Changes in Admissions Criteria

School of Medicine
Motivators of Change

• Call for transformation by leadership at Association of American Medical Colleges

• Scientific Foundations for Future Physicians

• Desire to provide applicants greater flexibility in meeting admissions criteria

• New MCAT^2015
Agents of Change

Admissions Task Force
  Admissions Committee
  Course/Clerkship Directors
  Graduate Medical Education

Admissions Committee

Deans Council
## Timeline for Change

<table>
<thead>
<tr>
<th>Medical School Entering Class</th>
<th>Current Prerequisites</th>
<th>MCAT 1991</th>
<th>MCAT 2015</th>
<th>End-point Courses</th>
<th>Course-Competency Maps</th>
<th>Novel Curricula</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</table>
Current Requirements

• 8 credits each (labs)
  Biology
  General Chemistry
  Organic Chemistry
  Physics

• 6 credits each
  *Math (Algebra & Trigonometry)
  Advanced Science
  English or other writing-intensive course

* 3 credits of calculus can substitute
Changes to Admissions Criteria

- Current course requirements acceptable through class entering in 2017

- Starting with class entering in 2015, applicants may also select one of three options:
  - End-point Courses
  - Course - Competency Maps
  - Novel Curricula
End-Point Courses

Emphasis on “end point” course

Path to “end point” determined by undergraduate schools; no curriculum change required

Anticipate this option will be used by most applicants
End-Point Courses

Required:
• Two semesters of any combination of zoology, cell biology, molecular biology, physiology or anatomy
• One semester of biochemistry
• Second semester of physics

Recommended:
Algebra, statistics, psychology, sociology
Course-Competency Maps

• Based on 37 learning objectives that can provide entering student competencies E1-E8 in 2010 HHMI-AAMC Scientific Foundations for Future Physicians

• Maps must be constructed by undergraduate school and submitted to School of Medicine for approval

• Anticipate this option may be used by majors such as engineering, pharmacy, nursing, etc.
### Course-Competency Maps

#### Table:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Competency 1</th>
<th>Competency 2</th>
<th>Competency 3</th>
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</thead>
<tbody>
<tr>
<td>Biochemistry &amp; Molecular Biology</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Physics</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>

#### Diagram:

- **Biochemistry & Molecular Biology**
  - Competency 1: X
  - Competency 2: X
  - Competency 3: X

- **Mathematics**
  - Competency 1: X
  - Competency 2: X
  - Competency 3: X

- **Physics**
  - Competency 1: X
  - Competency 2: X
  - Competency 3: X

### Additional Notes:

- **Competency 1:** X
- **Competency 2:** X
- **Competency 3:** X

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**Note:** The diagram schematic is a visual representation of course competencies mapped against specific subjects.
Novel Curricula

• Creative approaches to premedical education

• Curriculum must be designed by undergraduate school and submitted to School of Medicine for approval

• Anticipate this option may be used by non-science majors at schools with resources for curriculum redesign
Novel Curricula

- **University of Mississippi:** Honors College may host track of interdepartmental natural and behavioral science courses centered around a chronic disease prevalent in Mississippi.

- **Millsaps College:** HHMI grant to develop interdepartmental premedical track based on HHMI-AAMC competencies.
Details About the Changes

For details about changes to the admissions criteria, go to:
http://www.umc.edu/Education/Schools/Medicine/SOM_Admissions/Admissions_Criteria.aspx
Anticipated Outcomes of Change

• Promote flexibility for educators and learners from all undergraduate majors

• Enhance diversity of majors and undergraduate institutions that will be represented in medical school class
What’s next?

Find additional details:  
http://www.umc.edu/som/

Submit specific questions:  
AdmitMD@umc.edu

For counseling appointments:  
601-984-5010