



ADMISSIONS INFORMATION

2023-2024





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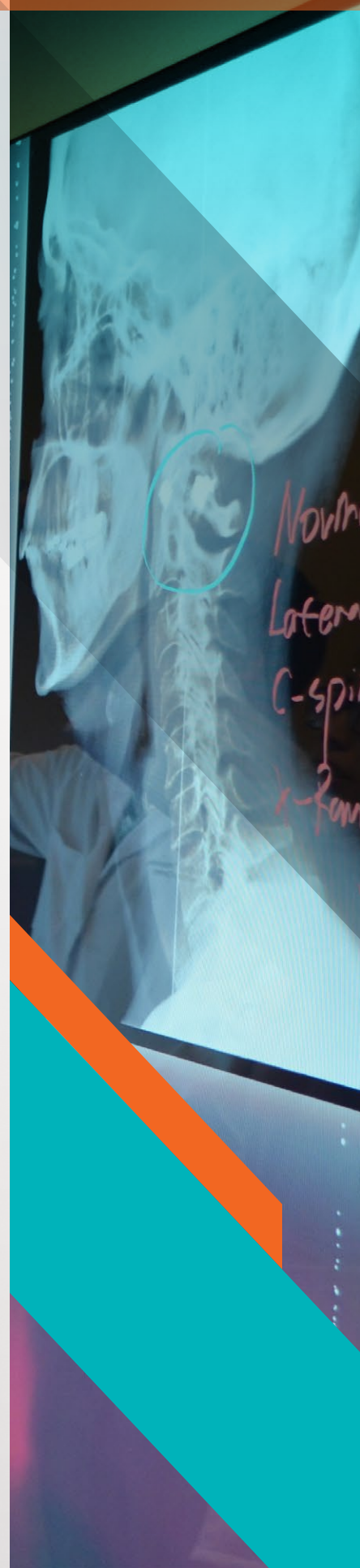
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GENERAL INFORMATION

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Financial Aid.....	402-559-4199
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University of Nebraska Medical Center
College of Medicine
Office of Admissions and Student Affairs
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Omaha, Nebraska 68198-5527
Ph: 402-559-2259 | Fax: 402-559-6840
comadmissions@unmc.edu
<https://www.unmc.edu/com/admissions>



The University of Nebraska Medical Center (UNMC) College of Medicine celebrated its 125th Anniversary in 2006. Medical education has been continuous in Omaha since students first entered the Omaha Medical College in the fall of 1880. Merger with the University to establish the UNMC College of Medicine occurred in 1902. UNMC includes the Colleges of Medicine, Nursing, Pharmacy, Public Health, Dentistry Allied Health Professions, as well as the Munroe-Meyer Institute, Eppley Institute for Cancer Research, Durham Outpatient Center, Lied Transplant Center, and the Fred & Pamela Buffett Cancer Center. These facilities are supplemented by direct teaching affiliations with the Omaha Veterans Administration Medical Center and eight community hospitals, including Nebraska Medicine. Thus, students have access to facilities with a total of approximately 3,000 teaching beds. Preceptorships in Family Medicine are conducted in over 60 locations in all parts of the state. Bylaws of the Board of Regents of the University of Nebraska state that admission to the University and the privileges of the University student shall not be denied to any person because of age, handicap, sex, race, color, national origin or religious or political beliefs.

Acceptance of registration by the University of Nebraska and admission to any educational program of the university does not constitute a contract or warrantee that the university will continue indefinitely to offer the program in which a student is enrolled. The university expressly reserves the right to change, phase out, or discontinue any program.

In summary, UNMC policies are in accord with:

Title VI of the Civil Rights Act of 1964

Title IX of the Educational Amendments of 1972

Sections 503 and 504 of the Rehabilitation Act of 1973

Sections 799A and 854 of the Public Health Services Act

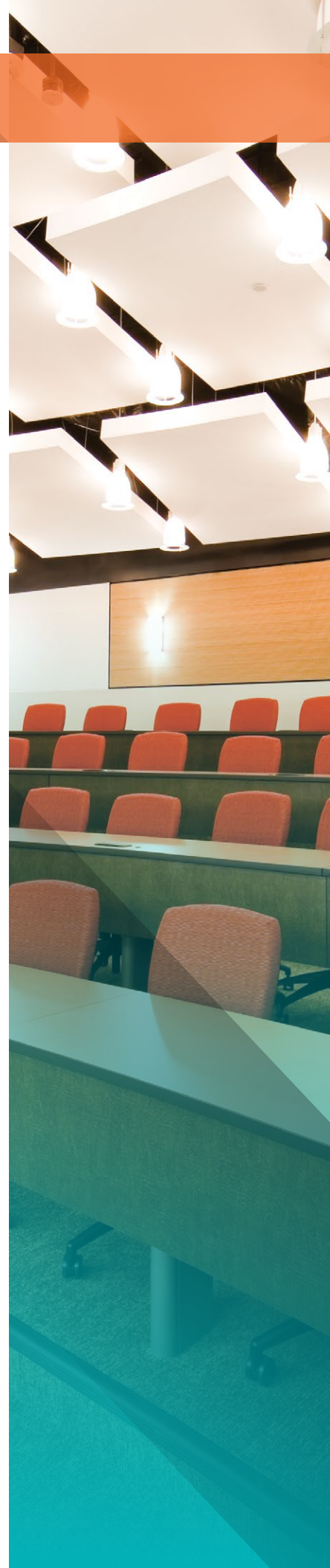
UNMC has an Affirmative Action Officer who works closely with the Division of Student Success to ensure these policies are supported on campus.

Residency Status

For consideration of Nebraska residency, students who reside or whose parents reside in a state other than Nebraska, or who have moved to Nebraska in the last three years, must apply for residency.

Changes in residency status cannot be implemented during the time an application is being considered for admission. For full information, as well as application forms for residency, please contact:

University of Nebraska Medical Center
Division of Student Success
42nd & Emile Street
Omaha, Nebraska 68198-4230
402-559-4199
studentsuccess@unmc.edu





ADMISSIONS INFORMATION

Students who have been dismissed from UNMC or any other medical school will not be considered for admission to this College of Medicine. One of the objectives of UNMC is to recruit and retain persons of high moral and ethical character. In accordance with this objective, UNMC reserves the right to review a candidate's suitability for admission.

In accordance with university policy, UNMC prohibits the denial of admission to applicants on the basis of race, color, sex, national origin, age, handicap or religious or political beliefs.

Application Procedure

The UNMC College of Medicine participates in the American Medical College Application Service (AMCAS). This service assists students wishing to apply for possible admission to the first year of medical school and does not render any admissions decisions or advise applicants where to submit applications or provide other admissions advice. Each participating school is completely autonomous in reaching its own decisions. Direct application to an AMCAS school is not possible. AMCAS applications are online at <https://students-residents.aamc.org/applying-medical-school/applying-medical-school-process/applying-medical-school-amcas>.

Prior to submitting an AMCAS application, you must request that a complete set of official transcripts be forwarded directly to AMCAS by the registrar of each U.S. College and/or University you have attended. No processing of your materials will occur until both the application and all required official transcripts are received by AMCAS.

Application Fee

A \$70 application fee is assessed to all applicants by UNMC and is separate from fees assessed by AMCAS.

This fee is nonrefundable and must be paid before an application can be reviewed.

Early Decision Program (EDP)

Students wishing to apply for Early Decision must agree to the following terms:

1. To apply to only one medical school (AMCAS or non-AMCAS) through the Early Decision Program;
2. To attend the medical school if offered an EDP acceptance;
3. NOT to apply through EDP if they have already submitted an initial or secondary application (AMCAS or non-AMCAS) to a U.S. allopathic medical school for a MD degree program for the current year; and
4. NOT to submit additional application(s) until receipt of formal release from the EDP commitment.

EDP Application Deadline: August 1

All application materials and all transcripts must be submitted to AMCAS by this date.

The College of Medicine will notify applicants of Early Decision admission by October 1. Applicants who are not offered an EDP acceptance will be deferred to the regular applicant pool, if appropriate.

Filing Deadline

November 1. This date is the deadline to SUBMIT all application materials and transcripts to AMCAS for the regular application process. The deadline date is FIRM and NO exceptions will be permitted.

Technical Standards

The Admissions Committee considers, without bias, all applicants who meet the following technical standards: <https://catalog.unmc.edu/medicine/student-policies/technical-standards>



Requirements for Entrance

A minimum of 90 semester hours (3 years college work) from an accredited liberal arts and sciences college is required. However, to provide an opportunity for in-depth study, the completion of a college major or undergraduate degree is strongly recommended.

MCAT – Applicants are required to submit scores from the Medical College Admission Test (MCAT). **For the 2024 entering class, the MCAT must be completed no earlier than 2020.** Detailed information on the MCAT can be found at <https://students-residents.aamc.org/taking-mcat-exam/taking-mcat-exam>.

The undergraduate program must include the following:

SUBJECT	SEMESTER HOURS
Biology (with lab)	8-10 credits
General Chemistry (with lab)	8-10 credits
Organic Chemistry (with lab)	8-10 credits
Physics (with lab)	8-10 credits
Humanities and/or Social Sciences	12-16 credits
English (Lit./Writing course)	3 credits
Math (Intro. Calculus or Statistics)	3 credits
Biochemistry	3 credits
Genetics	3 credits

Biology (with Lab)

Two semesters of general biology or physiology with laboratory will meet this requirement.

General Chemistry (with Lab) and Organic Chemistry (with Lab)

The requirement is for two semesters of general or inorganic chemistry. The organic chemistry requirement calls for a two-semester complete course in organic chemistry. No substitutions will be accepted.

Physics (With Lab)

This should include a two-semester complete course in physics. No substitutions accepted.

Humanities and/or Social Sciences

To fulfill this requirement, broad introductory courses in at least four disciplines in the social sciences or humanities should be

considered unless one of the social sciences or humanities is selected as the major field of study. Courses in the following may be used to fulfill this requirement: *anthropology, art history, economics, geography, history, literature (English or foreign), music, philosophy, political science, psychology, sociology, speech, religion (general or comparative), and women's studies.*

See your advisor for other course suggestions.

English

Students must complete a writing or literature course. Students are encouraged to take additional courses in this discipline.

Mathematics

This must include material through introductory calculus OR a course in statistics.

Other Recommended Courses

In view of the rapidly broadening scope of medicine, courses in molecular biology, immunology, microbiology, and anatomy are helpful in preparing for the basic science curriculum of medical school. Also, courses in interpersonal communications, ethics, and personnel management are good preparation for the small-group interactions of medical school. Along with meeting specific requirements, applicants are encouraged to adopt an educational goal that includes exploration of areas of personal interest. This may vary from a thorough investigation of the natural sciences to the social sciences and humanities.

Pass-Fail

The Admissions Committee discourages pass-fail grades toward the required courses and discourages applicants from taking more than 10 hours of pass-fail courses toward the 90-hour group requirements.

In a situation where an applicant does not have the option of grades and only pass-fail courses are available, special consideration will be given if the applicant can produce a written evaluation of each course taken on a pass-fail basis.



CLEP and Advanced Placement

In cases where CLEP Examination or AP credits have exempted an applicant from an undergraduate prerequisite course, it is suggested that a more advanced course in that discipline be taken to fulfill the requirement. Dual enrollment courses are accepted to fulfill required coursework.

Questions regarding CLEP and/or AP credit should be directed to comadmissions@unmc.edu.

Hours Earned in Professional Colleges

Hours earned in professional colleges or schools that hold both regional collegiate accreditation and professional accreditation may be applied to the 90-hour group requirements. Examples of institutions referred to are Engineering and Technology, Collegiate Nursing, Pharmacy, Physical Therapy and other programs in the Allied Health area. These hours may not be applied to specific group requirements for admission to the College of Medicine unless investigation (or previous UNMC experience) verifies that course content has been equivalent to approved pre-professional courses offered by traditional undergraduate liberal arts and sciences colleges.

Reapplicants

All applicants must reapply through AMCAS as outlined in the application procedure section. Reapplicants are strongly encouraged to identify, if possible, any factors that influenced the unfavorable decision and to rectify them before reapplying.

Graduate Students

Candidates are strongly encouraged to complete the degree program (master's or doctorate) before considering making an application. **At the very least, it should be clear that the degree program will be completed before matriculation.**

International Student Policy

UNMC will consider applications from International or Canadian students who have earned an undergraduate degree from a University of Nebraska system college (University of

Nebraska-Lincoln (UNL), University of Nebraska at Omaha (UNO) or University of Nebraska at Kearney (UNK) or at a Nebraska State College (Wayne, Chadron, or Peru). Otherwise, Consideration of foreign student applications is limited to those with a permanent resident visa.

Processing of Applications and Selection Factors

Upon receipt of your application from AMCAS and the supplemental application, your application materials are reviewed by the College of Medicine. If selected to interview, you will be provided with secondary materials and notified of any course deficiencies. We request that the following information be furnished to supplement your AMCAS application:

- Two letters of recommendation from undergraduate faculty members are preferred: one in the pre-medical science area. An official report of a pre-medical advisory committee will fulfill the two-letter requirement. Questions regarding the letters of recommendation requirement should be directed to comadmissions@unmc.edu.

Additional letters from employers, directors of graduate programs, or individuals with whom the candidate has had a significant life experience may be essential in some instances and are welcomed for all. Letters from clergy, family, friends, or persons in influential positions are discouraged.

It is the applicant's responsibility to ensure that all letters of recommendation are received. **NO DEADLINE EXTENSIONS ARE GRANTED.**

DEADLINE TO SUBMIT LETTERS for 2023-2024 CYCLE: December 1 (Sept. 1 for Early Decision Program)

An application is considered complete and ready for review after receipt of all previously noted materials and the interview.

Students are selected on the basis of a total assessment of each candidate's motivation, interest, character, demonstrated intellectual ability, previous academic record including its trends, personal interviews, scores on the MCAT and general fitness and promise for a career in medicine. Academic credentials are



evaluated on the basis of course level and load, involvement in co-curricular activities or employment as well as other influential factors. The personal comments section of the AMCAS application is considered extremely important by the Admissions Committee and should be carefully utilized.

Cut-off levels for GPAs or for scores on the MCAT are not used; however, applicants are reminded of the competition for entrance and are advised to be realistic. Personal attributes are assessed through letters of recommendation and in the interview. The College makes every effort in each stage of the review process to consider each applicant as an individual; therefore, the interview is an important element of the selection process.

UNMC encourages applicants from rural areas, small towns, disadvantaged backgrounds, and applicants who can sincerely demonstrate a strong desire to work in underserved communities and in improving health inequities to apply.

Interviews

An official interview with a member of the Admissions Committee of the College of Medicine is **REQUIRED** to complete the application process. Applicants are strongly encouraged to schedule their interviews immediately upon receiving an invitation. Applicants should not wait for letters of recommendation to be added to their file before the interview is completed. The interviewer(s) will not have access to an application prior to the interview. The primary objective of the interview is to focus on the applicant's personality, general functioning and capabilities, not upon intellectual achievements. Some general characteristics of the applicant, including non-academic interests and goals in life both as a professional and in other areas of social interaction, are also the focus of attention.

Applicants are given an opportunity to discuss or display those factors about which they feel particularly positive and explain aspects of the application that may raise questions. Although it is not possible to accurately predict the content of an interview, applicants can expect to be asked to respond to questions about the development of their thinking about a career in medicine, the positions of responsibility they have held, their leisure-time

pursuits, or people who have been influential in their lives. Interviewers are especially interested in assessing a candidate's ability to develop rapport and communicate ideas effectively.

Financial Aid

Financing your health profession education may be one of your top concerns. The UNMC Office of Financial Aid encourages all applicants to review the American Association of Medical Colleges (AAMC) Financial Aid Tool Kit for Applicants: <https://students-residents.aamc.org/financial-aid> Contact the UNMC Office of Financial Aid for additional information.

University of Nebraska Medical Center
Office of Financial Aid
984265 Nebraska Medical Center
Omaha, Nebraska 68198-4265
402-559-4199 | finaid@unmc.edu

Your Costs

UNMC educational costs vary from program to program. Undergraduate programs allow for some work; employment is encouraged if your academic schedule permits. Income from work may reduce your need to borrow. The academic intensity of graduate/professional studies leaves little time for work. The following are current "estimated" costs for the program at resident tuition rates. To project your cost for future years, estimate a 3.5 percent increase for each year of education.

Estimated Cost for First Year Medical Student, 2023-2024 (Resident)

Tuition.....	\$36,600
Fees	\$6,370
Loan Fees.....	\$1,620
Books, etc.	\$2,075
Living	\$24,000
Total.....	\$70,665



Family Living Expenses

Students with families may qualify for an additional living expense allowance as determined by the Department of Education's need analysis results on the FAFSA. Each family allowance is based on variables such as family size, family income, assets, etc. No two expense allowances are the same. Our office is not able to determine a family living allowance until we receive your federal need analysis results from the Department of Education.

Scholarship Information

The scholarship database at UNMC is very large and discipline specific. Funding levels are established annually by the University Foundation. Two types of scholarships are available from UNMC, academic scholarships and need-based scholarship/grants. College of Medicine scholarships are awarded by the College of Medicine Scholarship Committee. Financial Aid award packages are not provided until the College of Medicine scholarships have been awarded.

Dual Degree Opportunity in Biomedical Science

Careers in academic medicine that combine teaching, patient care, and clinical or basic science research are rewarding and intellectually challenging. One of the avenues to such positions is obtaining a combined degree in medical and graduate programs.

PhD degree programs are available on the UNMC campus including the fields of biochemistry and molecular biology, cancer research, immunology, pathology, and infectious disease, integrative physiology and molecular medicine, molecular genetics and cell biology and neuroscience. The scope of programs may be expanded greatly by enrollment in the medical science interdepartmental area. Students may also pursue doctoral programs in other fields at institutions supported by the University of Nebraska (i.e., UNL, UNO, UNK). Please contact the specific programs of interest for further information.

MD/PhD Scholars Program

The MD-PhD Scholars Program is designed to prepare students for careers in academic medicine and research. Applicants admitted to this highly competitive program pursue original research and participate in the medical school curriculum. The integrated training for both degrees allows compression of the total academic effort as some course work can be applied to both degrees. The training program begins the summer prior to the first year of medical school with participation in a two-week anatomy course and two four-week laboratory rotations in research laboratories of PhD granting programs. The purpose of these laboratory rotations is to enable the student to decide on a specific research mentor.

In addition to the course work of a Phase 1 medical student, extra activities are required of MD-PhD scholars. They attend special research seminars and interact with faculty at informal research discussions. Additionally, scholars attend a variety of organized events, including the Annual Retreat held in Nebraska City.

After completing Phase 1 of the medical school curriculum and passing Step 1 of the USMLE, the scholar will enter the selected research program as a full-time graduate student. Students typically spend four years completing additional course work in the graduate program, the departmental comprehensive exam, and independent research leading to a PhD dissertation. After completion of the PhD, the scholar will rejoin the medical class as a Phase 2 student and complete the last two years of clinical training. MD-PhD scholars take, on average, eight years to complete all components of the dual degree training.

Information about the MD-PhD Scholars Program and the MD-PhD Summer Undergraduate Research Program can be found at unmc.edu/mdphd, by calling 402-559-8242, or emailing briansimmons@unmc.edu.

MD/MPH Program

The MD/MPH dual degree is a five-year program designed for those students who envision becoming leaders in both medicine and population health. The additional knowledge and skills obtained with the MPH degree will enhance patient care



in addition to providing a broader community or population perspective to health care. The dual degree also offers expanded career opportunities in academic medicine, research, health administration, and public health, including both private and government agencies at local, state, federal, and international levels.

The MPH course work takes one year and starts during the fall semester of Phase 3 and continues through the following spring and summer semesters with students resuming Phase 3 activities the following fall. Students will continue patient care experiences one half-day per week during the MPH year to maintain their clinical skills.

Students can either apply for admission to the MPH program concurrently while applying to medical school or wait until the third year of medical school to apply. A separate MPH application and letters of recommendation are required.

The program's Applied Practice Experience (APEX) is a practicum experience designed to integrate public health practice with study and reflection. Each student will develop a Capstone project that demonstrates the core and concentration competencies learned in the MPH program in addressing an

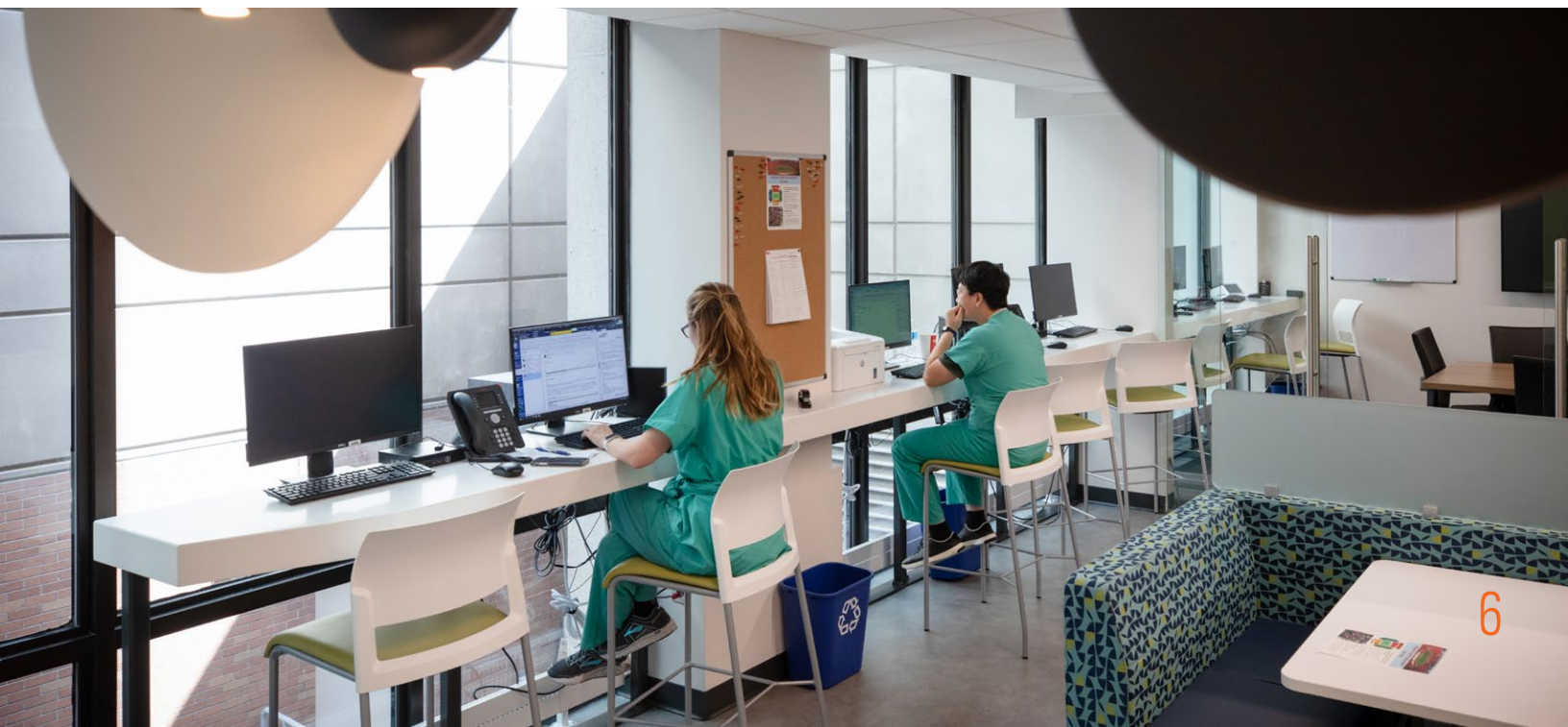
important health problem or need. The capstone project is presented to faculty members and peers in both written and oral reports.

Students will select one of the following areas of concentration:

- Biostatistics
- Emergency Preparedness
- Environmental and Occupational Health
- Epidemiology
- Health Promotion
- Maternal and Child Health
- Public Health Administration and Policy

All students will take the following five core courses (15 credit hours):

- Foundations in Public Health
- Epidemiology in Public Health
- Biostatistics I
- Public Health Leadership and Advocacy
- Planning and Evaluation





The remaining MPH requirements include 9-12 credit hours of concentration courses and six credit hours of Applied Practice Experience and Capstone. Six to nine credit hours of COM coursework are accepted to meet the MPH elective requirements and complete the total 42 credit-hour requirements of the MPH program. The MPH degree will be pursued after the third academic year of medical school.

MD/MBA Program

The practice of medicine is increasingly team-focused, making leadership, management and team skills vital to success in practice. Additionally, knowledge of effective business practices is essential for physicians to function effectively in a rapidly and continuously changing health care environment. To this effect the University of Nebraska at Omaha, College of Business Administration (UNO CBA) faculty has collaborated with faculty and students at UNMC to create a structure that allows medical students to obtain both an MD degree and an MBA degree as efficiently as possible.

To be eligible for enrollment in the UNO MBA program, the UNMC student must: 1) be in the top 50% of his/her medical school class; 2) secure approval from UNMC advisor, Dr. Chandrakanth Are; 3) secure approval from the UNO MBA advisor; 4) meet UNO MBA admission requirements; 5) complete UNO's Application for Graduate Admission; and 6) submit required transcripts, test results and a résumé. MCAT scores will be accepted in lieu of GMAT scores.

Completing an UNO MBA degree requires 33 hours of specified graduate course work (students with non-business backgrounds must also complete foundation requirements in Accounting and Economics) and attendance at two MBA Leadership Speaker Series evening events.

Students completing the UNO MBA may transfer UNMC's Phase 1 Blocks, including Fundamentals (5 credits); and Circulatory, Respiratory, Renal, and Neurosciences (1 credit) each to fulfill MBA elective requirements (9 credits) and earn a concentration in Health Care Management. Transfer and application of "professional" credits from UNMC to the UNO MBA program will take place upon completion of the MD degree.

The one-year intensive program will be done after completion of the third year of medical school curriculum.

The UNMC medical school advisor for the MD/MBA dual degree program, Dr. Are, will work with students to ensure they are making steady progress toward completion of the MD degree while the UNO MBA advisor will work with students to ensure that they are completing the MBA requirements in a timely manner. The MBA degree will be pursued after the third academic year of medical school.

EMET (Enhanced Medical Education Tracks)

Enhanced Medical Education Tracks (EMETs) offer medical students an opportunity to perform in-depth study of an interdisciplinary field of medicine that enhances the required curriculum without extending the time needed to graduate from medical school. EMETs Tracks consist of longitudinal activities in which students work closely with faculty mentors, residents, and advanced students. The tracks are challenging for students and address specific topics in greater depth than is available through the required curriculum. Although EMET participants are required to maintain good academic standing, applicants are selected for Tracks based on their interest in the topic and their motivation to complete work above and beyond the basic MD curriculum.

Interested students apply to a Track during the fall semester of their M1 year. Accepted participants then complete the designated Track activities, such as seminars, preceptorships, or research, throughout their M1, M2 and M3 years. During Phase 3, with guidance from their mentors, students produce a capstone project such as a poster or conference presentation. Recognition for students who complete EMET includes, documentation of performance in their MSPE, acknowledgment of completion on their transcript, and recognition at the 'hooding' ceremony.

Currently approved Tracks include:

- Aging and Integrative Medicine
- Auto-Immune Diseases
- Behavioral Health Education, Research, & Policy
- Biocontainment and Biopreparedness



- Cardiovascular Medicine
- Climate Change and Health
- Clinical Educator
- Clinical Innovation and Entrepreneurship
- Combined Medical/Surgical Liver Transplant Track
- Comprehensive HIV Medicine
- Engineering and Technology in Medicine
- Health Care Policy
- Hospice and Palliative Medicine
- LGBTQ+ Health Advocacy
- Medical Humanities and Arts
- New American Health Care
- Precision Care in Oncology and Hematology
- Prehospital and Wilderness Medicine
- Preventive Medicine
- Rare Disease and Precision Medicine
- Underserved Health Care

For additional information, please visit the EMET website at unmc.edu/com/education/enrichment/enhanced-medical-education or contact Kathryn (Kitty) Dybdall at kdybdall@unmc.edu or Dr. Kari Nelson at kari.nelson@unmc.edu.





CURRICULUM

The goal of the UNMC College of Medicine is for students to demonstrate appropriate knowledge, skills and attitudes necessary for the successful practice of medicine. The college aims to provide students with a strong foundation in the basic, clinical and health-systems sciences necessary to think critically and to solve clinical problems that are essential to the ultimate goal of providing extraordinary patient care. Additionally, students will successfully develop the habits of self-directed learning and personal wellness as well as an empathetic approach to the care of patients, families and populations.

To earn the MD degree and prepare for a successful career in primary care or specialty field, students will:

- Learn, integrate and apply the concepts of basic sciences, behavioral sciences, clinical sciences and health-systems sciences to successfully diagnose, treat and manage patients.
- Demonstrate and apply the clinical and procedural skills necessary to meet the initial expectations of any residency program.
- Acquire and exhibit skills necessary for scholarly activity, inquiry and self-directed, lifelong learning.
- Exhibit the professional attitudes and behaviors expected of physicians.
- Learn and demonstrate the collaborative leadership skills necessary to engage in inter-professional teams that deliver high-quality patient care.
- Learn and exhibit written and oral communication and interpersonal skills critical to the provision of high-quality patient care.

The College of Medicine transitioned to its current curriculum in 2017. Since its introduction, the current curriculum has been continually updated to incorporate advances in educational theory and practice, biomedical sciences, and emerging health care concepts such as quality improvement and patient safety. Looking to the future, the College of Medicine has committed to an assessment of all aspects of its curriculum and a redesign of many of its educational activities with the goal of enhancing acquisition of enduring knowledge and skills while integrating emerging concepts and approaches critical to physician practice in the 21st century. The intended outcome of the new curriculum

is a physician who is well prepared to succeed in residency training, professional practice, and as a productive citizen of Nebraska.

Throughout all aspects of the College of Medicine curriculum, six scientific domains will be considered: biomedical science, population science and public health; social and behavioral science; clinical science; health systems science; and educational science. The new curriculum is organized into three phases:

Phase 1: Foundations of Medicine

Phase 2: Clinical Applications

Phase 3: Career Preparation

Phase 1: Foundations of Medicine

Pre-Clinical Training

Phase 1, Foundations of Medicine, integrates normal and diseases processes within the foundational sciences by organ systems. The foundational sciences may be characterized as the enduring sciences that have long been central to the medical curriculum (e.g., anatomy, biochemistry, epidemiology, pathology, physiology, psychology, etc.) and the emerging sciences (e.g., clinical informatics, change management, continuous quality improvement, public and global health, systems engineering, etc.) that have more recently been recognized as crucial for the care of patients within complex health care systems. Each of these aspects have been incorporated into the curriculum design.

Clinical Training

Clinical training starts early in Phase 1 of the curriculum with small-group and one-to-one experiences in interviewing, taking a history, and conducting a physical examination, as well as initial training in the use of electronic medical records. These experiences will often be with a standardized patient or by means of simulation technology available in the Clinical Simulation Laboratory and Davis Global Center. For more direct clinical exposure and patient interactions, students will participate in the Longitudinal Clinical Experience (LCE) beginning in the first year. For the LCE, students spend 5 half-days each during semesters 2 and 3 in a clinic interacting with patients under the supervision of a preceptor.



Overview of Phase 1 Blocks

All organ-systems blocks integrate the basic science aspects underlying the normal function of the system, including embryonic development, structure, and function of the organ systems from the molecular, cellular, histological, physiological, and anatomical perspectives. These basic concepts are then applied to the study of the disease processes relevant to the organ system as well as the health maintenance, screening, diagnosis, treatment, and public-health aspects of the system's associated disease processes. Clinical sciences relevant to each system include history and physical exam, applicable imaging and clinical laboratory diagnostic methods, and the mechanisms of drugs and other interventions used in managing diseases that impact the organ system. Many educational formats are utilized throughout the Phase 1 blocks, with an emphasis on advanced learning modalities, including but not limited to: interactive large-group lectures; problem-based, team-based, and case-based small-group experiences; self-directed reflection projects; clinical presentations; laboratory-based interactive sessions; and simulations. Assessment methods vary from block to block, but may include objective, multiple-choice examinations, essay questions, laboratory practical tests, individual and group assessments in small groups, quizzes, research assignments, write-ups of clinical encounters, objective structured clinical examinations (OSCEs) and personal reflections.

Fundamentals Block

5 credits/first semester

The five-week Fundamentals Block leads off Phase 1. This block is intended to reinforce, integrate, and foster application of knowledge from the pre-medical sciences such as biology, genetics, chemistry, biochemistry, physics, and the social sciences with the fundamental principles of medical knowledge. Thus, students will be introduced to the basics of histology, embryology, pathology, and pharmacology that allow clinical application of the pre-medical sciences. Integrated within this block and many other blocks are learning experiences in the study of hospital systems and quality improvement in healthcare, population health topics, and the initial aspects of clinical skills training-the patient interview, documentation of the patient encounter, fundamentals of the physical exam and imaging modalities.

Blood, Defenses and Invaders Block

6 credits/first semester

Blood, Defenses and Invaders takes an integrative approach, covering the anatomy and function of hematopoiesis and the immune system, including cell interactions, antibody formation, antigen-antibody reactions, cell-mediated immunity and biological effects of immunological reactions. The course elaborates on the synthesis of hemoglobin, red blood cell structural components, blood types including Rh types, pathogenesis of anemia, leukemia, and basic understanding of blood banking. Students will discuss various players in the normal coagulation process including vasculature, platelets, pro-coagulants, and natural anticoagulation. In addition, a comprehensive approach evaluating the pathogenesis, epidemiology, physical diagnosis, and treatment of bacterial, viral, fungal, and parasite-mediated infectious diseases are covered throughout this six-week course.

Musculoskeletal and Integument Block

5 credits/first semester

This five-week block introduces students to consideration of human anatomy through cadaver-based dissection of the skin (integument), the back, and the upper and lower limbs. The basic science aspects of the skin and the musculoskeletal system are presented and applied to the physical exam and understanding the mechanisms of diseases of the skin, bone, joints, muscle and connective tissue.

Circulatory Block

5 credits/second semester

This five-week block presents an integrated, comprehensive study of the heart, arteries, and veins with respect to maintenance of perfusion and regulation of blood pressure. These topics provide the foundation for coverage of the many pathological states that impact the cardiovascular system such as heart failure, valvular and ischemic heart disease. Physical exam findings applicable to the circulatory system include assessing heart sounds, blood pressure, and peripheral circulation.



Respiratory Block

4 credits/second semester

This four-week block includes anatomical dissection of the thorax, head, and neck regions, including the lungs, trachea, oral cavity, pharynx, larynx, and salivary glands, coupled with study of the physiology of ventilation, perfusion, and gas exchange in the alveoli of the lungs. The clinical aspects of this block include assessment of chest sounds, radiographic and spirometry findings, and interpretation of blood gas tests.

Renal Block

3 credits/second semester

This three-week block covers all aspects of the structure, function, and diseases of the kidney, including regulation of body fluid distribution, function of the glomerulus and the complex workings of the nephron. Other topics include the role of the kidney in metabolism and excretion of drugs as well as the mechanisms of the many drugs that affect kidney function and blood pressure regulation through the renin-angiotensin system.

Neurosciences Block

8 credits/second semester

This eight-week block provides a comprehensive study of the nervous system, considering both normal and abnormal processes and the structure/function of the major organs regulating special senses-vision, hearing, taste, and smell, coupled with the study of human behavior and development from the perspective of psychiatry. This block emphasizes the elements of the neurological examination to determine anatomical localization of deficiency or dysfunction in relation to pathological conditions. The fundamentals of diagnosis of various psychiatric disorders are also presented.

Gastrointestinal Block

6 credits/third semester

This six-week block begins with coverage of the structure and function of the alimentary canal, including mouth, pharynx, esophagus, stomach and duodenum, and of the hepatobiliary tract, including liver and pancreas, with discussion of the digestion and absorption of nutrients. These principles are applied to understanding the disease processes of the GI tract.

Endocrine Block

3 credits/third semester

This three-week block starts with consideration of the normal aspects of hormone action beginning with discussion of the hypothalamic and pituitary mechanisms that control these processes throughout the body. Thorough consideration is given to the structures and functions of the major glands and consideration of the pathophysiology, management, and public health concerns of major endocrine disorders, with special focus on diabetes and obesity.

Genitourinary, Reproductive and Development Block

6 credits/third semester

In this six-week block, students apply basic science knowledge to explain the normal and pathological states of the female and male genitourinary and reproductive systems, and relate that knowledge to the diagnosis, treatment, and prevention of disease. This block has as its foundation the anatomy of the pelvic and perineal regions and other structures associated with reproduction as well as the biology and endocrine regulation of reproductive processes such as gametogenesis, fertility, pregnancy, and menopause. These principles are then applied to clinical understanding of pathologies of the genitourinary and reproductive systems. This block also includes capstone coverage of embryology to review processes of human development, both normal and abnormal. Learning modalities involve both traditional and interactive lectures and laboratories, small-group case-based discussions, patient simulation experiences, and clinician and patient panel sessions.

Transition I: Multi-organ Systems

Third semester

This two-week block is designed to revisit fundamental science content as covered in the systems blocks, especially those aspects that encompass multiple organ systems applied to complex disease processes, including Rheumatology, Immunology, Dermatology, and Infectious Disease. The goals of this block are to provide a structured review of high-yield material from the organ system blocks through the lens of conditions related to each of four specialties as preparation for the upcoming USMLE Step 1 and the transition to clinical



rotations in Phase 2. The block utilizes a mixture of lecture, small-group, case-based activities, and large-class discussions. Focus is placed on formative assessment garnered using USMLE-style questions that emphasize clinical reasoning and application of learned material.

Phase 2: Clinical Applications

This thirteen-month phase of the curriculum begins soon after students complete USMLE Step 1 with an intensive four-week block, Transitions 2: Special Populations/Acute Care Block. The block introduces students to the medical needs of pediatric and geriatric patient populations as well as those of LGBTQIA+ patients, rural care, new Americans, refugees, migrants, those with substance addictions, and the difficult patient. Training in acute-care medicine is provided as a refresher of clinical skills prior to the start of the clinical rotations. Topics included in this experience are: common presenting signs and symptoms; assessment of pain; assessment of altered mental status; dealing with an unstable patient; cases on trauma and intoxication/ingestion; clinical techniques such as phlebotomy; an EKG crash course; managing electronic medical records, introduction to telemedicine, working with interpreters, and working as part of an interprofessional team. Students are assigned to cohorts for the clinical clerkships in family medicine, internal medicine, surgery, pediatrics, psychiatry, and obstetrics

and gynecology. Students again have opportunities to spend time in rural clinical settings in the family medicine and pediatrics rotations.

Phase 3: Career Preparation

This thirteen-month phase of the curriculum is composed of four-week blocks that begin earlier than the fourth year of most traditional medical curricula. Phase 3 is intended to allow students to explore career opportunities by participating in specialty tracks and by taking as many key senior electives as possible prior to residency application. This phase provides individualized training for students in their career specialty choice with the goal of preparing students for success in residency training and beyond. After enrolling in a self-selected Specialty Track, students work with faculty from that specialty to create individualized learning experiences based upon the students' backgrounds, anticipated plans, and other interests. All students participate in Clinical Enhancement Seminars offered at intervals throughout Phase 3. The senior electives culminate in a Capstone Experience called the Residency Preparation Course, designed to enhance the transition to residency education and allow for an assessment of the knowledge, skills, and attitudes that provide guidance for targeted self-study and preparation to succeed in the intern role for all specialties.



Demographics current as of August 2023

APPLICATION DEMOGRAPHICS

Total Applications

Year	Total Number	Resident	Non-Resident
2023	2073	260	1789

Applications by Gender

Year	Male	Female
2023	1053	1008

ACCEPTED CLASS DEMOGRAPHICS

Accepted Class

Year	Total No.	Resident	Non-Resident
2023	132	104	28

Accepted Class by Gender

Year/Entering Class	Male	Female	Total
2023	58 (43%)	74 (57%)	132

Age (there is no age limitation for admission to medical school.)

Year	20-22	23-25	26-28	29-30	Over 30
2023	69	52	7	1	3

Grade Point Averages

Year	Science	Non-Science	Overall
2023	3.84	3.94	3.88

Medical College Admission Test Scores (Mean)

Subject	2023 Entering Class
Chemical and Physical Foundations of Biological Systems	128
Critical Analysis and Reasoning Skills	128
Biological and Biochemical Foundations of Living Systems	128
Psychological, Social, and Biological Foundations of Behavior	128
	513



