Family Medicine (16 credit hours)
Description
During this clerkship, students participate and demonstrate competence in humanistic and evidence-based inpatient and outpatient care of patients with common medical disorders. Students also learn appropriate health promotion and health screening for adult patients. Students learn to work as part of a medical team in all settings and will understand the roles of the interdisciplinary patient care team. Learning activities include preceptor-supervised clinical experience, clerkship-specific didactics, use of standardized patients and medical simulations and self-directed learning utilizing information technology. The clerkship has specified the types of patients and clinical conditions students need to encounter, and the physical examination skills and testing and procedural skills that students need to master.
Neurology (8 credit hours)
Description
Between 10% and 15% of primary care visits may involve complaints referable to the nervous system. Neurologic problems may account for up to 1 in 5 hospital admissions. Stroke is the third leading cause of death in the U.S., and is the single most common cause of long-term disability, and Alzheimer's disease is a growing public health problem. For these and other reasons, education of non-specialists in diagnosis, treatment, and prevention of neurologic disease is essential to integrated health care delivery. The goal of the Neurology clerkship is to formulate a diagnosis, begin an appropriate diagnostic evaluation, and initiate a rational treatment plan for common neurologic conditions. The clerkship accomplishes these aims by application of clinical neuroscience to the neurologic history and examination. Inpatient and outpatient experiences expose students to the full spectrum of neurologic disease.
Obstetrics and Gynecology (8 credit hours)
Description
While on the Obstetrics and Gynecology clerkship, the student is considered an integral part of the clinical team and has the opportunity for a broad range of clinical experiences in the Labor and Delivery suite, operating room, ambulatory clinics and inpatient hospital services. Didactic sessions including lectures, clinical skills workshops and case study seminars supplement the core clinical experience. Students come away from the clerkship with an understanding of the role of the obstetrician/gynecologist as a primary health care provider for women of all ages, the importance of the gynecologic history and physical examination in the overall assessment of the health of women, and the major significance of competent obstetrical and gynecologic care in public health and preventive medicine.
Pediatrics (8 credit hours)
Description
This clerkship introduces third-year medical students to the basic principles of general pediatrics. Through both inpatient and outpatient encounters with children across the age range of pediatric, from neonates through young adulthood, the student receives exposure to the clinical care of children. The learner participates in the newborn nursery and outpatient health supervision visits where the fundamental concepts of the pediatric interview and physical exam, growth and development, anticipatory guidance, primary prevention, screening, and vaccination are presented. Clinical experience with acute/chronic illness visits afford the learner exposure to common pediatric complaints and symptoms as well as common pediatric diagnoses. Participation in the inpatient component of this course solidifies students' pediatric skills of data gathering, data synthesis, the development of problem lists and working diagnoses, and formulating therapeutic plans while being a member of a health care team providing family-centered care to children.
Psychiatry (8 credit hours)
Description
During this clerkship, students participate in evidence-based and patient-centered inpatient and outpatient care of patients with psychiatric disorders. Learning activities include preceptor-supervised clinical experience, clerkship-specific didactics, use of standardized patients, and self-directed learning utilizing information technology. The clerkship has specified the types of patients and clinical conditions students need to encounter, and the physical/mental examination skills, and testing and procedural skills that students need to master.

Surgery and Surgical Selectives (16 credit hours)
Description
The Surgical Clerkship introduces the student to the workup, diagnosis, treatment and follow-up of a wide variety of surgical diseases. Evidence-based practices are emphasized. The student spends 4 weeks on general or oncologic surgery, 4 weeks on trauma and critical care surgery and 4 weeks on surgical selectives including vascular surgery, ENT, anesthesia, transplant, thoracic oncology, plastic & reconstructive, ophthalmology and orthopedics. Students also participate on the pediatric and colon/rectal surgical services as part of their general surgery block. Students are responsible for the evaluation and workup of patients in the emergency room and wards as well as in the outpatient setting. Participation in daily inpatient multidisciplinary ward rounds is emphasized as well as active participation in a wide array of bedside surgical procedures and major operative interventions under general anesthesia. In hospital call is a requirement. The student is also responsible for regular attendance at weekly didactic conferences, grand rounds, journal club conferences and morbidity and mortality conferences and simulator/animal lab experiences.

The third year concludes with a one week capstone experience and an Objective Structured Clinical Examination (OSCE) which must be passed before the student begins the fourth year.

Fourth-Year Curriculum (33-45 weeks, including elective courses; 6 credit hours each)

The fourth year is divided into eleven, four-week blocks. All students rotate through four weeks of an Acting Internship. Of the remaining ten blocks of the year, seven are devoted to electives where students can gain additional clinical experiences locally, nationally or internationally. The year ends with a capstone experience that provides preparation for internship, leadership training and teaching experience. The remaining three blocks can be used for another elective, independent study, further research or residency interviews.

Fourth-Year Clerkships	Weeks
Any Core Acting-Internship	4
Electives	28
Optional Elective/Make-up/Vacation	12

*Students may conduct research during the elective program.

Graduation Requirements

Minimum Requirements for Advancement

- I. **Year One to Year Two:** For promotion, a student must obtain a passing grade in all required modules that comprise the Year One curriculum of the College of Medicine.
- II. **Year Two to Year Three:** For promotion, a student must have obtained a passing grade in all required modules that comprise the Year Two curriculum of the medical school. Students must also take and pass the USMLE Step 1 for promotion to Year Three.
- III. **Year Three to Year Four:** The curriculum in Years Three and Four are considered a continuum. As such, there is not an official promotion to the M4 year. Students with deficiencies in clerkship performance or on the Comprehensive Objective Structured Clinical Exam (OSCE)

may have special requirements for remediation, or may be required to repeat all or part of the M3 year. Students must obtain a passing grade in all required clerkships and must meet all requirements of the Years 3 and 4 curriculum to be considered for graduation. Students must also pass USMLE Step 2 CK and CS to be recommended for graduation.

In addition to the above, students must display the professional attitudes and values consistent with that of the medical profession for advancement.

More detailed information on policies and procedures related to medical student advancement can be found under the “Medical Student Advancement” section in the M.D. Program Student Handbook.

Requirements for Graduation

- I. A student must have obtained a passing grade (C or better) in all modules or clerkships and required educational activities of the established curriculum of the College of Medicine leading to the M.D. degree.
- II. In the future, when transfer students are admitted with advanced standing from other LCME approved schools, they must complete, at a minimum, the last two years of the curriculum at the University of Central Florida College of Medicine.
- III. All students must take the United States Medical Licensing Examination (USMLE) Step 1 and pass at the national standard in order to be promoted to year three. This examination is usually taken by all students in April following the second-year studies. Students must take and pass the USMLE Step 2 CK and Step 2 CS in order to graduate. Students are required to take the Step 2 CS examination by no later than August 31 in the fourth year or within 3 months of completion of the third year core clerkships. The Step 2 CK examination must be completed by no later than December 31 in the fourth year, but it is recommended that students complete it earlier if possible.
- IV. Students must have satisfactorily passed and completed the third and fourth year curriculum.
- V. The student must not have a financial obligation to the University.
- VI. The student must have satisfactorily demonstrated the professional attitudes and values expected of physicians.

Each student is reviewed during the fourth year by the SEPC to determine the student’s suitability for graduation. In conducting that review, the committee examines the student’s performance in the pre-clinical areas, clinical performance in the clerkships, and professionalism exhibited throughout the program of study and during the capstone experience. In addition, the committee verifies that any required examinations have been completed. Students are certified for graduation with the M.D. degree upon approval by the SEPC.

Dual Degree Programs

Dual degree programs lead to two different degree citations on the transcript and two separate diplomas. These may combine master's programs, doctoral programs, and professional degree programs. The purpose of a dual degree program is to allow students to undertake complementary programs of graduate study simultaneously through streamlined curricular arrangements that allow dual credit for a specified set of courses.

Students will be admitted to dual degree programs by two separate admissions committees and must fulfill all requirements for both programs to earn these separate degrees. Specific information on academic requirements for the following programs can be found at

<http://www.graduatecatalog.ucf.edu/>

MD/PhD Program

The College of Medicine offers an integrated MD/PhD curriculum that enables students to fulfill all requirements and earn the Doctor of Medicine and the Doctor of Philosophy in as few as six years. Students in the integrated MD/PhD Track in Biomedical Sciences must be accepted in the College of Medicine MD program and begin working on their PhD research project during the first two years of medical school. Students interested in pursuing a combined MD/PhD degree must apply and be accepted into the medical school and the Biomedical Sciences PhD program.

MD/MBA Program

The MD/MBA program is designed to educate the next generation of leaders for our health care system. The program's innovative curriculum equips program participants with the analytical tools, latest business techniques and effective problem-solving and decision making skills needed to succeed in today's competitive medical field.

Master of Science in Hospitality and Tourism Management (MD Track)

The Master of Science in Hospitality and Tourism Management enables students to build on their strengths and interests; broadens their knowledge of the industry; sharpens their management skills; and incorporates their professional and extracurricular experiences. Students enrolled in the MD track will witness and experience adoptable elements to effect a cultural change in the practice of medicine vis-a-vis the concept of hospitality and service-oriented business models.

Assessment of the Curriculum

As part of the curriculum development, the M.D. Program Curriculum Committee has identified specific learning outcomes and objectives for each instructional module. These module outcomes and objectives are mapped to the program outcomes and objectives. Formative methods of evaluation are incorporated throughout each module of study using multiple assessment approaches appropriate to the module. In addition, there are one or more summative evaluations during each module.

The M.D. Program Curriculum Committee compiles student performance information from examinations, USMLE exam results, NBME subject or shelf exam results and faculty and student evaluations and uses this information to assess the curriculum. The assessment reviews learning

outcomes and measures student performance on the outcomes on an annual basis, and the M.D. Program Curriculum Committee uses this information to improve the program. Another important tool that is helpful in curricular decision-making is the AAMC Graduation Questionnaire, a questionnaire for all graduating M.D. students in the United States. Results will be used to assess particular courses and the M.D. Program in general.

The following indicators will be used to determine educational program effectiveness:

- Results of USMLE or other national examinations
- Student scores on internally developed examinations
- Performance-based assessment of clinical skills (e.g., OSCEs)
- Student responses on AAMC Medical School Graduation Questionnaire
- Student evaluation of modules and clerkships
- Student advancement and graduation rates
- NRMP results
- Specialty choice of graduates
- Assessment of residency performance of graduates
- Licensure rates of graduates
- Specialty certification rates
- Practice location of graduates
- Practice type of graduates
- Other (College of Medicine Program Assessment Measures)

Abbreviations

The following is a list of abbreviations used in the College of Medicine M.D. Program *Bulletin*:

AAMC – Association of American Medical Colleges
AMCAS – American Medical College Application Service
COM – College of Medicine
ERAS – Electronic Residency Application Service
FERPA – Family Educational Rights and Privacy Act
LCME – Liaison Committee on Medical Education
MCAT – Medical College Admission Test
MSAC – Medical Student Admissions Committee
NBME – National Board of Medical Examiners
NRMP – National Resident Matching Program
SEPC – Student Evaluation and Promotion Committee
SPCC – Student Professional Conduct Council
UCF – University of Central Florida
USMLE – United States Medical Licensing Examination