

**UC DAVIS  
HEALTH**

**SCHOOL OF  
MEDICINE**



# Applicant Handbook



## **5** About UC Davis School of Medicine

## **7** Admissions overview

- Mission statement
- Admissions timeline
- Pre-medical requirements
- Admissions criteria
- Applying to UC Davis School of Medicine
- Technical standards of UC Davis School of Medicine
- International applicants
- Support for undocumented applicants

## **15** Curriculum

- Community Health Scholars Programs
- Medical Research Programs
- Curriculum overview
- Medical student policies

## **23** Financial aid

- Financial need determination
- Types of financial aid
- Applying for financial aid
- Cost of attendance

## **27** Our campus

- Visit our campus
- Campus map

## A message from the Associate Dean of Admissions



Welcome to the UC Davis School of Medicine Admissions Applicant Handbook. This is your comprehensive guide to all of our processes and policies. As Dean of Admissions, I want to share a few thoughts about our medical school and community.

UC Davis School of Medicine is a very special place — one characterized by a deep commitment to improving the health of our local and global community. Many people do not recognize the incredible diversity of the Sacramento community, which was recently noted by *TIME Magazine* and the Civil Rights Project of Harvard University as the most racially/ethnically integrated major city in America.

We offer a number of unique clinical and outreach experiences, including seven student-run clinics, the HEALTH Equity Academy and several international rotations including the highly successful MEDICOS Program in Nicaragua. Notable student research opportunities include, the MIND Institute, an international, multidisciplinary research center committed to understanding and treating neurodevelopmental disorders such as autism; the Center for Reducing Health Disparities; and the NIH-funded Clinical and Translational Science Center. Besides the traditional M.D. degree, we also offer additional educational tracks and dual degree programs, including ACE-PC, Rural-PRIME, REACH, TEACH-MS, Tribal Health PRIME, ARC-MD, Masters of Public Health and the M.D./Ph.D. program.

One of our greatest assets is our student body — a group of truly exceptional individuals who demonstrate a sustained commitment to academic excellence and lifelong learning, teamwork, and the highest professional standards. Equipped with these tools, UC Davis School of Medicine students learn to provide compassionate, high-quality care to our patients under the watchful mentoring of a talented, inspiring, and uniquely approachable faculty.

We look forward to your application to be a part of the UC Davis School of Medicine team. We are extremely excited and honored to train the next generation of outstanding physicians for California.

Thanks for your interest in our community.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark C. Henderson". The signature is fluid and cursive, with a long, sweeping underline.

**Mark C. Henderson, M.D., F.A.C.P.**  
Associate Dean of Admissions

# About UC Davis School of Medicine

**A national reputation for life-changing biomedical discoveries, a passion for clinical care, and a commitment to caring for underserved communities — these are the hallmarks of UC Davis School of Medicine.**

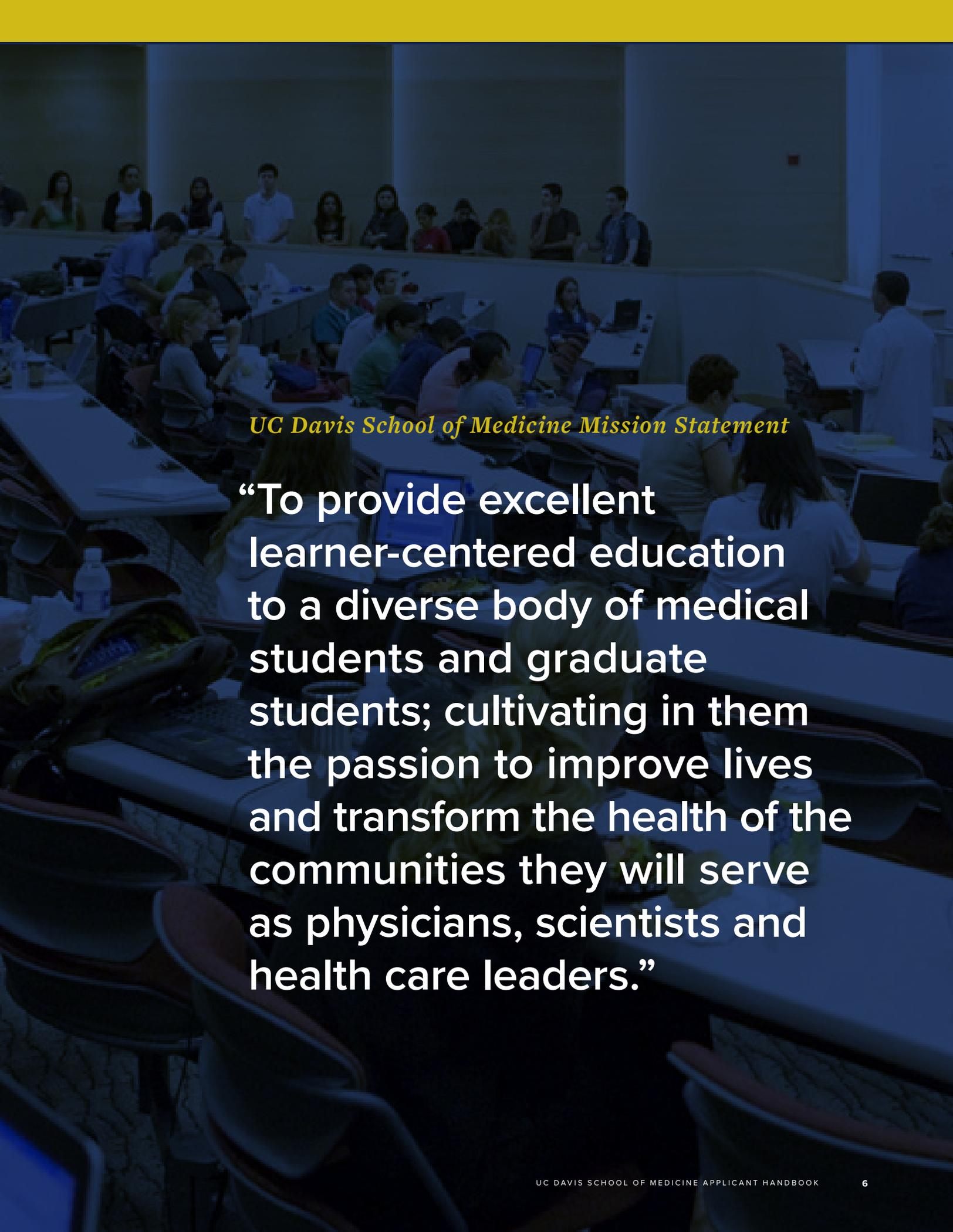
Our students are leaders who appreciate rigorous academic training balanced with hands-on experience and a strong desire to serve. Many of our faculty specialize in translational research, covering a wide range of areas, and are engaged in leading-edge, interdisciplinary collaborations within the UC Davis community and with other highly regarded institutions around the country.

Our school is consistently ranked among the top schools in the nation for primary care training and research by *U.S. News & World Report*. Classrooms and lecture halls are directly across the street from UC Davis Medical Center, one of the nation's premiere teaching hospitals, and many of the university's research laboratories are also located on the Sacramento campus and equally convenient.

Since its inaugural class of 1968, UC Davis School of Medicine has played a key role in advancing health in Northern California and beyond through the education of a diverse physician workforce, breakthrough research, outstanding patient care and a commitment to community service.

## **Highlights of the School of Medicine include:**

- Hands-on patient care opportunities at nearby community health clinics
- Coursework and a curriculum that reflect key societal issues — doctor-patient communication, ethics, clinical reasoning, end-of-life care, cultural competency, self-knowledge and the human side of illness
- A multitrack Community Health Scholars Program to train physician leaders of tomorrow to be better prepared to understand and serve the unique primary health care needs of California's rural, urban and agricultural communities
- Dual degree programs, including a master's in public health that utilizes the extraordinary breadth of UC Davis expertise, from its schools of Veterinary Medicine, Management, Law, Education and Nursing to the colleges of Agricultural and Environmental Sciences, Biological Sciences, Engineering, and Letters and Science
- Research-learning opportunities that ensure young physician-scientists become better skilled and knowledgeable in the translation of basic research discoveries into high-impact clinical applications that will benefit patients
- Professional development and continuing medical education, with hundreds of seminars, workshops, on-site hospital training, distance learning, online classes, special lectures, and weekly and monthly grand rounds

The background image shows a large, modern lecture hall. Students are seated at long white desks, many with laptops open. A lecturer in a white coat is visible at the front right, presenting. The room has high ceilings and large windows, creating a bright and professional atmosphere.

*UC Davis School of Medicine Mission Statement*

**“To provide excellent learner-centered education to a diverse body of medical students and graduate students; cultivating in them the passion to improve lives and transform the health of the communities they will serve as physicians, scientists and health care leaders.”**

# Admissions overview

## Admissions timeline



## Pre-medical requirements

### Degree requirements

Although not required, 100% of our current students have completed a bachelor's degree prior to matriculation. No preference will be shown for any major or area of study. Personal interest, passion and intellectual curiosity for a particular field of study should be the primary motivator in selecting a major or area of concentration. To be eligible to apply, all applicants must have completed three years (90 semester hours or 135 quarter hours) in an accredited college or university.

### Required prerequisites

As part of the college level coursework, the following prerequisite courses are required and must be completed at a U.S. accredited college or university (including community colleges).

Note: Accreditation can be verified through the [Council of Higher Education Accreditation](#). If the school is not listed, then the coursework will not be considered for UC Davis School of Medicine.

- **Biological Sciences:** 1 year
- **General Chemistry:** 1 year **and**
- **Organic Chemistry or other:** 1 year (Biochemistry or other chemistry also acceptable).
- **Physics:** 1 year

The school accepts online classes and do not require labs. However, classes in person, including labs, are preferred. Prerequisite courses are recommended to be completed within **5 years** of submission and must be completed by Spring of the year intending to enroll.

### Standardized tests

In addition to coursework, we require all applicants to complete the **Medical College Admission Test (MCAT)**. This test should be taken within **36 months** of applying to our medical school. The latest exam we will accept is during the month of September of the application year.

# Admissions criteria

The UC Davis School of Medicine Admissions Committee reviews each applicant's experiences, attributes, and metrics as related to our core student physician competencies, including:

- Patient care
- Knowledge
- Interpersonal and communication skills
- Professionalism
- System-based practice (working within the health care system to enhance care)
- Life-long learning

The Admissions Committee determines whether the applicant will be granted a secondary application, interview, and ultimately acceptance to the UC Davis School of Medicine. Committee members attempt to do a holistic assessment of each applicant that includes, but is not limited to, the following experiences, attributes, and metrics (in no particular order of importance):

## Experiences

- Health care experience
- Research experience
- Leadership experience
- Community service
- Educational background
- Experience working in interprofessional teams
- Life experiences (e.g., obstacles overcome)

## Attributes

- Geographic origin (e.g., rural or medically underserved areas)
- Resilience
- Motivation for a medical career
- Intellectual curiosity
- Communication skills, including listening and empathy
- Languages spoken, particularly by underserved patient populations
- Critical thinking skills, including problem solving
- Professional responsibility and accountability
- Values and ethical beliefs
- Self-assessment and improvement skills
- Altruism and compassion
- Appreciation for diverse perspectives
- Ability to work in interprofessional teams
- Honesty and integrity

## Metrics

- Undergraduate grades, grade trends, and course load
- Medical College Admissions Test (MCAT) score
- Performance in a post-baccalaureate and/or graduate degree program

# Applying to UC Davis School of Medicine

The UC Davis School of Medicine admissions cycle typically starts in July and ends the following July, and consists of four major steps:

## 1. Complete AMCAS Application and the AAMC PREview Exam

Typically, in late May/early June, students may submit applications (M.D., M.D./Ph.D.) to the American Medical College Application Service. October 1 at 11:59 pm EST (8:59 p.m. PST) is our deadline to submit all application materials to AMCAS. Extensions will not be considered.

To further enhance our holistic review process, beginning in the 2023 application cycle, we are requiring applicants to complete the Association of American Medical Colleges Professional Readiness Exam (AAMC PREview™), to assess the pre-professional competencies that our admissions committee believes are essential for success at our medical school. The AAMC PREview™ exam will be available June – September 2022. Applicants who do not complete the PREview™ exam will not be further considered for admissions.

For more PREview exam details and FAQ's, please [click here](#).

## 2. Secondary application (by invitation only)

After applying, your application will be reviewed, and qualified applicants will be invited to complete our UC Davis School of Medicine secondary application through the end of January.

The secondary application consists of:

- Supplementary activities and essays including possible interest in the UC Davis Community Health Scholars Programs **and/or** ARC-MD
- Letters of recommendation (3–6 LORs allowed; at least one from a physician or clinician recommended)

- Complete prerequisite information
- Non-refundable application fee

Completed secondary applications are forwarded to the Admissions Committee who perform a holistic review of applications and invite select applicants for an interview. Interview invitations are on a rolling basis — July through February/March.

## 3. Interview day (by invitation only)

We use the Multiple Mini Interview (MMI) to delve more deeply into the applicant's experiences to gain a deeper understanding of attributes relevant to a medical career. Our MMI is a blinded (closed file) interview process. Our interviews are generally held on Fridays starting in mid-August and ending in the March or April timeframe. In addition to the actual interview day, we offer additional programs to further expose applicants to the UC Davis School of Medicine community, including:

- **Applicant Host Program:** During the interview visit, applicants will be offered the opportunity to stay cost-free with one of our current medical students. Since there is a limited number of medical students available, accommodations with a student host are made on a “first come, first confirmed” basis. The Applicant Host Program is completely run by current medical students and provides applicants with the first opportunity to meet and interact with potential future colleagues.
- **Student-run clinics tour (optional):** During the interview visit to UC Davis School of Medicine, applicants have an opportunity to visit any of our seven student-run clinics. All tours are conducted on Saturday except for the Shifa Clinic tour which is held on Sunday. Reservations to visit a clinic are made on a “first come, first confirmed” basis until

all slots are filled. A week before the interview, applicants receive instructions on how to sign-up for tours.

#### 4. Acceptance decision

Upon completion of an interview, applications are forwarded to the Admissions Committee. The Admissions Committee members review and make decisions based on the entire application packet including all experiences, attributes, and metrics to determine whether the applicant possesses the intellect, integrity, skills, and personal and emotional qualities necessary to become an effective physician.

Acceptance decisions are made on a rolling basis starting on October 15 through July 15 of the following year. Decisions are made within 30 to 45 days post-interview. All decisions are final, and we have a **no feedback policy on applications**.

Categories of decision are:

- **Acceptance:** Starting October 15 through July 15
- **Waitlist:** Applicant informed of waitlist status with final decision starting May 1 through July 15
- **Not Accepted:** Admission decisions will be based upon the information contained in the application materials at the time of review. The Admissions Committee does not accept updates from applicants including activities additions/updates, additional letters of recommendation, etc.

*Note: Substantial changes such as citizenship status or recipient of a nationally recognized award may be reviewed and considered by the Admissions Committee on a case-by-case basis.*

At the UC Davis School of Medicine, we are committed to ensuring that every application is reviewed by at least one Admissions Committee faculty member before any final decision is rendered. Admission decisions are made without consideration of political or financial factors.



# Technical, non-medical standards

## Essential abilities and characteristics required for completion of the M.D. degree

The M.D. degree is a broad undifferentiated degree attesting to general knowledge in medicine and the basic skills required for the practice of medicine. Essential abilities and characteristics required for completion of the M.D. degree consist of certain minimum physical and cognitive abilities, and sufficient mental and emotional stability to assure that candidates for admission, promotion, and graduation are able to complete the entire course of study and participate fully in all aspects of medical training.

The School of Medicine intends for its graduates to become competent and compassionate physicians who are capable of entering residency training (graduate medical education) and meeting all requirements for medical licensure. The avowed intention of an individual student to practice only a narrow part of clinical medicine, or to pursue a non-clinical career, does not alter the requirement that all medical students take and achieve competence in the full curriculum required by the faculty. For purposes of this document and unless otherwise defined, the term “candidate” means candidates for admission to medical school as well as enrolled medical students who are candidates for promotion and graduation.

The School of Medicine has an ethical responsibility for the safety of patients with whom students and graduates will come in contact. Although students learn and work under the supervision of the faculty, students interact with patients throughout their medical school education. Patient safety and well-being are therefore major factors in establishing requirements involving the physical, cognitive, and emotional abilities of candidates for admission, promotion, and graduation. The essential abilities and characteristics described herein are also referred to as technical (or non-academic) standards. They are described below in several broad categories, including: observation; communication; motor function; intellectual-conceptual, integrative, and quantitative abilities; and social and behavioral skills. In addition to these, candidates must have the physical and emotional stamina to function in a competent manner in settings that may involve heavy workloads and stressful situations.

Delineation of technical standards is required for the accreditation of U.S. medical schools by the Liaison Committee on Medical Education. The following abilities and characteristics are defined as technical standards, which in conjunction with academic standards established by the faculty, are requirements for admission, promotion, and graduation. Individuals who are currently impaired by alcohol or other substances are not suitable candidates for admission, promotion, or graduation.

# Technical, non-medical standards

## Technical (non-academic) standards

**I. Observation:** Candidates must be able to observe demonstrations and participate in experiments of science, including, but not limited to, dissection of cadavers; examination of specimens in anatomy, pathology, and neuroanatomy laboratories; and microscopic study of microorganisms and tissues in normal and pathologic states. Candidates must be able to accurately observe patients and assess findings. They must be able to obtain a medical history and perform a complete physical examination in order to integrate findings based on these observations and to develop an appropriate diagnostic and treatment plan. These skills require the functional use of vision, hearing, and touch.

**II. Communication:** Candidates must be able to communicate effectively and efficiently with patients, their families, and members of the health care team. They must be able to obtain a medical history in a timely fashion, interpret non-verbal aspects of communication, and establish therapeutic relationships with patients. Candidates must be able to record information accurately and clearly, and communicate effectively in English with other health care professionals in a variety of patient settings.

**III. Motor function:** Candidates must possess the capacity to perform physical examinations and diagnostic maneuvers. They must be able to respond to emergency situations in a timely manner and provide general and emergency care. Such activities require physical mobility, coordination of both gross and fine motor neuromuscular function, and balance and equilibrium. They must adhere to universal precaution measures and meet safety standards applicable to inpatient and outpatient settings and other clinical activities.

**IV. Intellectual-conceptual, integrative, and quantitative abilities:** Candidates must have sufficient cognitive (mental) abilities and effective learning techniques to assimilate the detailed and complex information presented in the medical student curriculum. They must be able to learn through a variety of modalities including, but not limited to, classroom instruction; small group, team and collaborative activities; individual study; preparation and presentation of reports; and use of computer technology. Candidates must be able to memorize, measure, calculate, reason, analyze, synthesize, and transmit information across modalities. They must recognize and draw conclusions about three-dimensional spatial relationships and logical sequential relationships among events. They must be able to formulate and test hypotheses that enable effective and timely problem solving in diagnosis and treatment of patients in a variety of clinical modalities.

**V. Behavioral and social attributes:** Candidates must demonstrate the maturity and emotional stability required for full use of their intellectual abilities. They must accept responsibility for learning, exercising good judgment, and promptly completing all responsibilities attendant to the diagnosis and care of patients. They must understand the legal and ethical aspects of the practice of medicine and function within both the law and ethical standards of the medical profession. Candidates must be able to interact with patients, their families, and health care personnel in a courteous, professional, and respectful manner. They must be able to tolerate physically taxing workloads and long work hours, to function effectively under stress, and to display flexibility and adaptability to changing environments. Candidates must be able to contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take personal responsibility for making appropriate positive changes.

**VI. Ethical and legal standards:** Candidates must meet the legal standards to be licensed to practice medicine in the State of California. As such, candidates for admission must acknowledge and provide written explanation of any felony offense or disciplinary action taken against them prior to matriculation at the School of Medicine. In addition, should the student be convicted of any felony offense while in medical school, they agree to immediately notify the Dean of Students as to the nature of the conviction. Failure to disclose prior or new offenses can lead to disciplinary action by the school that may include dismissal.

### **Ability to meet the School of Medicine's technical standards**

The School of Medicine intends for its students and graduates to become competent and compassionate physicians who are capable of entering residency training (graduate medical education) and meeting all requirements for medical licensure.

### **Equal access to the School of Medicine's educational program**

The University of California does not discriminate against qualified individuals with disabilities who apply for admission to the M.D. degree program or who are enrolled as medical students. Otherwise qualified individuals shall not be excluded from admission or participation in the School of Medicine's educational programs and activities solely by reason of their disability or medical condition. The School of Medicine provides reasonable accommodation in its academic programs to qualified individuals with disabilities. A reasonable accommodation is one that does not require substantial program modification or lower academic standards. Learning disabilities are included under this policy.

Should a candidate have or develop a condition that would place patients or others at risk, or that would jeopardize his or her ability to complete medical student education and pursue residency training and licensure, the candidate may be denied admission or may be dismissed from school. Should a candidate have or develop a disability that poses a significant risk to health and safety of patients, self, or others that cannot be eliminated with a reasonable accommodation, the candidate may be denied admission or may be dismissed from school.

It is the responsibility of a student with a disability, or a student who develops a disability and who wants an accommodation to notify the Dean of Students of the disability, preferably in writing, and to provide adequate documentation of the general nature and extent of the disability and the functional limitations to be accommodated. A student who has or develops any chronic disease or condition will be expected to seek and continue in the care of a qualified health care provider.

The Dean's Office will work in conjunction with the school's disability coordinator in evaluating and responding to all requests. In the event that additional documentation is required regarding the nature and extent of a disability, the School of Medicine may require that a student undergo an evaluation by experts for purposes of determining whether the candidate, with or without accommodation, is able to meet these technical standards.

## International applicants

An applicant is considered an international applicant if they need a visa in order to reside and study in the United States. If you are a U.S. citizen, permanent resident, refugee or asylee, you will be considered a domestic applicant even if you currently reside outside the United States.

Prospective international medical students are required to complete the School of Medicine's Financial Statement to verify sufficient financial support to pursue their medical education at the UC Davis School of Medicine. Non-residents of the United States are ineligible for financial aid and should not expect to obtain financial aid after arrival at the School of Medicine. Therefore, it is critical to secure an adequate, reliable and continuing source of funding for your entire course of study before deciding to come to the United States.

Additionally, we do not consider immigration status in the evaluation of applicants for our pathway programs or medical school admissions.

For more information, please see the additional resources below:

- [UC Davis Office of Health Equity, Diversity and Inclusion](#)
- [UC Davis AB540 and Undocumented Student Center](#)
- [University of California – Information on Immigration](#)

## Undocumented applicants

### Statement of support for undocumented students

UC Davis School of Medicine is committed to providing a safe and supportive environment for its undocumented students and to providing the resources for their success. On November 30, 2016, former UC President Janet Napolitano issued a Statement of Principles in Support of Undocumented Members of the UC Community. It reaffirms UC's commitment to vigorously protect the privacy and civil rights of undocumented students, as it does all members of its community. The principles assert that UC, including UC Davis School of Medicine will continue to welcome and support pre-medical and medical students without regard to immigration status, will not share student information without legal warrant and will not take part in joint efforts with any government agency to carry out federal immigration policy.



# Curriculum

## Community Health Scholars Program

UC Davis School of Medicine offers four unique programs within its Community Health Scholars (CHS) Program. While each CHS Program is unique in its own way, there are some key components they all share.

Each program has a:

- **Program-specific orientation before medical school begins:** Students arrive in Sacramento mid-June (ACE-PC) to early July (Rural, REACH, and TEACH-MS) for an orientation to their program with their cohort and to meet faculty leadership.
- **Interprofessional education, mentorship, and leadership opportunities in years 1 and 2.**
- **Program-specific summer experience:** Each CHS Program has a unique summer experience that allows immersion in the communities that each program aims to serve.
- **Clinical Curriculum:** The third year is what sets the Community Health Scholars Programs apart from the traditional curriculum. Each program offers students unique clinical training opportunities that will prepare them to be providers in rural, valley, or urban health care settings.

### Accelerated Competency-Based Education in Primary Care (ACE-PC)

The Accelerated Competency-Based Education in Primary Care (ACE-PC) Program is a partnership with Kaiser Permanente Northern California, with support from the American Medical Association's Accelerating Change in Medical Education initiative. The UC Davis School of Medicine offers an innovative three-year M.D. pathway for students committed to primary care careers. Rather than the traditional seven-year pathway to primary care practice (four years of medical school followed by three years of residency training), ACE-PC students complete their M.D. in three years, enter a partner residency well prepared for internship and enter primary care practice one year earlier.

The development of ACE-PC has been guided by input from multidisciplinary faculty representing undergraduate medical education, graduate medical education and employer perspectives. The program recruited its first class in 2014. Prospective students are evaluated using the same holistic review and Multiple Mini Interview as traditional applicants. Once admitted to the traditional class at UC Davis School of Medicine, ACE-PC applicants complete a panel interview to assess fit, commitment to PC and academic readiness. The program is limited to 6 to 8 students of an entering class of approximately 120 to 130 students. Each year there are 300 to 400 applicants. Historically over 60% of ACE-PC students are from communities underrepresented in medicine and 80% self-identify as disadvantaged on their AMCAS application.

Ideal candidates are committed to working in primary care (adult internal medicine or family medicine) and have experience working in a primary care setting.





## Rural Program in Medical Education (Rural-PRIME)

Rural-PRIME is part of the University of California's "Programs In Medical Education" or PRIME, which is designed to produce physician leaders who are trained in and committed to helping California's underserved communities.

California is facing a huge shortage of physicians. Twenty percent of the population in California lives in rural areas, but only nine percent of physicians practice rurally. With these disparities, rural patients have poorer outcomes on several measures than their urban counterparts, including higher levels of chronic conditions, higher rates of hospitalizations and higher rates of cancer deaths. Rural-PRIME was developed to address the lack of access in rural areas, and to reduce health care disparities in rural populations.

UC Davis Rural-PRIME was created to train the best and the brightest medical students for a fulfilling career in a rural community. It is an opportunity that offers a range of experiences, from public health and community service to the use of leading-edge medical technologies such as telemedicine.

Rural-PRIME creates a new model for non-urban medical practice, one that utilizes advanced technologies to provide up-to-date health care knowledge while also preserving the positive aspects of smaller, more remote clinics.

The innovative curriculum will:

- Increase student exposure to rural practice
- Allow for consistent teaching and mentorship by rural physicians
- Equip students with tools for life-long learning

UC Davis is internationally recognized for its telemedicine program. Rural-PRIME students will receive training on the use of telemedicine and simulation equipment. This equipment has been shown to improve access to specialty care in rural areas statewide and provides a valuable tool for training future rural physicians.

Ideal candidates are passionate about working in rural California and have the desire to become a physician leader in a rural community.

## Reimagining Education to Advance central California Health (REACH)

The UC Davis School of Medicine remains committed to improving the health of central California by training future physicians to serve central California. We launched the REACH (Reimagining Education to Advance central California Health) Program in 2018 to strengthen our commitment to central California.

The goals of REACH are to:

- Strengthen the desire for new physicians to practice in central California — one of California's most medically underserved areas
- Reduce disparities and inequalities related to the health care in central California communities
- Improve the health status of central California residents
- Form lasting relationships with communities, hospitals, clinics and physicians to enhance health care in the region

REACH is for medical students who are committed to ensuring high-quality, diverse and well-distributed medical care is available to populations, communities, and individuals in California's central valley. Students interested in gaining knowledge and expertise in caring for central California populations are encouraged to apply regardless of their eventual specialty choice.

Ideal candidates are committed to working in central California after graduation/residency and who grew up or have considerable experiences in communities in central California.

## Transforming Education and Community Health for Medical Students (TEACH-MS)

The Transforming Education and Community Health for Medical Students (TEACH-MS) Program was started in 2011. It is a four-year tailored M.D. program at the UC Davis School of Medicine for students with a strong interest in primary care (internal medicine, family medicine, or pediatrics) for the urban underserved.

The TEACH-MS Program seeks to improve access to effective, culturally respectful and equitable health services for underserved communities by providing rewarding community-based experiences that support interest in primary care among medical students. TEACH-MS students have unique clinical experiences in community health centers in the greater Sacramento area and mentorship from physicians doing community-based health care.

Ideal candidates are passionate about working in an underserved community, committed to working in an urban setting, and interested in practicing in a primary care specialty (internal medicine, family medicine, or pediatrics).

## Tribal Health PRIME Program

The UC Davis Tribal Health PRIME Community Health Scholars Program is designed to provide students with the appropriate knowledge and skills to practice medicine in California's urban and rural tribal communities. UC Davis aims to partner with communities to recruit and support students on their journey to careers in medicine. Community health and education leaders may identify and support promising pre-health students by submitting a letter of recommendation for their application to medical school at UC Davis. IHP scholars will matriculate to UC Davis medical school through the traditional pathway, the Wy'East pathway, and other targeted pre-medical recruitment efforts with regional tribal communities.

The Wy'East pathway is 10-month post-baccalaureate program administered by Oregon Health Science University (OHSU) that prepares AIAN students from federally recognized tribes to successfully enter and complete medical school. It is a partnership between UC Davis, OHSU, and Washington State University. Upon successful completion of Wy'East, participants are guaranteed admission to one of the three participating medical schools. The goal for Wy'East scholars from Northern California is to eventually provide care to the region's tribal communities.

Tribal Health PRIME applicants should possess significant knowledge of and experience in tribal urban and/or rural underserved areas, including a familiarity with different populations and cultures, public health issues specific to the native population, and a desire to serve as physician for American Indian and Alaska Native (AIAN) communities. This track is for students who are committed to ensuring high quality medical care to improve health for populations, communities, and individuals in with connections to indigenous culture.

### **California Oregon Medical Partnership to Address Disparities in Rural Education and Health (COMPADRE)**

[COMPADRE](#) is a robust collaboration between UC Davis and OHSU medical schools and over 30 graduate medical education (GME) programs across 10 health care systems throughout northern California and Oregon. COMPADRE aims to transform the physician workforce by training physicians who are better prepared, more equitably distributed across the region, and who are deeply connected to underserved communities.

### **Admissions for Community Health Scholars Programs**

[Community Health Scholars \(CHS\)](#) applicants apply through the traditional UC Davis School of Medicine admissions pathway and must meet the same requirements as all School of Medicine students. The CHS programs select applicants for a second interview after the applicant has completed the School of Medicine interview.

Each year, the UC Davis CHS Programs accept:

- 6 to 10 ACE-PC students
- 8 to 12 Rural-PRIME students
- 8 to 12 REACH students
- 6 to 8 TEACH-MS students
- Up to 6 Tribal Health PRIME students

How to apply to one or more of the Community Health Scholars Programs:

1. Apply to the UC Davis School of Medicine through the American Medical College Application Service (AMCAS) by October 1.
2. Applicants invited to complete the UC Davis School of Medicine secondary application will have an opportunity to indicate their interest in one or more of the CHS Programs in the secondary application.
3. Applicants interviewed by the UC Davis School of Medicine will then be reviewed by the Community Health Scholars Program Directors. Applicants are reviewed on a rolling basis.
4. Qualified applicants will be invited for a CHS interview between January and April.



# Medical student research pathways

UC Davis School of Medicine students have a number of options for structuring a research experience within the context of their medical studies. It can take the form of brief independent study, a summer experience, a longitudinal experience throughout medical school, or a second-degree program (Master's Degree or Ph.D.).

Options for students interested in more rigorous research training involving significantly greater commitments of time include:

- M.D./Ph.D. Program
- Academic Research Careers for Medical Doctors (ARC-MD)
- Medical Student Research Fellowship
- TL1 Pre-Doctoral Clinical Research Training Program
- Scholarly Project Option (PDF)

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

The [M.D./Ph.D. Program](#) is an integrated training program that combines medical and graduate education, leading to both the M.D. and Ph.D. degrees. The program is sponsored by the UC Davis School of Medicine. Students are fully funded during the four medical school years, including tuition and fees plus an annual stipend. Support of graduate work toward a Ph.D. (typically four years) is funded by a variety of resources (i.e., mentor funding, grants, scholarships, and, as needed, TA).

The M.D./Ph.D. combines pre-clinical and clinical training with a commitment to basic and/or clinical research. Students can choose to pursue their Ph.D. in any field among the wide variety of graduate programs offered through the Office of Graduate Studies on the UC Davis campus. The research

opportunities at UC Davis are particularly strong with laboratories available to the M.D./Ph.D. students in a number of different schools (Medicine and Veterinary Medicine) and colleges (Biological Sciences, Engineering, Agricultural and Environmental Sciences). In addition, UC Davis has a number of outstanding research centers and institutes that are open to M.D./Ph.D. students, including the Comprehensive Cancer Center, Center for Neuroscience, Genomics Center, and the MIND Institute.

## Academic Research Careers for Medical Doctors (ARC-MD)

The goal of the UC Davis School of Medicine [Academic Research Careers for Medical Doctors \(ARC-MD\) Program](#) is to provide medical students with the foundational skills and professional development that promote a successful career as a physician scientist. The five-year program provides students with research and career mentorship, special experiences, a unique curriculum, and community engagement within a supportive longitudinal learning community.

ARC-MD provides:

- A mentorship community of key teaching faculty who are also physician researchers
- Research and community service opportunities
- Professional development opportunities and advising
- Scholarship support, contingent upon student's continued participation in program activities
- A stipend to undertake a research-intensive year in a UC Davis faculty laboratory between year 3 and 4



### **Admissions for Research Scholars Programs**

The AMCAS primary application allows an application type of M.D./Ph.D. for those interested in this research pathway. Apply to UC Davis School of Medicine, indicating interest in the M.D./Ph.D. If an applicant passes the initial screening by the school, a secondary applicant invite will be offered. The completed secondary application is then sent to the M.D./Ph.D. Committee for screening and interview determination. The M.D./Ph.D. program accepts 2 to 3 students per year.

ARC-MD applicants apply through the traditional UC Davis School of Medicine admissions pathway and must meet the same requirements as all School of Medicine students. The ARC-MD programs select applicants for a second interview after the applicant has completed the School of Medicine interview. Each year, the UC Davis ARC-MD Program accepts 5 to 8 students.

How to apply to the ARC-MD Program:

1. Apply to the UC Davis School of Medicine through the American Medical College Application Service (AMCAS) by October 1.
2. Applicants invited to complete the UC Davis School of Medicine secondary application will have an opportunity to indicate their interest in the ARC-MD Program in the secondary application.
3. Applicants interviewed by the UC Davis School of Medicine will then be reviewed by the ARC-MD Program Directors. Applicants are reviewed on a rolling basis.
4. Qualified applicants will be invited for an ARC-MD interview between January and April.

# Curriculum overview:

## Educational mission, key features and phases

The educational mission of UC Davis School of Medicine is to train competent and compassionate physicians who will address the health care needs of individuals, families, and communities through collaborative approaches to patient-centered care. The curriculum for the M.D. degree provides comprehensive preparation for graduate medical training in any specialty.

### Key Features:

#### Competency-based

Competency-based medical education emphasizes the achievement of knowledge, skills, abilities, and attitudes through a variety of experiences that span the curriculum. Competencies are assessed through a variety of formative and summative methods. The growth mindset characteristic of competency-based education allows students to evolve throughout their educational experience.

#### I-EXPLORE: Integrated EXplorative Patient and Learner Oriented Education

The I-EXPLORE curriculum emphasizes integration and exploration through learner-centered education on patient-centered care.

#### Integrative

Three pillars of biomedical science, clinical science, and health systems science are horizontally and vertically integrated throughout the curriculum. Each course is led by three co-course directors, one from each pillar.

#### Explorative

Customization of your medical education experience is a central component of the I-EXPLORE curriculum. The UC Davis School of Medicine has a series of offerings that allow students to more deeply explore their interests, ranging from half-day intersessions workshops to dedicated pathways spanning the whole of medical school.

#### Patient Oriented

UC Davis School of Medicine advocates for and meets the workforce needs of our communities through training primary care physicians, specialists, and researchers that directly serve these communities. Beginning in the first year of medical school, a patient-centered perspective is fostered through numerous patient panels, case-based learning, and early outpatient experiences, ensuring students hear the patient and family caregiver perspective.

#### Learner Oriented

Designed to meet student needs and maximize student preparedness for standardized exams and progression to the next curricular phase, I-EXPLORE offers a consistent weekly schedule with protected study time, integrated and USMLE-relevant content, and an emphasis on clinical reasoning. Career advising, direct mentorship, and our Transition to Residency course contribute to student preparedness for residency.

#### Education

Students take ownership of their education through active learning pedagogies that occur in a standardized weekly schedule including Problem-Based Learning (PBL), Team-Based Learning (TBL), Peer Teaching, Patient Panels, Journal Clubs, Clinical Skills, and a Longitudinal Clinical Experience. Lectures are primarily delivered asynchronously, allowing students to be in control of the pace and timing of their viewing.

## Phases of the curriculum

### Pre-clerkship phase

The guiding principles for the pre-clerkship phase include thoughtful content integration, inclusivity of faculty expertise from all SOM departments, weekly schedule standardization with self-directed learning time, robust United States Medical Licensing Exam (USMLE) Step 1 preparation, early outpatient clinical experience, and promotion of student well-being and customization of education through intersessions.

### Clerkship phase

This phase of the curriculum includes the core clerkships, selectives, and the clerkship intersession course. The core clerkships are Family and Community Medicine, Internal Medicine, Obstetrics/Gynecology, Pediatrics, Psychiatry, and Surgery. The clerkships consist of inpatient and ambulatory rotations on various services that provide in-depth, supervised patient care experiences. During a six-week selective block, students choose a combination of 2-, 4-, or 6-week courses from a menu of

clinical didactics, advanced clinical clerkships, and/or research as a means of customizing their educational experience. The final component is the longitudinal clerkship intersession course, which consists of a series of one-week intersessions between each clerkship block. The intersession weeks incorporate case-based learning, multi-station objective structured clinical examinations (OSCEs), academic coach sessions focusing on professional identity formation, and time for self-directed learning and wellness.

### Post-clerkship phase

The post-clerkship phase includes required experiences in neurology, emergency medicine, and the intensive care unit, while also promoting flexibility and individualization. This phase offers acting internships, advanced clinical clerkships, clinical didactics, and research, with the Transition to Residency course at the end of the year. Individual student schedules are designed under the guidance of career and specialty advisors with the support of the Office of Student Development.

## Medical student policies and graduation competencies

[Read the UC Davis School of Medicine's medical student policies](#)

[Read the UC Davis School of Medicine's graduation competencies](#)



# Financial aid

## Financial need determination

### How financial need is determined

**Financial need is determined using a simple formula:**

**Cost of attendance - resources (\$ you have) =  
financial need (\$ you can receive)**

Your student expense budget (i.e., cost of attendance) will be determined by each individual institution. At UC Davis School of Medicine you will be given a single-student budget regardless of your marital or family status. A calculation of your resources is done based upon the application information you provide to the school. You will have a calculated **student contribution (SC)**.

Some UC Davis School of Medicine students are required to provide parent information regardless of

their dependency status. Certain federal programs require the calculation of a **parent contribution (PC)** in determining whether you qualify for that particular program's funds (for example for Title VII). Parent information may allow us to offer some of these funds.

Calculations of the SC and PC will be based upon current assets and prior year income (e.g., 2020 calendar year for the 2022–2023 school year). The treatment of assets and base-year income is liberal for those who are married with children or are single parents. This liberal treatment — which results in a substantially reduced resource contribution — tries to offset the reduction in need that results from not recognizing spousal and dependent expenses in the student budget.

## Types of financial aid

There are several sources of educational funding available. Our staff at the health system financial aid office will assist you in comparing different funding sources and making choices based on your individual needs. When investigating how to finance your education, keep in mind that you may be eligible for need-based financial aid. All applicants and current students are encouraged to file the FAFSA so that we can help you evaluate all of your options.

Types of funding available, include:

- Grants and scholarships
- Loan programs
- Short-term loans
- Monies for Medicine



## UC Davis School of Medicine grants and scholarships

UC Davis School of Medicine offers grants and scholarships to a number of students. All students are considered for these funds. Information collected through the admissions application, from the FAFSA, and UC Davis' financial aid supplemental application is used to award grant and scholarship funds. Some awards are based solely on academic criteria, others are based on academic and financial-need criteria.

*Note: An applicant's scholarship offers from other institutions will not influence our merit or need-based scholarship decisions. We will not attempt to match scholarship offers from other institutions.*

## UC restricted endowments

Current M.D. students and applicants who have been offered admission may qualify for one or more of our restricted endowment funds.

# Application procedure

Below is general information and instructions for the financial aid application process.

### 1. Complete and file the FAFSA or California Dream Act Application

Applicants to and current students at UC Davis School of Medicine who are interested in receiving financial assistance while earning their degree must complete the Free Application for Federal Student Aid (FAFSA) no later than March 1 to be considered for the best available funding.

The California Dream Act became law through the passage of two assembly bills, AB 130 and AB 131. AB 130 allows students who meet AB 540 criteria (California Education Code 68130.5(a)) to apply for and receive non-state funded scholarships for public colleges and universities. AB 131 allows students who meet AB 540 criteria to apply for and receive state-funded financial aid such as institutional grants,

## Outside scholarships

We have a publication entitled *Monies For Medicine* which is available to our current medical students and M.D. applicants who have been offered admission.

There are several online searchable scholarship databases. We recommend that you consider each search engine and use only those that work best for your search. Some examples are:

- [collegeboard.org](http://collegeboard.org)
- [fastweb.com](http://fastweb.com)
- [scholarships.com](http://scholarships.com)
- [California Veteran's Dependents Educational Assistance Program \(CDVA\)](#)

**UC Davis School of Medicine does not endorse or recommend any particular organization, individual, points of view, products, or services offered by these outside sites.**

community college fee waivers, Cal Grant and Chafee Grant. Visit the CA Dream Act website to access the CA Dream Act online application. For the latest news you can visit the AB 540 and Undocumented Student Center website.

### 2. Complete the Supplemental Application

All students must complete and submit the Financial Aid Supplemental Application for financial aid no later than March 1. Parents of medical students must complete and submit the Parent Certification form no later than March 1. Applicants who have been offered admission must submit the supplemental form(s) by March 1, or within three weeks of their offer of admission, whichever is later.

### 3. Review your Student Aid Report

Within a week of submitting the FAFSA, your Student Aid Report (SAR) will be generated by the federal processor (usually received electronically). Review

the SAR carefully to ensure all information is accurate and UC Davis School of Medicine is included in the Information Release section. If UC Davis School of Medicine is not listed, we will not receive your application information. Follow the instructions for submitting changes or additions. If the data you reported is incorrect and/or has failed any of the database matches, you must follow the instructions to correct or resolve any problems.

#### 4. Promptly submit additional documentation

After submitting the FAFSA and the supplemental application(s), additional documents may be required. Typical documents needed may include copies of your and your parents' federal income tax returns, verification forms, a copy of your Social Security

card and/or citizenship documentation. Parents of medical students will be asked to complete and submit the Parent Certification form. Students will be able to supply an email address for the form to be completed when submitting the Supplemental Application noted above.

*Note: Students who have (or will) file a long-form federal tax return (1040) may be asked to submit a copy of their return along with their employer-issued W-2s no later than the end of May. You may receive an email message or Notice of Missing Information letter from our office asking for some of these items. Promptly return the requested documents, as the awarding of your financial aid may be delayed if items are not received in a timely manner.*

## Cost of attendance

The tuition, fees, and charges posted here are estimated based on currently approved amounts. These figures **may not be final**. Actual tuition, fees, and charges are subject to change by the Regents of the University of California or, as authorized, by the President of the University of California. Accordingly, final approved levels (and thus a student's final balance due) may differ from the amounts shown.

Tuition and mandatory fees have been set regardless of the method of instruction and will not be refunded in the event instruction occurs remotely for any part of the academic year.

### 2021–2022 cost of attendance

	MS1 (10 months)	MS2 (12 months)	MS3 (12 months)	MS4 (11 Months)
Tuition and Fees <sup>1</sup>	\$42,648	\$42,648	\$42,648	\$42,648
Books/Supplies	\$1,113	\$1,416 <sup>2</sup>	\$888 <sup>3</sup>	\$109
Rent	\$10,376	\$11,319	\$11,319	\$10,376
Utilities	\$3,006	\$3,280	\$3,280	\$3,006
Food	\$6,426	\$7,010	\$7,010	\$6,426
Personal	\$2,194	\$2,393	\$2,393	\$2,194
Transportation	\$3,277	\$3,576	\$3,576	\$3,277
Health Insurance <sup>4</sup>	\$4,020	\$4,020	\$4,020	\$4,020
<b>TOTAL</b>	<b>\$73,060</b>	<b>\$75,662</b>	<b>\$75,134</b>	<b>\$72,056</b>

In addition to the above tuition and fees, out-of-state students pay Nonresident Supplemental Tuition of \$12,245 per academic year.

1. Complete itemized breakdown available at UC Davis Budget & Institutional Analysis at [budget.ucdavis.edu](http://budget.ucdavis.edu).

2. This includes **required** Step 1 study prep materials

First Aid for USMLE	\$45
180-Day USMLE World Q-bank	\$419
2 NBME Comprehensive Basic Science Skills Assessments	\$120
<b>TOTAL</b>	<b>\$584</b>

3. This includes **required** Step 2 CK study prep materials

Content Review Resource (2 options, First Aid for STEP 2 CK or Master the Boards)	\$60
1 year USMLE World Q-bank	\$519
10 Practice Shelf Exams – 2 per clerkship	\$200
<b>TOTAL</b>	<b>\$779</b>

4. UC Regents mandate that all students have health insurance. This is a non-academic condition of admission to the School of Medicine M.D. program. The School of Medicine offers Western Health Advantage insurance to meet this requirement. If you have comparable insurance, you may waive out of the Western Health Advantage plan. Insurance plans and rates are subject to change.

**Notes:**

- As a result of gubernatorial, legislative, Regental, and/or campus action, these amounts may change without notice. Learn more at [budget.ucdavis.edu](http://budget.ucdavis.edu).
- Budgets are adjusted on an annual basis. Budget components are adjusted according to increases in the consumer price index (CPI) and/or student surveys. The estimated budget above does not include yearly increases.
- USMLE exam fees for Step 1 (\$645), Step 2 CK (\$645) will be funded upon documentation of payment.
- The summer distribution of aid for Year 1 includes a higher allowance for books due to the need to purchase most books and supplies early in the academic year.

Personal Category <sup>5</sup>	12 Months
Medical/Dental/Optical	\$669
Clothing/Toiletries	\$991
Recreation/Incidentals	\$733
<b>TOTAL</b>	<b>\$2,393</b>

5. Does not allow for appliance, television, or furniture purchases; moving expenses; home improvement or repairs; or contributions to charities or other organizations.

**UC Davis School of Medicine – Financial Aid Office**  
 4610 X St., Education Building, First Floor, Suite 1202, Sacramento, CA 95817  
 Phone: (916) 734-4120 Fax: (916) 734-4116 Email: [hs-financialaid@ucdavis.edu](mailto:hs-financialaid@ucdavis.edu)  
[health.ucdavis.edu/financialaid](http://health.ucdavis.edu/financialaid)



# Our campus

## Visit our campus

UC Davis School of Medicine prepares culturally and clinically competent medical students and future physicians to practice in the diverse and growing populations of California. To see our Sacramento campus, meet our medical students, and learn how we support our community, please visit our website at [health.ucdavis.edu/diversity/tours.html](https://health.ucdavis.edu/diversity/tours.html) for more details and to register for a tour.

Our tours are designed for students who are interested in careers in medicine and for current AMCAS applicants. We do not offer tours to the general public.

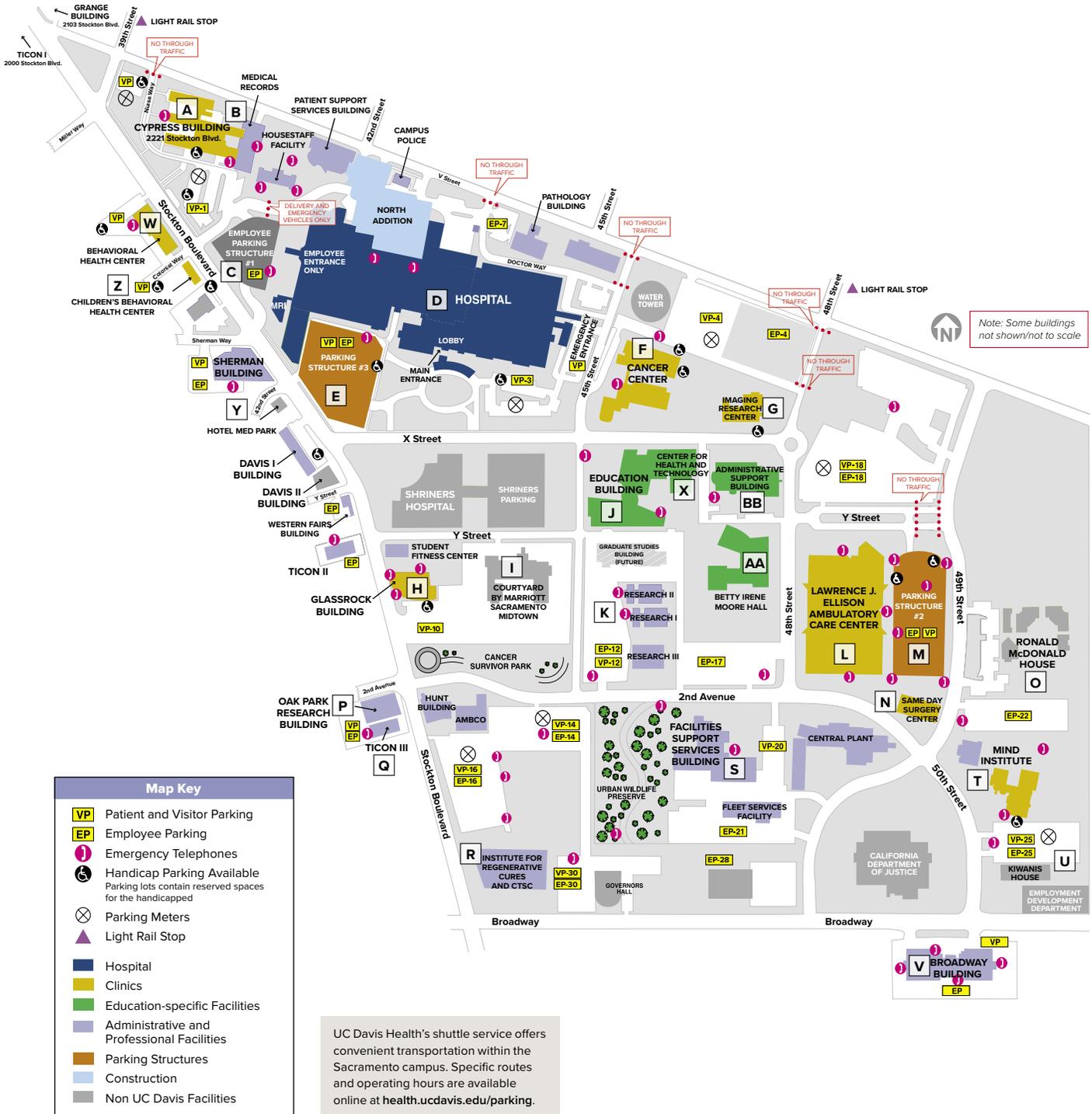
**Please note: Due to limited resources, we do not offer individual private tours.**

### Tour highlights:

The material covered during a tour will vary slightly according to the members of the tour group. Most tours will include the following highlights:

- Admission and curriculum presentation
- Community Health Scholars presentation
- Medical student panel discussion
- Campus and resources walking tour

# Campus map





**UC Davis School of Medicine – Office of Admissions**

4610 X St., Education Building, First Floor, Suite 1202,  
Sacramento, CA 95817

Phone: (916) 734-4800

Email: [hs-somadmissions@ucdavis.edu](mailto:hs-somadmissions@ucdavis.edu)

[health.ucdavis.edu/medschool](https://health.ucdavis.edu/medschool)