



College of Medicine

STUDENT VIEWBOOK 2017-18





..... WELCOME TO THE

University of Central Florida

It is my belief that every medical student comes to medical school with a dream for the future. At UCF, we help each student build that dream from day one. We seek students with a pioneering spirit—a real sense of curiosity and inquiry—who wish to make a difference in the lives of others. The power to make a difference and effect change lies in those who have passion, compassion, and ambition. These are individuals who are driven to be part of something greater than themselves.

This spirit describes our faculty and our culture at UCF. With the teaching experience of our faculty, the wisdom of our community leaders, and our students' inquisitive minds, we offer an innovative program that promises to be a model for medical education in the 21st century. We invite you to explore and see why the UCF College of Medicine is like no other—the place to build your dream.



Deborah C. German, M.D.

Vice President for Medical Affairs
Founding Dean, UCF College of Medicine





What *makes* us different

Our College of Medicine takes an entirely new approach to learning by encouraging you to pursue your passions in medical school, rather than waiting until you graduate. By working closely with faculty members, community partners, patients, physicians and scientists in an atmosphere of innovation and inquisitiveness, you will have opportunities most medical students wait years to experience.

You'll create new scientific knowledge through our two-year Focused Inquiry and Research Experience (FIRE). You'll learn how your cultural beliefs and your patients' impact care. You'll bring together basic and clinical science from the first days of medical school. This integrated curriculum is designed to teach today's learners in an engaging, meaningful way that prepares you for a career of life-long learning. And this integrated approach has proven results. While the UCF College of Medicine is young, our first classes have outscored most other medical students on the USMLE Step 1 and 2 exams, and our graduates have matched into top, competitive programs across the community, state and nation.

Our curriculum and our teaching methods are fresh. We know how you learn is just as important as what you learn. We breathe curiosity into our approach. Classes include live patient interaction early on and often, clinical cases throughout, organ-based instructional modules, interactive lectures and labs, small groups and individualized research and study.

Your College of Medicine

- The College of Medicine was granted full accreditation in February 2013 by the Liaison Committee on Medical Education, which accredits all medical schools in the United States and Canada.
- 99.1% match rate for M.D. program graduates; selected areas of specialty for include primary care, emergency medicine, diagnostic radiology, pediatrics, obstetrics-gynecology, surgery and psychiatry.
- The college's Burnett School of Biomedical Sciences conducts cutting-edge medical research focusing on global health concerns — cancer, cardiovascular, neurodegenerative, and infectious diseases.

Medical City World-Class Partners

The Life Sciences cluster includes:

- UCF Health Sciences Campus at Lake Nona—home to the College of Medicine and Burnett Biomedical Sciences buildings
- Sanford-Burnham Prebys Medical Discovery Institute
- Nemours Children's Hospital
- Orlando VA Medical Center
- University of Florida research facility
- Veterans Hospital Administration SimLEARN National Simulation Center

College Facts

College of Medicine Research Funding

FY 2016	\$ 9.03 million
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UCF Endowment Assets

As of June 30, 2016	\$146.9 million
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Degree Programs Enrollment (Fall 2016)

Biomedical Sciences (B.S./M.S.)	2,641/15
Biomedical Sciences (Ph.D.)	54
Biotechnology (B.S./M.S.)	165/45
Medical Laboratory Sciences (B.S.)	127
Medicine (M.D.)	479

UCF Enrollment (Fall 2016)

TOTAL:	64,318
Undergraduate:	55,773
Graduate:	8,066
Medical Professional:	479

Your Partners in Learning

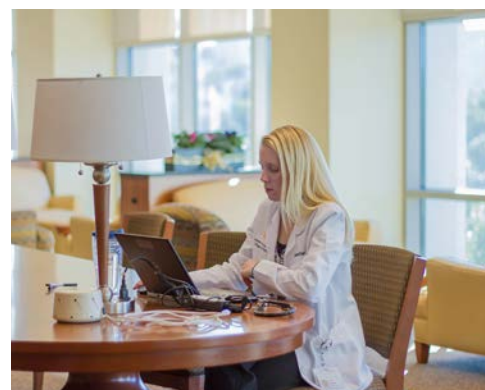
The College of Medicine's Office of Student Academic Support Services (SASS) offers a variety of resources to help students learn as efficiently and effectively as possible as they adapt their study skills, test taking strategies and lifestyle habits to the demands of medical school.

The pace of the medical school curriculum can be challenging for many, therefore SASS provides support, assistance and resources to deal with those challenges. Zoe Brown-Weissmann, Director, and Allison Kommer, Assistant Director, help students create individual study and personal life schedules. They also create a personalized process for preparing students for the USMLE Step 1 and Step 2 licensure exams. In addition, they provide assistance in managing test anxiety and learning

differences. Furthermore, the SASS office coordinates a peer coaching program which is available to all students who request this resource, and sponsors health and wellness initiatives.

SASS's goal is to develop doctors who are life-long learners.

"Our job is to help students identify how they learn and study best," said Brown-Weissmann. "We also encourage all students to incorporate wellness into their daily lives and stress the importance of sleep and a healthy lifestyle. It is so exciting to be part of a brand new medical school and work with such dedicated and passionate students."



A Place Where Diversity Shines

Diversity and inclusion are cornerstone values at the UCF College of Medicine. We work together with our communities to promote collaboration, cross-cultural understanding and address healthcare disparities. As our nation becomes more diverse at all levels – national, state and local – we are committed to training new types of physicians and scientists, who better understand, connect and represent the communities they serve.

To do that, our program includes service learning, the use of diverse standardized patients in Clinical skills training, and the longitudinal curricular theme (LCT) of "Culture, Health and Society" that is interwoven throughout the four-year curriculum. LCTs are relevant, interdisciplinary topics that are designed to encompass the skills and attributes that will make the College of Medicine student an excellent physician. The "Culture, Health and Society" LCT is based on the idea that to deliver high-

quality healthcare, a physician needs a deeper understanding of the sociocultural background of patients, their families, and the environments in which they live. They must also develop a keener understanding of their own backgrounds and beliefs to serve others.

The college's Council for Diversity and Inclusion (CDI) provides ongoing programs and support to encourage greater communication and engagement in an ever changing world. CDI Lunch & Learn events have been very popular, with discussions on topics such as gender identity, inclusive mentoring and generational differences. The college also has a Diversity Champion program for students, faculty and staff who have shown a structured commitment to inclusion.

Faculty & Students

We'll get to know one another

With our interactive classes you will work closely with our faculty. Our team is comprised of visionaries and motivated mentors from all aspects of medicine who have come here from across the nation. We will share the wealth of our experiences and accomplishments with you. We are eager to get to know you and to guide you in reaching your goals.



Student Body **Information**

CLASS OF 2020 DEMOGRAPHICS

5,102	Verified applicants
424	Interviewed
120	Accepted
88	Florida Residents
32	Non-Florida Residents
3.65	Science GPA
3.69	Total GPA (Rng 3.0-4.0)
32.5/511	MCAT (Rng 26-38/501-523)
57	Female
63	Male

M.D. PROGRAM CLASS OF 2020 CULTURAL DIVERSITY

21	Asian: India(16), Pakistan(5), Bangladesh(1), Russia(1)
12	Black/Mexican American/American Indian
11	Far East Asia/Pacific Island: Korea(5), China(1), Vietnam(2), Philippines(1), Taiwan(1), Thailand(1)
10	Central/South America/Caribbean: Cuba(1), Mexico(2), Puerto Rico(4), Brazil(1), Colombia (1), Guatemala(1), Jamaica(1), Nicaragua(1), Trinidad and Tobago (1), Jamaica (1)
7	Europe/Eastern Europe: Finland(2), France(1), Greece(1), Italy(1), Sweden(1)
7	Middle East/Africa: Iran(1), Jordan(1), South Africa(1)



Take Back *Your* Air

Tax-free shoppers received medical advice on their breathing difficulties at the “Take Back Your Air” screening on August 6 organized by med students and faculty. Adult and child shoppers received free screenings for asthma, a disease that impacts an estimated 26 million Americans.

..... Exceptional *Student* Development



Delivering Babies With Robot Mom

On February 20th, third-year medical student Karen Lu delivered her first baby.

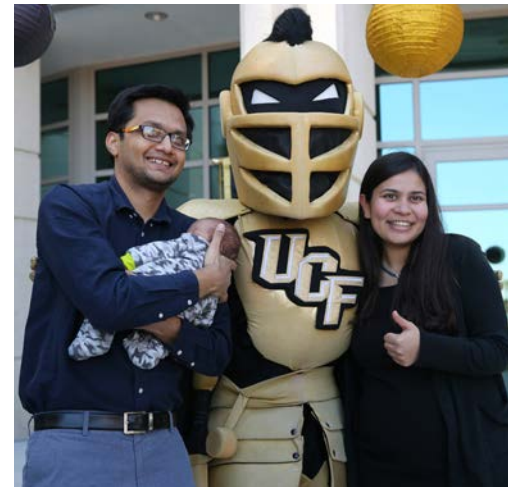
Lu’s patient wasn’t a human mom – but Victoria – a life-sized medical mannequin used to train healthcare workers and students on delivering babies. Victoria is pregnant, has contractions, and gives birth to a crying baby – another tiny lifelike mannequin. The mannequin blinks, breathes, screams in pain, even bleeds and has all parts of the anatomy needed to give birth.



Igniting A Passion For Discovery

All UCF medical students complete a two-year research project as part of the Focused Inquiry and Research Experience (FIRE) module, an opportunity to encourage a “spirit of inquiry” in young physicians.

Recent presented research included: Can a mobile phone app help adolescent girls suffering from polycystic ovarian syndrome live a healthy lifestyle? How does sleep interruption affect children staying in the hospital? Can an educational program help doctors feel more comfortable treating transgender patients? Do lupus patients have confidence in alternative medicine?



100 Percent Match Rate

Class of 2017 graduates had a 100 percent match rate – higher than the national average of 94.3 percent.

The medical school held Match Day outdoors on the Tavistock Green, which was decorated with black and gold lanterns. Students made small hot air balloons that held a sealed match envelope in each basket. With family, friends, children and even dogs surrounding them, students opened their envelopes and screamed, whooped, cheered and cried as they found out where they matched for residency.

In Florida, UCF students matched at locations such as Johns Hopkins All Children's Hospital in St. Petersburg, Orlando Health,

Shands Hospital at the University of Florida and the University of South Florida. Nationwide, they are going to programs such as Baylor, Brown, Harvard, Mayo Clinic, Stanford, Vanderbilt and Yale.

Margaret Capobianco and Melanie Weinstein are the first same-sex couple at the medical school to couples match. They're going to Indiana University, Capobianco in OB-GYN and Weinstein in pediatrics. "We have had nothing but love, support and encouragement from all of our classmates so it has been a really fantastic experience for us," said Capobianco. "I think it has also emboldened us and made us confident to go into this next chapter of our lives."

2017 RESIDENCY MATCH RESULTS

Residency Match Specialties

ANESTHESIOLOGY (7)	NEUROLOGICAL SURG (1)	PEDIATRICS (10)	SURG-VASCULAR(2)
DERMATOLOGY (6)	NEUROLOGY (2)	PSYCHIATRY (5)	SURG-PLASTIC (1)
EMERGENCY MEDICINE (10)	OB-GYN (12)	RADIOLOGY - DIAG (9)	SURG-ORTHO (5)
FAMILY MEDICINE (3)	OPHTHALMOLOGY (4)	RADIOLOGY - ONC (1)	
INTERNAL MEDICINE (18)	OTOLARYNGOLOGY (1)	SURGERY - GENERAL (6)	
MEDICINE - PRELIM (5)	PATHOLOGY (3)	UROLOGY (4)	

Residency Match Programs

Alaska: Providence Hospital (1)

Alabama: University of Alabama Medical Center (4)

Arizona: University of Arizona COM (2)

California: Harbor-UCLA Med Center (2); Kaiser Permanente-Oakland (1); Kaiser Permanente—San Diego (1); Loma Linda (1); Stanford University Progs (1); USC (1); UC Davis (1); UC San Diego (4)

Colorado: University of Colorado SOM-Denver (1); UC SOM (1)

Connecticut: Yale-New Haven (2)

Florida: Halifax Med Center (1); Johns Hopkins All Children's (1); Mt Sinai Miami (1); N. Florida Emergency Med (1); Orlando Health (5); UF COM-Jacksonville (1); UF Shands (6); U South Fla Morsani (8); UCF COM (1)

Georgia: Emory SOM (1); Memorial Health (2)

Illinois: Loyola University Med (1); Northwestern McGaw (1); Rush (2); University of Chicago (2)

Indiana: Indiana University (2)

Louisiana: LSUHSC-Shreveport (1); Tulane University (1)

Massachusetts: Beth Israel Deaconess Med Center (1)

Michigan: Kresge Eye Institute (1); U Michigan Hospital (1); William Beaumont Hospital (1)

Minnesota: Mayo Clinic School of Grad Med Education (4)

Missouri: Barnes-Jewish Hospital (1); University of Missouri (1)

North Carolina: Carolinas Medical Center (2); Vidant Med Center/E Carolina (1)

New Hampshire: Dartmouth-Hitchcock Med Center (1)

New York: Hofstra Northwell SO- Cohen Children's (1); Brooklyn Hospital (1); Hofstra Northwell SOM- Lenox Hill (1); Icahn SOM Mount Sinai (2); Icahn SOM Beth Israel (1); Icahn SOM St Luke's-Roosevelt (1); Jacobi Med/Einstein (1); Montefiore Med/Einstein (3); U Rochester/Strong Memorial (1)

Ohio: U Cincinnati (1)

Oklahoma: University of Oklahoma COM (2)

Oregon: Oregon Health Systems-Portland (2)

Pennsylvania: Penn State Hersey (1); UPMC Med Edu (1)

Rhode Island: Rhode Island Hospital/Brown University (1); Brown U/Women's and Infants (1)

South Carolina: Medical University of SC (1); Greenville Health Sys/U S. Carolina (1); Storm Eye Institute/ Med U of S. Carolina (1)

Tennessee: E Tennessee St University (1); U Tennessee COM-Memphis (1); Vanderbilt (3)

Texas: Baylor COM—Houston (2); Baylor-Scott & White (1); Texas Tech-Amarillo (1); U Texas Med- Houston (1); U Texas- Southwestern (1)

Utah: U Utah (1)

Washington: Madigan Army Med (1); U Wash (1)

Wisconsin: Med College Wisconsin (1)

West Virginia: West Virginia University SOM (1)

ORLANDO

..... The city *beautiful*.

The UCF College of Medicine is located in Orlando, one of the world's premier visitor destinations with theme parks, professional sports teams, recreation beaches and the arts.

Millions of people from across the globe come each year to our community to visit Walt Disney World, Universal Orlando, SeaWorld and Kennedy Space Center. Our city is also centrally located between both Florida Coasts, so a short drive lets you enjoy the sunset on the Gulf of Mexico or a drive along Daytona

Beach. Year-round beautiful weather means plenty of time for golf, nature trails, boating and fishing.

We have a new pro soccer team, a refurbished NASCAR raceway and a new performing arts center in downtown Orlando that are drawing rave reviews. And we're easy to access. The medical school is just minutes from Orlando International Airport.

PROFESSIONAL SPORTS TEAMS



DR. PHILLIPS CENTER



LAKE EOLA - DOWNTOWN



LAKE NONA HOUSING



UCF COLLEGE OF MEDICINE

LAKE NONA

..... • The city *beautiful's* Medical City. •

The UCF College of Medicine is located in an emerging Medical City just minutes from Orlando International Airport. Our M.D. students are part of a growing biosciences cluster that includes medical education, research and patient care.

Our neighbors include UCF's own Burnett School of Biomedical Sciences, Nemours Children's Hospital and the new Orlando VA Medical Center and the new VHA SimLEARN National

Simulation Center.

Medical City is also growing in terms of housing and retail. Lake Nona's Town Center is open; housing construction is booming; and we just opened our second location of UCF Health, our physician practice, down the road. This year USTA opened a "New Home for American Tennis" in our community.



LAKE NONA TOWN CENTER

Community Partnerships

Our Partners

UCF medical students train in multiple locations across Orlando and Florida, giving them diverse experiences in patient populations, healthcare policies, electronic health records and cultures.

Thanks to a partnership with the VA, every medical student spends time during their training caring for the nation's heroes. Orlando's two major hospital systems – Florida Hospital and Orlando Health – are community partners, providing clerkship sites and volunteer and affiliated faculty. Hospital Corporation of America's Osceola Regional Medical Center gives students experience in one of the state's fastest-growing and most diverse communities. The Orlando VA Medical Center and Nemours Children's Hospital are the med school's neighbors in Lake Nona. The medical school has additional partnerships in the community and state that give students a well-rounded clinical experience during their training.

OUR COMMUNITY PARTNERS



PHOTO: TAVISTOCK/LAKE NONA



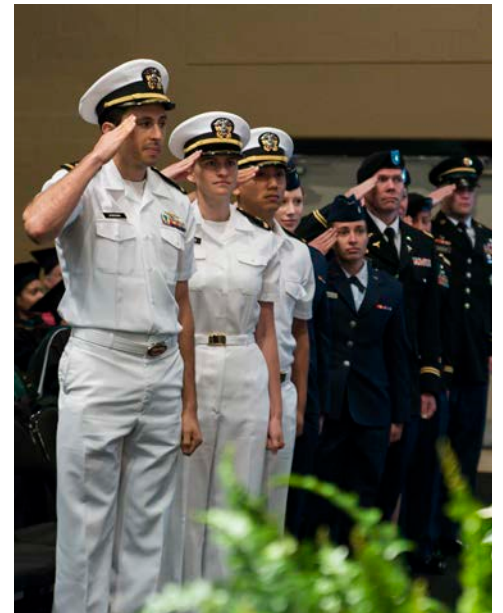
113 New Physician Knights

Twenty-six of Prisca Takundwa's family members traveled worldwide to see her become a physician on May 19th, 2017, an accomplishment a med school adviser called "a credit to her tenacity and pushing herself forward no matter what life threw at her."

Takundwa was one of 113 UCF medical students – poets, engineers, painters and microbiologists — who received their M.D. degrees in the young medical school's fifth graduation. The Class of 2017 was the UCF College of Medicine's first class at full enrollment of 120 students and with their commencement, the medical school has now sent 376 Physician Knights into the world.

Takundwa will train in pediatrics at Yale. Family members, ranging in age from 3 to 78, traveled from her native Zimbabwe, South Africa, the United Kingdom and New Hampshire to attend her graduation and honor her journey through medical school.

Her younger sister was injured in a car accident during her first year at the College of Medicine. Her mother died the same year. Her father had perished before that. Takundwa left Zimbabwe to pursue her dreams, did graduate work in England and struggled to afford medical school. "It's been a series of hurdles to get over," she said, "so it's incredibly special to have my family and friends here. This degree means way more to me because it took me a while to get here. I am especially remembering my parents who couldn't be here for this moment."



A Helping Hand

The College of Medicine gives back to the Community.

Service learning is a big part of the UCF medical school curriculum as students care for and support people across our communities. Each year students and faculty show their passion for health and community service by providing health screenings at the annual Zora Neale Hurston festival. The event honors Hurston, an author, anthropologist and activist and her hometown of Eatonville FL, the oldest incorporated African-American municipality in the United States. Many Eatonville residents are underserved and the medical school does health screenings including vision, blood sugar, blood pressure, height, weight and BMI.

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Caring For Kids

A hospital is no place to spend your childhood. To help ease the strain of pediatric patients at the Nemours Children's Hospital in Lake Nona, the College of Medicine's Pediatric Interest Group (PIG) holds monthly craft, art and play days to give young patients time to be just kids.

Whether it's building a tower of wooden blocks, making feather headbands for Thanksgiving or Xbox battles, students participating say they get just as much out of the play as the children do.



KNIGHTS Clinic Honored By Clinton Foundation

The student-run free KNIGHTS Clinic received an inaugural innovation award from former President Bill Clinton at the Clinton Foundation's Health Matters Activation Summit in Little Rock, AR in April.

The Innovation Award for Health Care Provider Training and Education recognizes health professional training programs that promote new ways to address obesity. The honor, a joint initiative of the Alliance for a Healthier Generation, American College of Sports Medicine and Bipartisan Policy Center, is aimed at inspiring more schools to strengthen and promote training programs that tackle obesity, related chronic diseases and physical inactivity.



Interprofessional Care Serves Local Farmworkers

Another UCF collaboration that provides free healthcare to uninsured farmworkers in Apopka received an inaugural national award from the U.S. Public Health Service and Interprofessional Education Collaborative.

The two organizations selected UCF as the recipient of their first Public Health Excellence in Interprofessional Education Collaboration Award that honors interdisciplinary healthcare teams that significantly impact the community they serve.

Since 2016, students and faculty from UCF's medical, nursing, physical therapy and social work schools and the University of Florida's pharmacy school have worked together to provide free care in internal medicine, pediatrics, OB-GYN, dermatology, ophthalmology and occupational medicine. At each of the four clinics held so far, the team has treated between 40 and 80 patients ranging from 2 months to more than 70 years in a makeshift clinic at the Farmworker Association of Florida office in Apopka.

National officials said they selected UCF's program because it exemplified excellence in teamwork to serve a medically underserved community. "Interprofessional health care practice is achievable and it works," said Dr. Richard W. Valachovic, president of IPEC and president and CEO of the American Dental Education Association. "We applaud the students and faculty of the University of Central Florida... for showing that if we educate health professionals together, patients and the entire health care system benefit."

Dr. Judy Simms-Cendan, director of international experiences, and associate professor of obstetrics and gynecology at the College of Medicine, helped organize the farmworker clinics after leading medical mission trips to the Dominican Republic for the last several years.

"It was a great teaching opportunity and a really rich environment to learn in for all the students involved," Dr. Simms-Cendan said of the Apopka effort.





Comprehensive Curriculum

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 process and treatment.

Clinical experiences occur throughout the first two years in the Community of Practice aspect of the Practice of Medicine modules. These experiences consist of students training with community preceptors in a variety of settings including primary care, acute care and chronic care facilities.

An exciting component of the curriculum at UCF is best described by the dean as “fostering our spirit of inquiry!” This Focused Inquiry and Research Experience (FIRE) module continues throughout the first two years.

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.

Overall, the four-year curriculum at UCF is designed to 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 life-long learning.

Year One

- Cellular Function and Medical Genetics
- Structure and Function
- Health and Disease
- Psychosocial Issues in Healthcare
- Hematology and Oncology
- Practice of Medicine I (throughout Year 1)
- Focused Inquiry and Research Experience I (throughout Year 1)

Year Three

Following an orientation to the third year, students rotate through a set of required Core Clerkships in Internal and Family Medicine, Neurology, Obstetrics and Gynecology, Pediatrics, Psychiatry and Surgery. As part of the 12-week Surgery rotation, students have the opportunity to choose from a variety of surgical and other selective experiences in addition to six weeks of General Surgery. The third year culminates with a one-week capstone experience.

Year Two

- Cardiovascular and Pulmonary Systems
- Endocrine and Reproductive Systems
- Gastrointestinal and Renal Systems
- Skin and Musculoskeletal Systems
- Brain and Behavior
- Practice of Medicine II (throughout year 2)
- Focused Inquiry and Research Experience II (throughout year 2)

Year Four

The fourth year is divided into eleven 4-week blocks: a required Acting Internship, a required Emergency Medicine selective, and six 4-week electives, four of which can be taken at other institutions. The remaining 4-week blocks can be used for additional electives, research, independent study, or residency interviews. Students finish the fourth year with a 1-week capstone experience to prepare for residency training; this includes a “hands-on” Boot Camp experience in their selected specialty.



Joint M.D. Degree Programs

UCF's College of Medicine offers a variety of joint degree programs for students interested in an expanded training experience. In addition to medicine, the joint programs offer experiences in biomedical research as well as business and hospitality.

The M.D./Ph.D. degree trains students wishing to become "physician-scientists." It begins with the current first two years of the M.D. curriculum, followed by three to four years of intensive research training under the medical school's Burnett School of Biomedical Science's Ph.D. program, including writing and defending a dissertation. Then the student begins two years of clerkship rotations at hospitals and clinics.

M.D./Ph.D. candidates will take courses in research and do Burnett School lab rotations in place of the M.D. program's two-year Focused Inquiry and Research Experience (FIRE). UCF's candidates earn doctorates in biomedical sciences through

the M.D./Ph.D. track in the existing Interdisciplinary Biomedical Sciences Ph.D. Program.

The medical school also offers an M.D./Master of Science in Hospitality program built on the strength of UCF's Rosen College of Hospitality Management to provide students with the customer-service skills to bring hospitality to today's medical industry. The college's M.D./M.B.A. program equips participants with the analytical tools, problem-solving and decision-making skills to succeed in today's competitive, ever-changing medical field.

The UCF College of Medicine and College of Engineering offer a combined M.D./Master of Science in Biomedical Engineering (MD/MSBME) to students with engineering background and interest in the field. The combined program is five years in duration. M.D. program students complete the requirements for the Master's degree in the third year with the FIRE project expanded to satisfy the requirements of their thesis work.



ACADEMIC REQUIREMENTS

Required Course Work

These are minimum requirements that should be taken in residence (not on-line) from a regionally accredited college or university in the United States. Exceptions to the requirements are permitted on a case by case basis; upper-level courses in the same department may be substituted for the requirements if they show mastery of the required content.

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

Courses recommended but not required:

Biochemistry*, Genetics, Cell Biology, Statistics, Comparative Anatomy, and Calculus. Course work in humanities, natural sciences, or communications arts is also encouraged.

All majors are eligible to apply for admissions to the M.D. Program as long as the minimum academic requirements are met. Non-science majors are encouraged to take as many science courses as possible.

* *Biochemistry (with lab) may be substituted for the second semester of Organic Chemistry.*

** *Writing Intensive courses may be substituted for English on a case by case basis.*

APPLICATION REQUIREMENTS

Interview Selection Requirements

Each applicant must demonstrate strong academic skills, a motivation for medicine, history of research, and compassion for others. To be competitive for interview selection, an application should include the following:

- **Minimum undergraduate GPA 3.0**
- **Minimum Science (Biology, Chemistry, Physics, Math) GPA 3.0**
- **Minimum old MCAT 24, minimum new MCAT 500 (best single test, 2015, 2016, 2017)**
- Meaningful and consistent medical clinical activities
- Consistent service to the community
- Physician shadowing
- Teamwork and leadership skills
- Basic science research (optional)
- Demonstrated high level excellence in an activity or area of interest (i.e. sports, research, or other endeavors)

APPLICATION PROCESS

Application Deadlines

American Medical College Application Service (AMCAS)
Application Completion Deadline **November 15**

Supplemental Application Completion Deadline **December 15**

AMCAS Application

Applicants must complete an application through the online American Medical College Application Service (AMCAS) at aamc.org. AMCAS is the national application service that processes applications for M.D. programs. Through AMCAS, an applicant may apply to most M.D. programs by completing one application and paying the appropriate fees. AMCAS provides the school with applicant information immediately upon completion of the AMCAS transcript verification process.

The AMCAS application period begins in late May and terminates on or before December 1 prior to the year in which the applicant anticipates enrollment. The AMCAS application deadline is the date when students must submit the application, all fees, and associated data to AMCAS.

Supplemental Application

The admissions office will briefly review the AMCAS application to verify that it meets or exceeds the minimum GPA and MCAT scores, as well as citizenship requirements. Each qualified applicant will receive an e-mail inviting him or her to complete the supplemental application.

For an application that has been verified by AMCAS and meets minimum GPA and citizenship requirements, but does not yet include an MCAT score, the Admissions Committee can, at their discretion, send an invitation to complete the Supplemental Application if the MCAT exam is scheduled by December 31st that application year.

Supplemental Application Fee

Our supplemental Application Fee is \$30 or AMCAS Fee Assistance Program (FAP) Waiver Documents.

Letters of Recommendation (LOR)

Traditional Applicant—Applicants who will be entering the M.D. program directly from a bachelor's degree program with less than a one-year break.

- Three individual faculty letters—two letters from basic science faculty, and one from a non-science faculty member, or one pre-med/pre-professional composite committee letter
- Two character letters—these letters should be from those who can tell us about “who” you are. Authors may be your supervisor, friend, neighbor, someone you have volunteered with or shadowed, someone from an organization or club that you belong to, clergy, etc. One of these two letters may be from an academic peer

Non-traditional Applicant—Applicants who have been away from academics for at least one year after obtaining the initial bachelor's degree.

- Three individual faculty letters from the most recent degree program, if feasible. If an applicant has been away from academics for a few years, they may substitute three upper-level supervisor letters for the three faculty letters
- Two character letters—same as for traditional applicants

Completed File

It is the responsibility of each applicant to meet established deadlines and to monitor the status of his or her AMCAS and UCF COM applications. The admissions office will send an e-mail to each applicant upon completion of their file. Applicants will not be considered for an interview until all required information has been received and their file has been completed.

Components of a completed application:

- Verified AMCAS Application
- Submitted COM Supplemental Application Form
- Designated LORS provided by AMCAS only
- Paid application fee or AMCAS Fee Waiver Verification
- Uploaded passport-style photo (requested, but not required)
- Optional information provided by the applicant such as:
 - Letters providing updated or amplifying information
 - Recent grade sheets or unofficial transcript sent via email are acceptable

INTERVIEW PROCESS

Initial Screening of Applicants

The UCF COM M.D. Program Admissions Office will begin to communicate with applicants upon receipt of a verified AMCAS application. Each qualified applicant will receive an email inviting him or her to complete the supplemental application. Completed applications that meet all requirements will be fully reviewed and considered for an interview.

Interview Selection

Applicants selected for an interview, in addition to being academically talented, must demonstrate the desire to pursue medicine. Those selected for an interview are contacted by telephone and e-mail by the COM Admissions Office to schedule an interview.

Interview Day

Once the applicants have selected an interview date, the admissions office will confirm the date of the interview by e-mail. This e-mail provides additional information that includes an agenda and information regarding overnight stay, local travel, parking, and other details to enhance the applicant's visit.

The actual interview day is a seven-hour visit and includes:

- A tour of the medical school facility
- Multiple opportunities for applicants to interact with medical students
- A tour of one Clinical Medical Facility where M.D. students receive clinical experience
- An overview of the curriculum, facilities, and student support
- Two individual interviews with faculty or senior students
- A visit with the COM Dean
- A visit with the COM Student Financial Services Director
- Information regarding our commitment to a diverse class and working environment
- The admissions committee decision process and timelines for making offers of acceptance, placing on wait list, non-acceptance, and future communication and assistance

MORE INFORMATION

State Residency

The COM M.D. Program Admissions Office evaluates completed applications from residents and non-residents of the state of Florida. Qualified applicants will be considered for an interview regardless of their state of residency.

ACCEPTANCE STATUS

When the Medical Student Admissions Committee (MSAC) makes a final decision regarding an interviewed applicant, the admissions office will contact that applicant by telephone to inform him or her of the committee's decision as follows:

- **Accepted**—A package is mailed and emailed to accepted applicants on the day following the MSAC decision. All offers of acceptance are provisional and may be rescinded if the applicant does not respond to the acceptance offer or maintain academic standards prior to enrollment, provides inaccuracies or misrepresentations on the application documents, has an unacceptable report based on the AAMC Criminal Background Check or AAMC Investigation Report, or if there is any other reason deemed appropriate by the COM.
- **Not Accepted**—A notification is sent to each applicant as necessary. Upon request, the admissions office will counsel the applicant to help him or her understand how to increase his or her competitiveness for a future application.
- **Wait List**—While on the wait list, prospective students will be contacted by the admissions office periodically to provide an update on their status and possible outcome. The applicant will be informed immediately upon change of admission status.

Acceptance Package

The acceptance package will include the acceptance letter and a combined response form. We request that the combined response form and state residency affidavit be returned to the admissions office within two weeks of the date of the acceptance letter. The combined response form will include information regarding:

- Acceptance or declination of the offered seat
- Review of AMCAS-supported Criminal Background Check requirement
- Review of technical standards and the chance to respond if an accommodation is needed
- Review and submit the state residency classification form
- Information regarding submission of final transcripts

If the response form is not received from the applicant, the admissions office will make every effort to contact the applicant to determine his or her intent. Non-receipt of the response form within a reasonable time will be grounds for cancellation of the offer of acceptance at the discretion of the director of admissions.

Criminal Background Checks

A Criminal Background Check (CBC) is initiated via AMCAS when an applicant is admitted to a program (beginning in January of the year that the applicant plans to enroll). As additional institutions offer acceptance to that applicant, those schools are also provided access to the result of the original CBC. Each M.D. program develops its own criteria for continuing an offer of acceptance based on information received.

International Applicants

Only U.S. citizens or Permanent Resident Aliens with a Green Card in their possession or Asylees as classified by INS may apply.

Transfer Admissions

The M.D. program is currently not accepting applications for advanced standing or transfer.

Standards *for* Admission, Progression, & Graduation



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The COM 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.

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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.

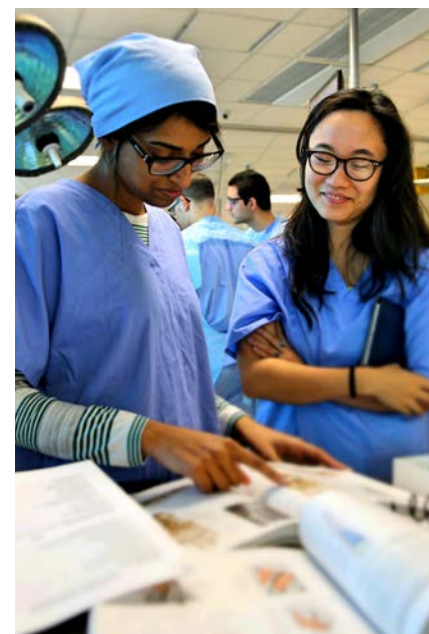
Reasonable accommodation in achievement of the standards is defined under federal statutes applied to individuals with disabilities. Such accommodations are intended to support the successful completion of all components of the M.D. degree. The technical standards for the M.D. degree are applied in concert with other policies of the university, including academic policies, academic standards established by the faculty, and student conduct policies. The technical standards include the following principles and understandings:

- The M.D. program at the COM supports a broad, undifferentiated degree attesting to the acquisition of general knowledge in all fields of medicine and the basic skills requisite for the practice of medicine.
- The guidelines for admission as set forth by LCME must continue to govern the decisions of medical school faculties.
- The medical education process, which focuses on the safety and well-being of patients, differs markedly from postsecondary education in fields outside the health sciences.

- The primary responsibility for the selection of students and the content of the curriculum rests with the medical school and its faculty.
- All candidates in the M.D. program must possess the physical, cognitive, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty.
- Candidates who meet the academic criteria and who demonstrate the ability to meet the technical standards listed in this document are eligible for consideration for admission, progression, and graduation.

Admission to the COM is conditional based on the ability to meet these technical standards, with or without reasonable accommodation. Candidates are asked to certify that they are able to meet the technical standards of the program.

Individuals with questions regarding technical standards are encouraged to contact the COM Associate Dean for Students. UCF Student Accessibility Services provides strategies to candidates with disabilities. Case-by-case consideration of alternate styles of achievement are applied to candidates in advanced stages of screening for admission and those who are enrolled.



Standards *in* Five Areas Must Be Met *by* All Candidates:

OBSERVATION, COMMUNICATION, MOTOR FUNCTION, COGNITION, AND PROFESSIONALISM

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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
- integrate findings based on these observations and to develop an appropriate diagnostic and treatment plan

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
- 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.

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
- participate effectively in physically taxing duties over long hours and complete timed demonstrations of skills

Cognition

Candidates must have sufficient cognitive abilities and effective learning techniques to assimilate the detailed and complex information presented in the medical curriculum.

Candidates 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
- remain fully alert and attentive at all times in clinical settings

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

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.

Early Decision Program

The Early Decision Program (EDP) is for highly motivated, capable, and passionate applicants who have demonstrated excellence in academics. Applicants should only be applying to this institution with full intentions of attending if accepted. EDP is only available to undergraduates who have achieved a cumulative overall and science GPA of 3.8 or better and at least a 32 old MCAT or a 512 new MCAT (Est.) or better on the MCAT with no score below an eight in any single category.

EDP Timeline

- AMCAS verified by August 1
- All supplemental materials to the COM Admissions Office by August 15
- Interviews to be conducted in the month of September
- Notifications of outcome by October 1

Applicants not accepted under EDP will be given consideration for admissions during the regular admissions cycle and will also be eligible to apply to any other medical school desired.

For detailed information about EDP and all application requirements, please visit the admissions website.

Financial Services

The COM Office of Student Financial Services assists M.D. students in obtaining resources to fund their educational expenses while attending the medical school. The office provides financial aid process and program counseling, as well as budgeting and money management counseling. Financial aid programs consist of institutional scholarships, institutional need-based grants, Stafford loans, outside/private scholarships, and GradPLUS loans.

To apply for financial aid, please complete the Free Application for Federal Student Aid (FAFSA) at **fafsa.ed.gov** as soon after October 1 as possible. The Title IV code for UCFCOM is **003954**.

For more detailed information regarding financial aid and counseling, please call **407.266.1381**, you may also e-mail **medfinaid@ucf.edu**.

ESTIMATED COST OF ATTENDANCE FOR 2017-2018 *

TRADITIONAL STUDENT	FL RESIDENT	NON-FL
Tuition & Fees	\$29,680	\$56,554
Books & Supplies	\$1,363	\$1,363
Room & Board	\$14,150	\$14,150
Disability Insurance	\$55	\$55
Health Insurance	\$2,195	\$2,195
Personal Expenses	\$4,345	\$4,345
Transportation	\$2,752	\$2,752
TOTAL:	\$54,540	\$81,414

* EXPECT TUITION TO INCREASE BY APPROXIMATELY 3% EACH YEAR.

Contact Admissions

Admissions Office Contact Information

E-mail: mdadmissions@ucf.edu
Website: med.ucf.edu/admissions
Telephone: 407.266.1350
Fax: 407.266.1399
Postal: UCF College of Medicine
Office of Admissions
6850 Lake Nona Boulevard, Suite 115
Orlando, FL, 32827

M.D. Program Admissions Office Staff

Director: REL Larkin
Assistant Director: Laurel Poole
Coordinator: Annette Ortiz-Rivera

Prescription *for* Success

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FRESHMAN YEAR

- ☐ Join and actively participate in a student pre-med organization while in college
- ☐ Evaluate speed reading/comprehension and test-taking skills
- ☐ Establish good study habits and begin to establish a strong GPA
- ☐ Generate a four-year academic program with your academic advisor—pay attention to scheduling courses needed for entry to medical school
- ☐ Visit your school's pre-med health advising office to learn about applying to medical programs
- ☐ If available at your school, enroll in a course that provides you with information regarding application to medical school
- ☐ Start to build a consistent history of research, medical clinical-related volunteerism, community service volunteerism, and activities that you believe in and that satisfy your interests—continue to participate throughout your undergraduate college years
- ☐ Get to know the faculty who are teaching you—let them know that you may request a letter of recommendation for medical school from them in the future
- ☐ Make productive use of your winter, spring, and summer breaks



SOPHOMORE YEAR

- ☐ Continue volunteer work, research, and clinical shadowing opportunities
- ☐ Investigate alternative career options
- ☐ Continue to visit with your academic advisor and pre-med health advising office
- ☐ Start planning to cover health professional school application costs
- ☐ Begin to research medical school requirements; attend an annual medical school forum in your area
- ☐ Begin to consider MCAT preparation methods
- ☐ Use the summer for volunteering, shadowing, research, work, classes, study abroad, and summer programs; consider visiting medical schools of high interest
- ☐ Begin putting funds aside for interview expenses



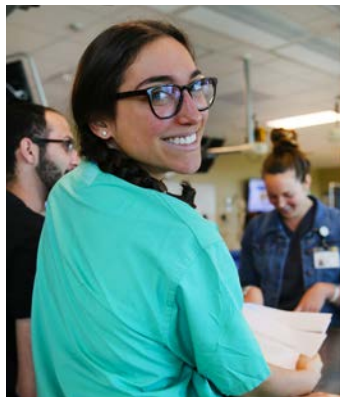
JUNIOR YEAR






- ☐ Continue to participate in research and volunteer opportunities
- ☐ Continue visits with your academic advisor and pre-med health advising office
- ☐ Prepare for MCAT (spring/summer semester)
- ☐ Complete required course work for MCAT (spring/summer semester)
- ☐ Sign up for a mock interview session if available
- ☐ Work with Pre-Health Advising Office to construct your Faculty/Committee letter of recommendation package for medical school applications (spring semester)
- ☐ Complete medical school requirements review and organize hierarchy list of schools for application; attend an annual medical school forum if not done previously (spring semester)
- ☐ Register for MCAT; take initial MCAT no later than August of the summer between your junior/senior year
- ☐ Try to find a clinical shadowing/internship experience if you have not done it yet
- ☐ Start AMCAS application (summer between junior/senior year)
- ☐ Explore medical school scholarship resources
- ☐ Use late summer to address supplementary applications, possible MCAT retake, continue volunteerism



SENIOR YEAR

- ☐ Complete supplemental applications (fall semester)
- ☐ Review and apply for scholarships to finance medical school
- ☐ Continue to excel in research and extra-curricular involvement
- ☐ Prepare to travel to interviews (September–March of senior year)
- ☐ Keep the pre-med health advising office informed of the progress of your application to each medical program (interview/accept/wait list/not accepted)
- ☐ Provide significant updates and fall semester transcripts to medical schools of interest where an interview has not yet been offered
- ☐ Prepare for reapplication process if necessary (spring semester)



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KNIGHTS Clinic

Thanks to a partnership with Orlando's Grace Medical Home, the student-run free KNIGHTS (Keeping Neighbors In Good Health Through Service) Clinic helps Orlando's uninsured receive ongoing care. Students run all facets of the clinic: They staff the front desk, make appointments, draw blood, conduct patient education and care for patients – all under the supervision of UCF faculty and volunteer physicians.

KNIGHTS has received national attention for providing integrated primary care and specialty services and for partnering with an established free clinic to expand care to the underserved. In the past year, almost 300 UCF medical students and 40 University of Florida pharmacy students have provided care at KNIGHTS along with UCF social work students. They hold bimonthly clinics at night in a medical home environment that provides ongoing, coordinated care to those who cannot afford insurance and are not eligible for other government health programs. KNIGHTS is funded by the Diebel Legacy Fund at Central Florida Foundation.



..... Join the *21st Century* Medical School

