



**College of
Medicine**

**M.D. Program Student Catalog
2025-2026
Classes of 2026 – 2027**

The University of Central Florida College of Medicine M.D. Program Student Catalog is published annually by the College of Medicine Office of Student Affairs. Information contained in this M.D. Program Student Catalog is subject to change. The most current and updated version is available online at <https://med.ucf.edu/student-affairs/registrar/md-program-student-catalog/>. Statements in this M.D. Program Student Catalog 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 Catalog

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Welcome to the College of Medicine

A Message from the Dean



Deborah C. German, M.D.
Vice President for Health 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 their individual interests. The opportunities for personal and intellectual growth are endless.

The University of Central Florida is one of the largest public universities 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. Information on board members and meetings can be found at <https://bot.ucf.edu>.

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Office of the Provost and Executive Vice President for Academic Affairs

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 Associate Provost for Contract Compliance & Administrator Support
 Vice Provost for Integrated Academic Planning and Chief of Operations for Academic Affairs
 Associate Provost of UCF Downtown and Interim Dean, College of Community Innovation and Education
 Special Assistant to the Provost for Artificial Intelligence and Director, Faculty Center for Teaching and Learning

Dr. Timothy Letzring
 Dr. Charles Reilly
 Rebeca Richards

Dr. Ross Wolf

Dr. Kevin Yee

College Deans

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 Dean, UCF Libraries
 Interim Dean, College of Sciences
 Dean, College of Engineering and Computer Science
 Vice President for Health Affairs and Dean, College of Medicine
 Dean, College of Optics and Photonics
 Dean, College of Business Administration
 Dean, Rosen College of Hospital Management
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 Dean, College of Health Professions and Sciences
 Dean, College of Nursing
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 Dr. Paul Jarley
 Dr. Cynthia Mejia
 Jeffrey Moore
 Dr. Matthew Theriot
 Dr. Sharon Tucker
 Dr. John Weishampel
 Dr. Ross Wolf

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 Health Affairs and Dean of the College of Medicine
 Principal Legal Counsel, Health Sciences Campus at Lake Nona
 Associate Dean, Academic Affairs
 Associate Dean, Access, Belonging, and Community Engagement
 Associate Dean, Faculty Affairs, Chair, Clinical Sciences
 Associate Dean, Graduate Medical Education, Designated Institutional Official (DIO)
 Associate Dean of Research and Director, Burnett School of Biomedical Sciences
 Associate Dean, Students
 Associate Dean for Veteran's Affairs, Veteran's Affairs Medical Center – Orlando
 Associate Vice President for Accreditation and Planning
 Associate Vice President of Administration and Finance, Chief Financial Officer
 Associate Vice President, Health Information Technology
 Academic Assistant Dean, Bay Pines Veteran's Affairs Healthcare System
 Academic Assistant Dean, HCA Florida North Florida Hospital
 Academic Assistant Dean, HCA Florida Ocala Hospital
 Academic Assistant Dean, HCA Florida Osceola Hospital
 Academic Assistant Dean, HCA Oviedo Medical Center
 Academic Assistant Dean, NCH Healthcare System Naples
 Academic Assistant Dean, Nemours Children's Hospital
 Academic Assistant Dean, UCF Lake Nona Hospital

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 Jeffrey LaRochelle, M.D.
 Tracy MacIntosh, M.D.
 Dr. Jane Gibson
 Stephen Cico, M.D.
 Dr. Griff Parks
 Marcy Verduin, M.D.
 Lisa Zacher, M.D.
 Dr. Basma Selim
 Danny Cavallo
 Michael Duong
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 Nick Dorsey, M.D.
 Abdo Asmar, M.D.
 Vladimir Neychev, M.D.
 Alimer Gonzalez, M.D.
 Heather Fagan, M.D.
 Steve Pierre, M.D.

Academic Assistant Dean, Veteran's Affairs Medical Center – Orlando
 Academic Assistant Dean, Veteran's Affairs Medical Center – Orlando
 Assistant Dean, Clinical Skills and Simulation
 Assistant Dean, Faculty Affairs
 Assistant Dean, Medical Education (M1 and M2)
 Assistant Dean, Medical Education (M3 and M4)
 Assistant Dean, Students
 Assistant Dean, Students
 Assistant Vice President, Communications and Marketing, Health Affairs
 Assistant Vice President, Development
 Chair, Department of Internal Medicine
 Chair, Department of Medical Education
 Chair, Department of Population Health
 Senior Administrative Officer
 Director, Academic Affairs
 Director, Admissions
 Director, Anatomical Facilities
 Director, Clinical Enterprise
 Director, Instructional Technology
 Director, Faculty Development
 Director, Finance and Accounting
 Director, Health Sciences Library
 Director, Human Resources
 Director, Knowledge Management
 Director, Medical Education Career Services
 Director, Student Academic Support Services
 Director, Student Financial Services
 Immediate Past President, College of Medicine Faculty Council
 President, College of Medicine Faculty Council
 Registrar

Jorge Martinez, M.D.
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 Alisha Corsi

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 re-accredited the UCF College of Medicine in 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, interactions with virtual patients, clinical and laboratory experiences, research, facilitator-directed small group sessions, and interactive didactic lectures. Educational experiences throughout the curriculum are designed to enhance the learning environment, emphasize student-centered learning, application, and synthesis of information, as well as foster appreciation of life-long 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. The third and fourth years of the curriculum are devoted to clinical experience through clerkships, selectives, and electives.

Clinical experiences are embedded throughout the first two years in Practice of Medicine 1 and 2 Community of Practice modules. Students work with community preceptors in a variety of settings to practice skills and to apply the concepts mastered in the integrated basic science curriculum to real patients.

As part of the approach described by the Dean as “Keep the Dream Alive!”, each student will complete a focused inquiry and research project in the Focused Inquiry and Research Experience modules. The scope of the project is limited only by the student’s imagination and may include bench or clinical research as well as studies of quality of care, hospitality in medicine, quality of life, legal aspects of medicine, and more. Students will work with a mentor to develop a project or area of study that focuses on the student’s unique interest and career plans.

Innovative simulation experiences have been designed explicitly to integrate into and reinforce the curriculum. From basic science concepts to clinical diagnoses and treatment, human patient mannequin simulators enhance and complement learning.

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 offerings such as basic science lectures, simulations, journal clubs, and conferences throughout the core clerkships.

Overall, the four-year medical curriculum at UCF is designed to fully integrate basic sciences and clinical medicine, provide students with appreciation of individual patient needs in the context of population health and the need for sensitivity in treating patients, foster professionalism in all interactions, and ignite a passion for life-long 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.

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. 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 Association of American Medical Colleges (AAMC) governing directives. The Admissions Office works in tandem with the Medical School Admissions Committee (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 well-rounded, 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 well-rounded, 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 with permanent INS documentation (Green Card) in their possession will be considered. Applicant files that are not one of these two groups will not be considered for an interview.

Admissions with Advanced Standing (Transfer)

The M.D. Program is not currently accepting Advanced Standing (Transfer) applicants.

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 November 15th 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 the 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 non-residents 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 from a regionally 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	1 Semester (with labs)
Biochemistry	1 Semester (with lab if available)
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 organic chemistry 2 (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 500 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 2026 must have taken the MCAT in 2023-2025). 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. For residency reclassification information, please see [Residency Reclassification for Tuition Purposes](#).

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 One Science Faculty Letter (Traditional Applicant)
 - Supervisor Letter Can Be Substituted (Non-Traditional Applicants)
 - o Two Supplemental Letters (i.e., Research PI, Shadowed Physician, Supervisor, etc.)
- Application Fee or AMCAS Fee Waiver Designator
- 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 Application dashboard and email 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 consideration. The M.D. Admissions Office will send an email to each applicant that did not meet minimum requirements for interview consideration.

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 and teams of College of Medicine faculty and admissions staff constantly review 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 physicians
- displayed teamwork and leadership skills
- participated in basic science research

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 their varied talents to the classroom.

Interview Process

Applicants chosen for interviews must be academically excellent and have demonstrated an interest in medicine through clinical and/or research activities. Those selected for interviews are contacted by telephone or e-mailed by the M.D. Program Admissions Office to schedule two video interviews. A confirmation e-mail will be provided prior to the video interviews, with instructions as well as an invitation to a virtual visit and a student-led Zoom call.

Once a student has participated in two Zoom-based interviews they will attend a virtual visit. The UCF COM will host virtual visits throughout the admission cycle. We will employ a mixture of Zoom sessions, panel discussions and video messages in order to provide a comprehensive experience.

The virtual visit will include:

- Multiple interactions with medical students
- Overview of the curriculum, facilities, financial aid, counseling and wellness and other student support services
- A presentation by the COM Dean and Dean of Student Affairs
- An overview of the admissions committee decision process and timelines for making offers of acceptance, placing on waitlist, non-acceptance and future communication and assistance

In-person tours will be hosted throughout the interview season and made available to all interviewed students.

Notification of Acceptance, Rejection or Wait Listing

When the MSAC has made a final decision regarding each interviewed applicant, the Director or Assistant Director of Admissions for the M.D. program makes contact shortly thereafter with each applicant via telephone to inform them of the committee decision. MSAC meetings normally occur within 18 days of the applicant's interview.

Acceptance Packages

Acceptance packages include an Acceptance Letter signed by the MSAC chair. Accepted students can either accept or decline their offer via the secondary application dashboard. The online response form includes a link to the College of Medicine Technical standards. Accepted applicants are expected to submit their response online within two weeks of the date of the acceptance letter. If a response form 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 Medical Student Accessibility Liaison.

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 check are currently funded by AMCAS and processed through CERTIPHI. AMCAS initiates the process after January 1st, for all applicants 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 criminal background check.

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.

Technical Standards are prerequisite, non-academic requirements for admission, progression and graduation from the M.D. program, and candidates must continue to meet these technical standards throughout their enrollment.

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 applicants and students.

For purposes of these technical standards, reasonable accommodation in achievement of the standards is defined under federal statutes to apply to individuals with disabilities in the workplace, and in this case, in the academic setting. Such accommodation is intended to support the successful completion of all components of the M.D. program.

The technical standards for the M.D. program 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 address the following:

Program Standards

- The M.D. program 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 medical education process, which focuses on the safety and well-being of patients, differs markedly from post-secondary 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.
- The guidelines for admission as set forth by LCME must continue to govern the decisions of medical school faculty.

Student and Candidate Standards

- All students in the M.D. program must possess 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 Standards

Admission to the M.D. program 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.

Candidates and students who, after review of the technical standards, determine that they require reasonable accommodation to fully engage in the program should contact the M.D. program Student Academic Support Service (SASS) office Medical Student Accessibility Liaison (MSAL) via email at SASSCOM@ucf.edu to confidentially discuss their accommodation needs. It is the responsibility of each candidate and student with a disability or who develops a disability, and who requires accommodations in order to meet these technical standards, to self-disclose to the MSAL.

The MSAL will work with students and candidates with disabilities to determine strategies and explore reasonable accommodation options with the UCF Accessibility Services Office as needed. Case-by-case consideration of alternate styles of achievement are applied to students and applicants with disabilities. The MSAL will make every effort to recommend the appropriate accommodation for academic success. Requests for university provided accommodations will be granted if the requests are reasonable, do not cause a fundamental alteration of the M.D. program, do not cause an undue hardship to the medical education program, are consistent with the standards of the medical profession, and are recommended by the MSAL. All students in the M.D. degree program must meet all of the technical standards, with or without reasonable accommodation, and each student will be expected to certify that they meet these standards. If it is determined that an accommodation is not reasonable or there is a concern that the candidate remains unable to meet the technical standards, the admissions offer to a candidate will be rescinded at the direction of the Admissions Committee.

Standards in five areas must be met by all candidates with or without reasonable accommodation: Observation, Communication, Motor Function, Cognitive, and Professional.

Observation

Students must:

- 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

Reasonable accommodations will be evaluated on a case-by-case basis.

Communication

Students must:

- 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 only as an information conduit.

Reasonable accommodations will be evaluated on a case-by-case basis.

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.

Students must:

- 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. Examples of emergency treatment reasonably required of physicians are cardiopulmonary resuscitation, the administration of intravenous fluids and medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers.
- participate effectively in physically taxing duties over long hours and complete timed demonstrations of skills

Reasonable accommodations will be evaluated on a case-by-case basis.

Cognitive

Students must have sufficient cognitive abilities and effective learning techniques to assimilate the detailed and complex information presented in the M.D. program curriculum.

Students must be able 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
- integrate findings based on observations and to develop an appropriate diagnostic and treatment plan
- demonstrate problem-solving skills demanded of physicians

Reasonable accommodations will be evaluated on a case-by-case basis.

Professional

Candidates and students are expected to demonstrate behavior and social attributes that enable the effective practice of medicine. Compassion, integrity, interpersonal skills, interest, reliability, motivation, commitment to excellence, service orientation, goal-setting skills, academic ability and self-awareness are all personal qualities that are assessed during the admission and educational processes.

Candidates and students must:

- demonstrate the judgment and emotional stability required for full use of their intellectual abilities
- possess the perseverance, diligence, and consistency to complete the M.D. program 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, health care personnel, teaching faculty and staff in a sensitive, courteous and respectful 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
- provide care to all patients regardless of their race, ethnicity, gender, culture, religion or sexual orientation
- maintain sobriety in all academic and clinical environments, and refrain from the illegal use of substances at all times

Reasonable accommodations will be evaluated on a case-by-case basis.

Ethical and Legal Standards

Candidates and students must meet the legal requirements to be licensed to practice medicine in the State of Florida. As such, candidates must disclose and provide written explanation of any felony or other offense or disciplinary action taken against them prior to matriculation in the UCF M.D. program. In addition, should a student commit any felony or offense or is disciplined while in medical school, they agree to immediately notify the Associate Dean for Students as to the nature of the action taken. A criminal offense or disciplinary action may result in removal from the MD program, which is to be determined at the discretion of a faculty committee. Failure to disclose prior or new offenses can lead to disciplinary action that may include dismissal from the M.D. program.

Reasonable Accommodation

No disability can be accommodated with an auxiliary aid or intermediary that provides a selective function, cognitive support, or medical knowledge. Aids and intermediaries may not act as a substitute in performing essential skills or supplement clinical and ethical judgment. Should, regardless of reasonable accommodation (being provided or not or whether the individual chooses to use it or not), a candidate's or student's existing or acquired disability interfere with patient or peer safety, or otherwise impede the ability to complete the UCF COM M.D. program and advance to graduation, residency, training, or licensure, a candidate may be denied admission and a student may be separated, discontinued, or dismissed from the program.

Office of Registrar/Student Records and Related Policies

<https://med.ucf.edu/student-affairs/registrar/>

Health Sciences Campus at Lake Nona, Suite 115

Office: (407) 266-1355

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 pertaining to the student academic record.

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 lottery process (monitored by the College of Medicine Office of Student Affairs and the Office of Academic Affairs) to list preferences for their clerkships and select electives. It is important for fourth-year students to consult with the College of Medicine Office of Student Affairs and their Advising Academy Leaders 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 record, 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, 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.

Educational 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

Directory Information

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

- Name

- Current mailing address
- Cellphone 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
- Match information

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 \(FERPA\)](#) as well as the "Confidentiality of Student Educational Records" policy (Policy 11.5.1) found on the [UCF COM Policies Page](#).

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 <https://registrar.ucf.edu>.

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.) and a photo ID reflecting the new name must be attached to the form. The "Change of Name" form is available online at <https://med.ucf.edu/media/2019/07/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 UCF e-mail address to ensure that there is one repository for that information. It is critical that students maintain and regularly check their UCF e-mail account for official announcements and notifications. Communications sent to the UCF 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 UCF 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 COM transcripts can be requested online in the MyUCF student portal. There is a fee of \$10 per transcript. Telephone requests are not accepted. Transcripts cannot be released if the student has a hold due to a financial obligation to the university. If degree statement is needed, a student may indicate that the transcript request is to be held until all requested data are posted. Requests for unofficial transcripts may be made directly to the College of Medicine Registrar's office using the [Transcript Request Form](#) at no cost to the student. All 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.

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

Individual module/course or clerkship directors, with their faculty, define the criteria for acceptable academic performance in their respective module/course/clerkship. Evaluation of academic performance may include, but is not limited to: measuring the student's knowledge; measuring how the student applies such knowledge to specific problems; evaluating the judgment a student employs in solving problems, and assessing the quality of the student's psychomotor skills; professional conduct, ethical behavior; and interpersonal relationships with medical colleagues, patients, and patients' families. All grade options for the program are approved by the M.D. Program Curriculum Committee.

For more information, students should refer to Policy 9.9.3 "Academic/Professionalism, Grading and Assessment Policy and Appeals Process" found on the [UCF COM Policies Page](#).

Grade Appeal

A student may appeal his or her module/course or clerkship grade, or any component thereof (e.g., exam grade, narrative evaluation, project, etc.) as outlined in the UCF COM “Academic/Professionalism, Grading and Assessment Policy and Appeals Process.” The established module or clerkship grading policies themselves may not be appealed.

For more information, students should refer to Policy 9.9.3 “Academic/Professionalism, Grading and Assessment Policy and Appeals Process” found on the [UCF COM Policies Page](#).

Classification of Modules/Courses 000-6999

- **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.
- **7000-8999. Doctoral level courses.** These courses provide material at the most advanced graduate level.

Florida’s Statewide Course Numbering System

Modules/courses in this handbook are identified by prefixes and numbers assigned by Florida’s Statewide Course Numbering System (SCNS). This numbering system is used by all public postsecondary institutions in Florida and by numerous nonpublic institutions. Students and administrators can use the online Statewide Course Numbering System to obtain course descriptions. The information is at the SCNS website: 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 Leave of Absence Request Form (<https://med.ucf.edu/media/2018/08/Leave-of-Absence-Request.pdf>) 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 (SEPC) before the expiration of the original leave of absence. Students should be aware 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 who are not enrolled are prohibited from taking part in the College of Medicine's formal educational programs, including classroom, laboratory, or clinical work.

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/her intent to re-enroll, via the Re-Enrollment Request Form (<https://med.ucf.edu/media/2017/06/Return-from-Leave-of-Absence-Form.pdf>) 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 six weeks 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.

For more information, students should refer to Policy 9.9.4 "Leave of Absence" found on the [UCF COM Policies Page](#).

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 at <https://med.ucf.edu/media/2019/07/COM-Residency-Reclassification-Application-and-Affidavit.pdf>. 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 start of the term in which Florida residency is requested. Documentation received after the first day of classes 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.

Good Standing

Loss of Good Standing may end a student's eligibility to participate in special programs, including, but not limited to, summer research programs, the ability to run and hold any student officer or committee position, ability to be selected by the faculty or their peers for an award, and the ability to serve as a Peer Academic Coach (PAC) or Peer Supporter.

Students not in Good Standing also place their federal student aid and scholarships at risk.

A student who has lost good standing will be notified by the Student Evaluation and Promotions Committee. The student will return to Good Standing when the required "Steps to Regaining Good Standing" are completed.

Requirements for Being in Good Standing:

1. Student has achieved passing grades on all required modules, clerkships, and/or electives, has successfully remediated any deficiencies, or is eligible to remediate any deficiencies.
2. Student has passed the appropriate USMLE Step exam by the established deadlines.
3. Student is making Satisfactory Academic Progress (SAP) towards degree completion.
4. Students on academic probation or disciplinary probation are currently enrolled, in compliance with an extended action plan and tailored remediation, and making progress towards removal of probationary status.
5. Student is not currently suspended.

Steps to Regaining Good Standing:

1. Pass the appropriate USMLE Step exam.
2. If not maintaining SAP, be granted an extension to the time limit for completing the M.D. program by the SEPC.
3. Return to compliance with academic probation.
4. Completion of suspension.
5. Certification of graduation indicating no further deficiencies.

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 Promotions 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 official 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 Student Evaluation and Promotions Committee.

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 Promotions 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 *M.D. Student Catalog* for detailed information on the grading policy.

Medical Student Advancement

More detailed information on medical student advancement can be found on the [UCF COM Policies Page](#) Policy 9.9.1 “Standards for Promotion and Graduation.”

Minimum Requirements for Advancement

The following are the minimum requirements for promotion each year, in addition to meeting professionalism standards.

- I. **M-1 to M-2:** For promotion, a student must obtain a passing grade in all required modules that comprise the M1 curriculum of the College of Medicine.
- II. **M-2 to M-3:** For promotion, a student must have obtained a passing grade in all required modules that comprise the M-2 curriculum of the medical school. Students must also take and pass the United States Medical Licensing Examination (USMLE) Step 1 for promotion to M-3. Step 1 must be taken prior to the start of the M-3 academic year unless an exception is made by the Student Evaluation and Promotions Committee (SEPC).
- III. **M-3 to M-4:** The curriculum in Years 3 and 4 is considered a continuum. As such, there is not an official promotion to the M-4 year, though enrollment in M-4 coursework requires satisfactory completion of all M-3 requirements. Students with deficiencies in clerkship performance or on the Comprehensive Objective Structured Clinical Examination (OSCE) may have special requirements for remediation before beginning M4 coursework, or may be required to repeat all or part of the M-3 year.
- IV. **Remediation:** Any student with a deficient grade who is granted approval by the SEPC to remediate the deficiency must complete the required remedial course work with a passing grade within the permitted time frame. Remediation requirements are determined by the appropriate module/clerkship director(s) and approved by the SEPC. Remediation must be completed prior to progression to the next academic year, unless the plan for remediation, submitted by the module/clerkship director(s), and approved by the SEPC, allows

continuation into the first months of the next academic year. Students with remediation requirements are expected to forego any optional summer experiences (e.g., research opportunities, preceptorships, fellowships, etc.) in order to focus on their academic performance and successful remediation of deficiencies. Any incomplete academic work or work receiving a temporary (T) grade must be completed within the prescribed period or the grade will be converted to an (F). Unsuccessful remediation may result in a failing grade. The (T) grade is replaced by the final module/clerkship grade when remediation is successfully accomplished in knowledge, skills, attitudes and/or behavior.

Advancement Process

The M.D. Program utilizes the Student Evaluation and Promotions Committee (SEPC) to monitor student performance and make recommendations related to student advancement, graduation, remediation, monitoring, probation, leaves of absence, re-enrollment and dismissal. Please see Policy 9.9.2 “Student Evaluation and Promotions Committee” and the SEPC APPEALS PROCESS section of Policy 9.9.2 which can be found on the [UCF COM Policies Page](#).

Requirements for Medical Professionalism

Medical students are required to meet the medical professionalism standards for the College of Medicine as a critical component of medical education. Violations of professionalism are handled as academic issues as specifically addressed in the College’s policies (see Policy 9.9.3, Academic/Professionalism, Grading and Assessment Policy and Appeals Process), which are available online on the [Good Place to Start](#) website.

Rules of Conduct

Students are subject to federal and state laws, local ordinances, and regulations of the Florida Board of Governors and the University of Central Florida. The university policies and procedures concerning behavior are posted on the [Good Place to Start](#) website and contained in the Golden Rule. The breach or violation of any of these laws or regulations may result in disciplinary action by the university and may be grounds for dismissal from the M.D. program and from the university.

In granting the M.D. degree, the faculty of the college endorses each student as being suitable for the practice of medicine. Students whose suitability for practice is questioned due to behavioral or other reasons, will be reviewed by the SEPC to address suitability for graduation from the M.D. program. The SEPC realizes that some behaviors may call for accommodation as a disability.

All COM M.D. program students are expected to uphold and abide by the COM Honor Code as well as the UCF Rules of Conduct in the UCF Golden Rule. Both documents are available on <https://med.ucf.edu/student-affairs/gps-a-good-place-to-start/policies/>.

M.D. Curriculum

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 prepares physicians to practice medicine and 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 objectives)
- Patient care (12 objectives)
- Systems-based practice (7 objectives)
- Practice-based learning and improvement (4 objectives)
- Ethics and professionalism (6 objectives)
- Interpersonal and communication skills (3 objectives)

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: <https://med.ucf.edu/student-affairs/registrar/academic-calendars-2/>. Please note that 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 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 Culture, Health and Society; Ethics and Humanities; Gender-Based Medicine; Geriatrics and Principles of Palliative Care; Interprofessional Education; Medical Informatics; Lifestyle Medicine to include medical nutrition; 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's office in conjunction with the Student Evaluation and Promotions 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 individual patient needs in the context of population health 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 <https://med.ucf.edu/academics/md-program/>. 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 MD Curriculum Schematic

2025 - 2026 UCF COLLEGE OF MEDICINE M.D. EDUCATIONAL PROGRAM ORIGINAL CURRICULUM – APPLIES TO M3-M4 ONLY

July	August	September	October	November	December	January	February	March	April	May	June
M1 Orientation HB-1 Cellular Function and Medical Genetics (5 weeks) HB-2 Structure and Function (19 weeks) HB-3 Health and Disease (10 weeks) S-1 Hematology/Oncology (4 weeks) C-1 Psychosocial Issues in Healthcare (12 weeks) Practice of Medicine Including Community of Practice I Focused Inquiry and Research Experience I Health Systems Science I											
M2 Orientation (S-3) Cardiovascular and Pulmonary Systems (6.5 weeks) (S-2) Endocrine and Reproductive Systems (5 weeks) (S-4) Gastrointestinal and Renal Systems (5.5 weeks) (S-5) MSK and Skin Systems (3 weeks) (S-6) Brain and Behavior (8 weeks) Health Systems Science 2 Practice of Medicine Including Community of Practice II Health Systems Science I											
Internal/Family Medicine (12 weeks) Neurology (4 weeks) OB/GYN (6 weeks) Pediatrics (6 weeks) Psychiatry (4 weeks) Surgery (8 weeks) (One 4-week M3 clinical elective and one 4-week "off" block) Internal/Family Medicine (12 weeks) Neurology (4 weeks) OB/GYN (6 weeks) Pediatrics (6 weeks) Psychiatry (4 weeks) Surgery (8 weeks) (One 4-week M3 clinical elective and one 4-week "off" block) Transition to Core Clerkships (3 weeks) USMLE STEP 1 Dedicated Study (6 weeks) M3 Clerkships Begin											
Internal/Family Medicine (12 weeks) Neurology (4 weeks) OB/GYN (6 weeks) Pediatrics (6 weeks) Psychiatry (4 weeks) Surgery (8 weeks) (One 4-week M3 clinical elective and one 4-week "off" block) Internal/Family Medicine (12 weeks) Neurology (4 weeks) OB/GYN (6 weeks) Pediatrics (6 weeks) Psychiatry (4 weeks) Surgery (8 weeks) (One 4-week M3 clinical elective and one 4-week "off" block) Transition to Core Clerkships (3 weeks) USMLE STEP 1 Dedicated Study (6 weeks) M3 Clerkships Begin											
Core – AI (4 weeks) Selective: Emergency Medicine or Critical Care (4 weeks) Electives (24 weeks) Optional (12 weeks) Capstone Graduates begin Residency Training as M.D.											

Please contact Gladislée Borges for use or corrections to this document.

7/11/25

First-Year Curriculum (39 weeks)

The first year typically includes a White Coat Ceremony and a required orientation week. 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

All first-year module descriptions can be found at <https://med.ucf.edu/academics/md-program/program-modules/m1-first-year-modules/>.

First Year Module	Weeks	Credit Hours
Cellular Function and Medical Genetics	5	5
Structure and Function	19	11
Health and Disease	10	5
Hematology and Oncology	4	4
Practice of Medicine (including Community of Practice)	38	7
Psychosocial Issues in Healthcare	13	4
Focused Inquiry and Research Experience	38	5
Health Systems Sciences	34	6

Second-Year Curriculum (32 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. The second year also begins with a required orientation.

Second Year Module Descriptions

All second-year module descriptions can be found at <https://med.ucf.edu/academics/md-program/program-modules/m2-second-year-modules/>.

Second Year Module	Weeks	Credit Hours
Cardiovascular and Pulmonary Systems	6	5

Endocrine and Reproductive Systems	4	5
Gastrointestinal and Renal Systems	5.5	5
Skin and Musculoskeletal Systems	2.5	4
Brain and Behavior	5.5	6
Practice of Medicine (including Community of Practice II)	31	8
Focused Inquiry and Research Experience	30	5

Third-Year Curriculum (48 weeks)

During 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 and Surgical Selectives. Third year clerkship descriptions can be found at <https://med.ucf.edu/academics/md-program/program-modules/m3-third-year-clerkships/>.

Required Third-Year Core Clerkships	Weeks	Credit Hours
Electives (2)	8	12
Internal and Family Medicine	12	12
Neurology	4	6
Obstetrics and Gynecology	6	6
Pediatrics	6	6
Psychiatry	4	6
Surgery and Surgical Selectives	8	12

There will be two special didactic sessions within the M3 year. The intersessions will cover such topics as:

1. Active learning of longitudinal curricular topics in order to foster consolidation of learning;
2. A forum to cover issues related to career development in the M4 year and Residency;
3. Administrative time for student completion of COM tasks such as:
 - FERPA, HIPAA, and BBP;
 - Completion of credentialing;
 - Mask fitting; and
 - PPD screening completion.

The post-clerkship session also includes an Objective Structured Clinical Examination (OSCE) which must be passed before the student begins the fourth year.

Fourth-Year Curriculum (37 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 and four weeks of an Emergency Medicine or Critical Care selective. Of the remaining nine blocks of the year, six are devoted to electives where students can gain additional clinical experiences locally or nationally.

Fourth-Year Clerkships	Weeks
Any Core Acting-Internship	4
Emergency Medicine or Critical Care Selective	4
Electives	24
Optional Elective/Make-up/Vacation	12

*Students may conduct research during the elective program.

The remaining three blocks can be used for another elective, independent study, further research or residency interviews.

The year ends with a capstone experience that prepares students for residency.

Graduation Requirements

The following are the requirements for graduation, in addition to meeting professionalism standards.

- I. The student must have satisfactorily demonstrated the professional attitudes and values expected of physicians.
- II. A student must have obtained a passing grade (C, Pass, 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.
- 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 following the second-year studies. Students must take and pass USMLE Step 2 CK in order to graduate. The Step 2 CK examination must be completed by no later than August 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.

Time Limitations for Completing Portions of the Curriculum

- I. A student must be eligible for promotion to M-3 of the curriculum within four academic years from the date of first matriculation. An exception to this policy may be made by the SEPC, or for exceptional circumstances such as significant illness, or when a student is involved in other programs of academic study (such as study leading to a graduate degree), or other exceptional circumstances. In these circumstances, a student must pass all required academic work for the M.D. degree, according to the requirements at the time of matriculation.
- II. A student must be academically eligible to receive the M.D. degree at the regular spring commencement exercises of the College of Medicine M.D. Program, no later than the sixth year following matriculation, except for extended time granted as described above. Students in dual degree programs (e.g., M.D./Ph.D.) may be granted additional time.

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 Catalog or on the [UCF COM Policies Page](#) Policy 9.9.1 “Standards for Promotion and Graduation.”

Alternate Programs

Students who do not complete the M.D. Program are eligible to complete a Master of Science in Medical Science. Specific information on requirements for this program is available from the Office of Academic Affairs.

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 elements to effect a cultural change in the practice of medicine vis-a-vis the concept of hospitality and service-oriented business models.

MD/MSBME Program

The Biomedical Engineering MS program offers an MD/MSBME Track that enables qualified students to earn both the MD and the MSBME degrees. For medical students, the combined MD/MSBME will run as a 5-year program where the students will complete the majority of the MSBME requirements in the third year after matriculation, prior to their clinical experiences. MD students apply and are admitted into the MSBME program in the fall semester of their first year. Upon successful completion of the Structure and Function and FIRE modules in their first year of medical school, students in the MD/MSBME program will receive nine hours of credit toward the 30 credit hours required for the MSBME degree. Medical students will complete the second year of the curriculum and then begin working on their MSBME degree requirements.

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. Student performance on the outcomes is measured 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 are used to assess particular courses and the M.D. Program in general.

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

- Student scores on internally developed examinations
- Performance-based assessment of clinical skills (e.g., OSCEs)

- Results of USMLE or other national examinations
- 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 *Student Catalog*:

AAMC – Association of American Medical Colleges
 AMCAS – American Medical College Application Service
 COM – College of Medicine
 FERPA – Family Educational Rights and Privacy Act
 LCME – Liaison Committee on Medical Education
 MCAT – Medical College Admission Test
 MSAC – Medical Student Admissions Committee
 OSCE – Objective Structured Clinical Examination
 NBME – National Board of Medical Examiners
 NRMP – National Resident Matching Program
 SEPC – Student Evaluation and Promotions Committee
 UCF – University of Central Florida
 USMLE – United States Medical Licensing Examination