Choosing a Strategic List of Schools

Continuing Education
UNIVERSITY OF COLORADO BOULDER

1

Before We Begin . . .

Be sure to download the following documents:

1. PowerPoint Slides (for taking notes)
2. Worksheet
3. *Quick Facts* document for your field of interest
4. *Questions I Wish I Had Asked* document

Continuing Education
UNIVERSITY OF COLORADO BOULDER

2

The 5 Components of a Successful Application

1. **Well-qualified applicant**
   - Self-Assessment document: academics, experiences
2. **Thoughtful, well-written application materials**
3. **Strategic list of schools**
4. **Appropriate timing for each step of the application process**
   - Common app, supplemental apps, test score, letters, Casper/Preview
5. **Proper preparation for interviews**

Continuing Education
UNIVERSITY OF COLORADO BOULDER

3

Part 1: Identifying schools that are a good fit

Part 2: Strategies for success

Continuing Education
UNIVERSITY OF COLORADO BOULDER

4

Part 1: Identifying schools that are a good fit

- *Minimum application requirements*
- *Among all applicants who meet the minimum requirements, what is each school looking for?*
- *What are you looking for?*

Continuing Education
UNIVERSITY OF COLORADO BOULDER

5

Minimum Application Requirements

- Minimum GPAs, test scores
- Prerequisites
- Required assortment of letters
- Minimum experience hours
- Casper/Preview

*Refer to **Quick Facts** handout for name of school selection resource guide for your field.*

Continuing Education
UNIVERSITY OF COLORADO BOULDER

6

Minimum GPAs, test scores

Minimum GPAs:

3.0 minimum is common, 2.75 at some schools

- Cumulative undergraduate GPA (all institutions combined)
- "Science" GPA

Tips:

- Look online for the Course Classification Guide for your application service: determine which types of courses are considered "science" courses
- Do your own GPA calculations now to see where you stand
- Focus on your post-bacc term GPA trend: While taking 9+ credit hours of science courses per term for at least three terms in a row, you should be earning term GPAs *at or above* median cumulative GPA for accepted students at each of your schools of interest.

Continuing Education
UNIVERSITY OF COLORADO BOULDER

7

Minimum GPAs, test scores

Test scores:

- Some schools have strict minimums
  (typically, minimum is several points lower than a competitive score for that program)

Continuing Education
UNIVERSITY OF COLORADO BOULDER

8

Prerequisites

Double-check details such as:

- AP/IB/community college/online prerequisites
- Extra required biology coursework
- Certain types of math courses
- Certain types of humanities/social science courses
- Writing/English Literature

Continuing Education
UNIVERSITY OF COLORADO BOULDER

9

Required assortment of letters

- Refer to *Quick Facts* to see common assortment for your field
- But … as you narrow down school list, check each school's website for specific LOR requirements
  - Include LOR details on your spreadsheet of schools

Continuing Education
UNIVERSITY OF COLORADO BOULDER

10

Minimum Experience Hours

Example 1: CU Anschutz School of Dental Medicine

Dental Shadowing Requirements −

Applicants should demonstrate a confirmed interest in dentistry by participating in dental-related activities, including direct shadowing of a dentist in a patient-care setting. Shadowing hours should be reported directly on the AADSAS application. No further documentation is required.

50 hours of dental shadowing is required and must be completed at the time of application submission. Applicants without this minimum number of hours will not be reviewed or considered for interview.

11

Minimum Experience Hours

Example 2: Mayo Clinic PA Program

- **At least 500 hours of direct patient care experience.** The minimum of 500 hours of direct patient care experience may be met by such roles as a phlebotomist, certified nursing assistant (CNA), emergency medical technician (EMT), nursing, physical therapy (PT) aid, other patient care careers, or volunteer roles, among others.
- **At least two half-days of PA shadowing.** PA shadowing sufficient to distinguish characteristics common to PAs compared to other health professions is represented by two or more half-day experiences, depending on the quality of the experiences and the goals of the applicant. You are advised to complete the PA shadowing requirement prior to submitting your application for admission, as that experience will better inform you in your decisions related to your career and education.

Example 3: Red Rocks PA Program

- Acquisition of 2,000 hours of paid healthcare-relevant experience within 5 years prior to the current application cycle.

12

Example 4:

University of Utah MD program

Clinical Experience

Demonstrated understanding of the typical day of a physician, interaction with different specialties, medical environments, and patients with meaningful experiences in a clinical setting.

Clinical Experience is valued by Admissions when it displays depth and breadth in your preparation and a mature understanding and motivation for medicine. Also valued is taking the initiative to pursue patient centered activities and/or activities that enhance your exposure to the science of medicine as it relates to the practice of medicine as an MD.

Your investment in preparation for medical school is equal to the investment that the medical school will put into you. The more you are prepared for this life long journey into medicine, understanding the ups and downs, good, the bad, the joy and the sorrow the more successful we will be.

Give the admissions committee a reason to believe you are dedicated to the long, rigorous path of medicine.

Activity Criteria:

- Clinical experience may be paid or unpaid.
- Clinical experiences may vary depending on resources, and skills.
- Activities should have occurred since high school graduation and are strongly recommended to have occurred within the last 5 years.
- You are encouraged to pursue domestic patient care experiences, however international patient care is considered.
- You are encouraged to have experience with living human patients.
- Pursue experiences that you are interested in and allow you the opportunity to become comfortable with patients and recognize that the path to an MD is one you are willing to dedicate yourself to.

Direct patient contact experience could include:

- Shadowing or working with physicians, MD or DO; Primary Care Provider, Internal Medicine and Pediatrics Preferred). You should take the opportunity to ask questions about an MD career, lifestyle, and the future of medicine from an MD.
- Shadowing or with Physician Assistants, Nurse practitioners, nurses, EMT's, Veterinarians, Optometrists, Dentist, and paramedics is acceptable but may not allow for an understanding of the rigors of being a medical doctor.
- Work as a Medical Scribe, and/or Clinical research (direct interaction with patients).
- Work as a licensed EMT, MA, CNA, Phlebotomist, Medical Interpreter, Psych Tech (wilderness programs and inpatient) Hospital Orderly, Hospice, RN, LPN, Midwife, Military Medic.
- Volunteer positions in an Emergency / Urgent Care facility, Hospitals, Rehabilitation Centers, Nursing Homes, Group Homes, medical centered humanitarian projects working with patients.

13

Part 1: Identifying schools that are a good fit

- *Minimum application requirements*
- ***Among all applicants who meet the minimum requirements, what is each school looking for?***
- *What are YOU looking for?*

Continuing Education
UNIVERSITY OF COLORADO BOULDER

14

What is each school looking for?

- Competitive metrics (GPA, standardized test score)
- In-state vs. out-of-state
- Age ranges of accepted students
- Students who are a "good fit"

Continuing Education
UNIVERSITY OF COLORADO BOULDER

15

Competitive Metrics

Continuing Education
UNIVERSITY OF COLORADO BOULDER

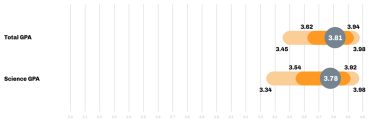
16

University of Colorado School of Medicine
Source: MSAR

GPA Data

Explore GPA data

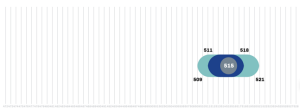
All Accepted Applicants - This School

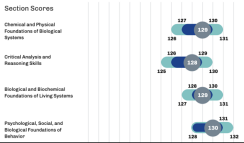


17

MCAT Total Score

University of Colorado School of Medicine
Source: MSAR





18

In-State vs. Out-of-State

- Only a factor at public institutions

Continuing Education
UNIVERSITY OF COLORADO BOULDER

19

In-State vs. Out-of-State

Matriculation Data for First Year Class

Categories	In-state	Out-of-state	International	Total
Verified Applications	697	9825	574	10896
Interviewed	174	534	15	723
Deferred	1	5	1	7
Early Assurance Program	0	0	0	0
Early Decision Program	0	0	0	0
Baccalaureate/MD	0	0	0	0
MD/PhD	1	9	0	10
Matriculated	94	82	4	180

University of Colorado
School of Medicine

Source: MSAR

	In-State Applicants	Out-of-State Applicants
Interviewed	25%	5.5%
Matriculated	13.5% (54% of interviewees)	5.5% (15% of interviewees)

Continuing Education
UNIVERSITY OF COLORADO BOULDER

20

In-State vs. Out-of-State

Matriculation Data for First Year Class

Categories	In-state	Out-of-state	International	Total
Verified Applications	834	604	5	1443
Interviewed	284	20	0	304
Deferred	3	0	0	3
Early Assurance Program	0	0	0	0
Early Decision Program	0	0	0	0
Baccalaureate/MD	0	0	0	0
MD/PhD	0	0	0	0
Matriculated	73	7	0	80

Washington State University
Elson S. Floyd College of Medicine
Source: MSAR

Continuing Education
UNIVERSITY OF COLORADO BOULDER

21

In-State vs. Out-of-State

Out-of-state applicants *less* likely to be considered at public schools:

- Non-resident with qualifications that are average among accepted students

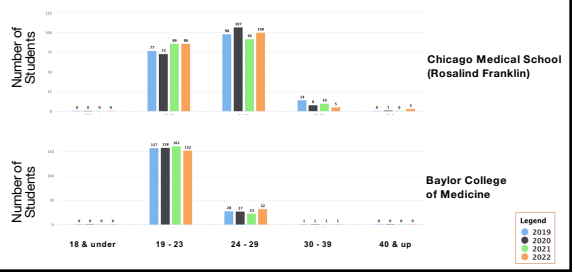
Out-of-state applicants *more* likely to be considered at public schools:

- Outstanding GPA, test scores, and experiences, plus outstanding LORs
- Experience in specific areas the school is seeking
  - Examples: underserved populations, long hist of volunteer service, bilingual, research
- Member of a group not well-represented among resident applicants
- Strong family ties to state and a well-articulated desire to establish your future practice in that state
  - Address this on your secondary app

Continuing Education
UNIVERSITY OF COLORADO BOULDER

22

Age ranges of accepted students



23

Students who are a "good fit"

- Students who will help them fulfill their mission statement
  - They will draw conclusions from:
    - Your stated motivations
    - But especially: *your long-term activity history*
- Students who want to get involved in the activities and special offerings that are highlights of that school's program
- Students whose learning style is a good match for their curricular approach

Continuing Education
UNIVERSITY OF COLORADO BOULDER

24

Table 2. Percentage and Number of 2018, 2019, and 2020 Applicants Accepted Into at Least One Medical School, by MCAT Total Score and Undergraduate GPA Ranges

	MCAT Total										
GPA Total	472-485	486-489	490-493	494-497	498-501	502-505	506-509	510-513	514-517	518-528	All
3.80-4.00	1% 2/151	2% 5/302	7% 47/713	18% 291/1,603	30% 996/3,357	44% 2,484/5,687	59% 5,132/8,663	73% 7,239/9,885	81% 7,144/8,873	87% 7,871/9,087	65% 31,211/48,321
3.60-3.79	1% 4/370	1% 7/583	5% 57/1,229	11% 277/2,446	21% 964/4,196	32% 2,049/6,336	46% 3,702/7,975	62% 4,929/7,932	72% 3,858/5,347	79% 2,556/3,253	46% 18,403/39,667
3.40-3.59	1% 5/592	2% 12/785	3% 48/1,502	10% 259/2,584	18% 727/4,004	26% 1,291/5,045	36% 2,047/5,686	49% 2,427/4,905	61% 1,695/2,776	70% 957/1,374	32% 9,468/29,253
3.20-3.39	<1% 3/709	1% 7/786	2% 32/1,375	7% 145/2,038	14% 404/2,820	22% 683/3,135	29% 883/3,023	40% 932/2,315	49% 590/1,203	57% 287/506	22% 3,969/17,910
3.00-3.19	<1% 4/803	1% 4/705	1% 18/948	2% 82/1,370	6% 220/1,595	14% 340/1,641	21% 397/1,530	26% 363/1,084	33% 197/455	43% 121/223	11% 1,746/10,354
2.80-2.99	1% 4/612	1% 3/515	2% 11/633	6% 26/669	11% 82/745	17% 129/758	22% 126/586	26% 95/361	31% 55/179	45% 93/73	11% 564/5,131
2.60-2.79	0% 0/456	2% 5/307	1% 3/349	5% 16/344	11% 40/378	15% 43/282	21% 43/203	21% 30/128	37% 22/59	19% 3/16	8% 205/2,522
2.40-2.59	0% 0/316	0% 0/159	2% 3/176	5% 5/154	5% 7/129	10% 10/100	23% 15/64	24% 9/38	33% 6/18	--	5% 57/1,162
2.20-2.39	0% 0/197	0% 0/78	0% 0/81	3% 2/61	12% 5/43	11% 4/36	16% 5/31	14% 3/22	--	--	4% 24/557
2.00-2.19	0% 0/95	0% 0/28	3% 1/32	0% 0/13	--	10% 1/10	--	--	--	--	2% 4/202
Less than 2.00	0% 0/48	--	0% 0/10	--	--	--	--	--	--	--	1% 1/82
All	1% 224/349	1% 444/257	3% 2,097/048	10% 1,103/11,291	20% 3,445/17,274	31% 7,034/23,031	44% 12,35/27,772	60% 16,028/26,676	72% 13,57/218,920	81% 11,831/14,543	42% 65,649/155,161

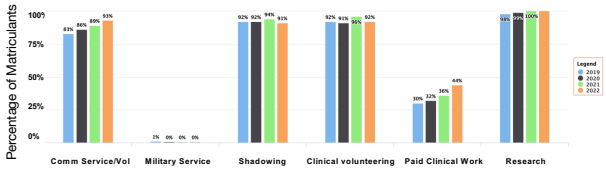
Notes

1. Dark-green shading = acceptance rates ≥75%; light-green shading = acceptance rates of 50%-74%; gray shading = acceptance rates of 25%-49%.
2. Dashes = cells with fewer than 10 observations; blank cells = cells with zero observations.
3. For students who took the MCAT exam multiple times, the most recent MCAT total score was used in this analysis.
4. Table summarizes data for 2018, 2019, and 2020 applicants who reported MCAT scores from the current exam and undergraduate GPAs (N = 155,161).

25

Students who are a "good fit"

Johns Hopkins School of Medicine

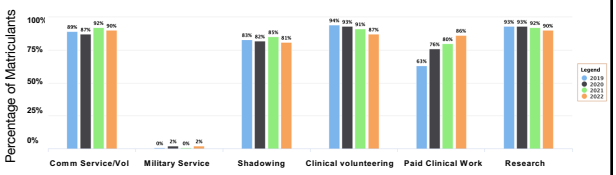


Continuing Education
UNIVERSITY OF COLORADO BOULDER

26

Students who are a "good fit"

Rush Medical College



Continuing Education
UNIVERSITY OF COLORADO BOULDER

27

University of Colorado Physician Assistant program

The University of Colorado PA Program had 1854 applicants for the class starting summer 2023. Of those, 44 were admitted for the incoming class.

Cognitive Statistics	
Cumulative GPA	average 3.76, range 3.26-4.00
Science GPA	average 3.69, range 3.11-4.00

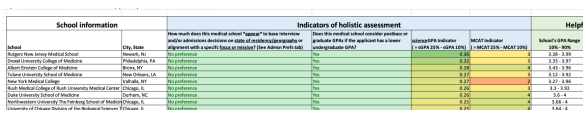
Median Experience Hours	
Shadowing	56
Health Related	360
Volunteer	254
Patient	1914

28

Students who are a "good fit"

Additional (very helpful) resources for MD applicants:

1. All Access Podcast
   - be sure to take notes as you listen
2. Kevin Wooster's spreadsheet and presentation
   CEprehealth website: Pre-Health Advising > Application Tips > Choosing Your Schools



School information		Indicators of holistic assessment				Help!
School	City, State	How much does this medical school "assess" to base interview and/or admissions decisions on state of residency/geography or alignment with a specific focus or mission? (See Admin Profi tab)	Does this medical school consider prerequi or graduate GPAs if the applicant has a lower undergraduate GPA?	scienceGPA Indicator (-=sGPA 25% - =GPA 10%)	MCAT Indicator (- = MCAT 25% - MCAT 10%)	School's GPA Range 10% - 90%
Rutgers New Jersey Medical School	Newark, NJ	No preference	Yes	0.26	3	3.30 - 3.99
Drexel University College of Medicine	Philadelphia, PA	No preference	Yes	0.32	3	3.33 - 3.97
Albert Einstein College of Medicine	Bronx, NY	No preference	Yes	0.28	4	3.45 - 3.96
Tulane University School of Medicine	New Orleans, LA	No preference	Yes	0.27	3	3.32 - 3.92
New York Medical College	Valhalla, NY	No preference	Yes	0.27	2	3.27 - 3.96
Rush Medical College of Rush University Medical Center	Chicago, IL	No preference	Yes	0.26	3	3.3 - 3.92
Duke University School of Medicine	Durham, NC	No preference	Yes	0.26	4	3.6 - 4
Northwestern University The Feinberg School of Medicine	Chicago, IL	No preference	Yes	0.25	4	3.65 - 4
University of Chicago Division of the Biological Sciences-T	Chicago, IL	No preference	Yes	0.25	4	3.64 - 4

29

Part 1: Identifying schools that are a good fit

- *Minimum application requirements*
- *Among all applicants who meet the minimum requirements, what is each school looking for?*
- *What are YOU looking for?*

Continuing Education
UNIVERSITY OF COLORADO BOULDER

30

What are YOU looking for?

Worksheet activity

Continuing Education
UNIVERSITY OF COLORADO BOULDER

31

What are YOU looking for?

- Licensing exam pass rates
- If applicable: Residency placements
- Approach to curriculum/grading scheme
- Approach to clinical training
- Support services
- Student culture
- Reputation
- Location
- Tuition (but note that some schools can offer large scholarships)

Continuing Education
UNIVERSITY OF COLORADO BOULDER

32

Licensing Exam Pass Rates

University of Colorado PA Program: PANCE Pass Rates.

Class	Class Graduation Year	Group	Number of Candidates Who Took PANCE	Number of Exam Attempts	Number of Exams Passed	Program Exam Pass Rate	National Exam Pass Rate for the Class Graduation Year	% of Candidates Who Ultimately Passed PANCE
May 2017	2017	All Takers	44	45	44	98%	95%	100%
		First Time Takers	44	44	43	98%	97%	100%
May 2018	2018	All Takers	44	44	44	100%	97%	100%
		First Time Takers	44	44	44	100%	98%	100%
May 2019	2019	All Takers	44	48	44	92%	91%	100%
		First Time Takers	44	44	40	91%	93%	100%
May 2020	2020	All Takers	41	43	40	93%	93%	98%
		First Time Takers	41	41	39	95%	95%	98%
May 2021	2021	All Takers	44	46	44	96%	91%	100%
		First Time Takers	44	44	42	95%	93%	100%

Continuing Education
UNIVERSITY OF COLORADO BOULDER

33

Residency Match Outcomes

Yale MD

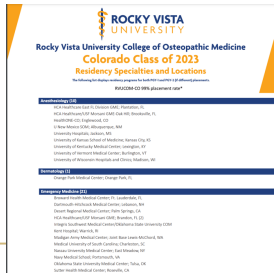
Specialty	Percentage
Anesthesiology	2%
Dermatology	8%
Emergency Medicine	8%
Family Medicine	0%
Neurology	3%
Internal Medicine	26%
Obstetrics/Gynecology	5%
Orthopedic Surgery	3%
Otolaryngology	2%
Pathology	0%
Pediatrics	4%
Physical Medicine & Rehabilitation	0%
Plastic Surgery	2%
Psychiatry	11%
Radiology Diagnostic	5%
Surgery General	9%

Dartmouth MD

Specialty	Percentage
Anesthesiology	8%
Dermatology	0%
Emergency Medicine	8%
Family Medicine	7%
Neurology	2%
Internal Medicine	16%
Obstetrics/Gynecology	4%
Orthopedic Surgery	6%
Otolaryngology	2%
Pathology	1%
Pediatrics	9%
Physical Medicine & Rehabilitation	1%
Plastic Surgery	3%
Psychiatry	11%
Radiology Diagnostic	1%
Surgery General	19%

34

Residency Match Outcomes


ROCKY VISTA UNIVERSITY

Rocky Vista University College of Osteopathic Medicine

Colorado Class of 2023

Residency Specialties and Locations

Continuing Education
UNIVERSITY OF COLORADO BOULDER

35

Approach to curriculum/grading system

- Traditional vs. systems-based
- Lecture vs. flipped classrooms vs. problem-based-learning
- Special tracks
- Grading scheme: Letter grades, P/F, Honors/Pass/Fail
- Required attendance vs. lectures online
- Is research required?

Continuing Education
UNIVERSITY OF COLORADO BOULDER

36

Approach to clinical training

- When do students start working with patients?
- Characteristics of patient population
- Locations of standard clinical rotations
  - Are they all arranged for you or will you need to take ownership of setting up some rotations?
    - Pros/cons
- Opportunities for external rotations?
  - Community clinics
  - Federally-qualified health centers
  - Rural
  - International
  - etc.

Continuing Education
UNIVERSITY OF COLORADO BOULDER

37

Support services

- Mentoring programs
- Test prep for licensing exams
- Career center, assistance with job placement

Continuing Education
UNIVERSITY OF COLORADO BOULDER

38

Student culture

- Collaborative vs. competitive
- Opportunities to engage within the campus community (student groups, service, etc.)
- Are students happy there?

… Do your best to assess this element on interview day

Tip: Refer to "*Questions I Wish I Had Asked*" document, written by a former advisee

Continuing Education
UNIVERSITY OF COLORADO BOULDER

39

Reputation

- Ranking lists: **Use with caution**
  - The criteria used to create the ranking may not match the criteria important to you
  - *Particularly for non-med*: Use rankings lists as a way to identify top 50%, not to make fine-scale distinctions

Professional school is what you make of it!

- School choice matters less than the effort you put into your schooling and your willingness to make use of the support and opportunities available
- Your future competitiveness for residencies/jobs will be determined by your grades, licensing exam scores, and LORs from academic and clinical faculty

Continuing Education
UNIVERSITY OF COLORADO BOULDER

40

Location

- Support system
  - Family and friends – pros and cons
  - Access to hobbies
- Practical realities
  - Reasonably priced place to live
  - Transportation – car vs. public transportation
  - Urban, suburban, rural
  - Diversity of patients in clinical rotations
- Non-med: Relationship between geography and competitiveness of admissions process
  - Schools in Western US tend to have more competitive admissions processes

Continuing Education
UNIVERSITY OF COLORADO BOULDER

41

… And a note about the total # of apps a school receives

Applying to schools that receive an extraordinarily high volume of applications = greater element of chance

Continuing Education
UNIVERSITY OF COLORADO BOULDER

42

Part 1: Identifying schools that are a good fit

Part 2: Strategies for success

Continuing Education
UNIVERSITY OF COLORADO BOULDER

43

Strategies for Success

- Tip #1: Apply to a strategic number and assortment of schools
- Tip #2: Apply only to schools that are a good fit
- Tip #3: Only apply where you would happily attend if it is your only acceptance
- Tip #4: Timing considerations for choosing schools
- Tip #5: Make a great spreadsheet
- Tip #6: Avoid common mistakes

Continuing Education
UNIVERSITY OF COLORADO BOULDER

44

Tip #1: Strategic number and assortment of schools

- *Quick Facts* guide provides nationwide average # of schools to apply to
- Enough to hedge your bets, but not too many
  - ~20%: Reach (this category includes most out-of-state public schools)
  - ~50%: Good fit
  - ~20%: Interested and ready-and-willing to go if this is the only school you get into
- Why not more?
  - Time: Secondary applications
    - Give yourself 2-3 weeks max to complete and submit secondary applications. Many essays to write, and they may all come all at once!
  - Cost
    - Additional price-per-school: Common app AND secondary apps
    - Cost of travel for in-person interviews
    - School deposits if accepted before hearing back from top-choice school

Continuing Education
UNIVERSITY OF COLORADO BOULDER

45

Tip #2: Apply only to schools that are a good fit

- Does your activity history show that you have the values and interests that match their mission statement?

Continuing Education
UNIVERSITY OF COLORADO BOULDER

46

Tip #2: Apply only to schools that are a good fit

- Does your activity history show that you have the values and interests that match their mission statement?
- Are certain types of activities, such as community service, research, etc., *required* while in professional school?
  - If so, that school will be looking for people with a strong history of experience in that area.

Continuing Education
UNIVERSITY OF COLORADO BOULDER

47

Tip #3: Only apply where you would happily attend

- For each school you consider, ask yourself:

  "If this ends up being the *only* school where I am accepted, would I happily attend next year?

  … Or would I be more inclined to go through the entire application process again to try to get into another school?"

- Do your best to think broadly so that your school list is neither too short nor too focused on schools with highly competitive admissions processes.

Continuing Education
UNIVERSITY OF COLORADO BOULDER

48

Tip #4: Timing considerations for choosing schools

- When you submit your common app, list your "definite" schools
  - Depending on the timing of your standardized test, you may be in a position to submit your common application with only a short list of definite schools, with a plan to add others later once you see your test score … but, for rolling admissions processes, adhere to optimal application timing. (Refer to *Quick Facts* guide.)
- When can you expect secondary applications?
  - Some send as soon as they are notified that you listed them on common app
  - Some conduct initial review of primary app before sending secondary to selected applicants (several weeks after submission or longer)
    - *May or may not* wait for standardized test score, Casper/Preview, LORs
    - Assessment based on minimum standards vs strength of candidacy

Continuing Education
UNIVERSITY OF COLORADO BOULDER

49

Tip #5: Make a great spreadsheet!

- Median Cumulative & Sci GPAs
- Median test scores
- Median age of accepted students
- % accepted out of state
- Out-of-state gaining residency?
- Class size
- Tuition
- Length of program
- Tracks available
- Special patient populations?
- Residency placements upon graduation (lots of specialists vs. lots of primary care, locations of residencies)
- LOR assortment
- For non-rolling admissions: app deadline (and is it for *submitted* or *verified* app?)
- Licensing exam pass rates
- P/F or letter grades
- Type of curriculum
- Clinical experience in pre-clinical years
- Mentorship programs?
- Interprofessional interaction?
- Graduate statistics for your intended field/specialty
- Other interesting information

Continuing Education
UNIVERSITY OF COLORADO BOULDER

50

Tip #6: Avoid common mistakes

- Too many schools
- Too many public schools
- Too many schools with uber-competitive admissions processes
- Late secondaries
- Missed deadlines
- Missed correspondence (check Junk folder!)
- Typos/poor writing
- Failure to meet minimum application requirements (missing prereqs/LORs)
- Not a great fit (experiences do not match mission)
- Unprofessional social media presence

Continuing Education
UNIVERSITY OF COLORADO BOULDER

51

The 5 Components of a Successful Application

1. **Well-qualified applicant**
   - Use the Self-Assessment provided with the Pre-Application Workshop
     - Academics, experiences
2. **Thoughtful, well-written application materials**
3. **Strategic list of schools**
4. **Appropriate timing for each step of the application process**
   - Common app, supplemental apps, test score, letters
5. **Proper preparation for interviews**

Continuing Education
UNIVERSITY OF COLORADO BOULDER

52

Continuing Education
UNIVERSITY OF COLORADO BOULDER

53

Schools used as examples on worksheet

MISSION:
A. Arizona School of Dentistry & Oral Health (A.T. Still University)
B. Stanford MD program
C. Rowan University School of Osteopathic Medicine
D. Loyola MD program
E. PA program at Keck School of Medicine, University of Southern California
F. PT program at University of Colorado Anschutz

CURRICULUM
1. Herman Ostrow School of Dentistry of University of Southern California
2. Rush Medical College
3. UMKC Anesthesiologist Assistant program
4. Cornell DVM program

Continuing Education
UNIVERSITY OF COLORADO BOULDER

54