



LIAISON COMMITTEE ON  
MEDICAL EDUCATION

# **Data Collection Instrument for Full Accreditation Surveys**

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**Published March 2018  
For Medical Education Programs with  
Full Accreditation Surveys in the 2019-20 Academic Year**

LCME® *Data Collection Instrument* for Full Accreditation Surveys in the 2019-20 Academic Year

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## **Standard 1: Mission, Planning, Organization, and Integrity**

**A medical school has a written statement of mission and goals for the medical education program, conducts ongoing planning, and has written bylaws that describe an effective organizational structure and governance processes. In the conduct of all internal and external activities, the medical school demonstrates integrity through its consistent and documented adherence to fair, impartial, and effective processes, policies, and practices.**

### **Supporting Documentation**

1. Provide maps illustrating the location of affiliated hospitals and of any regional campuses.

## 1.1 Strategic Planning and Continuous Quality Improvement

**A medical school engages in ongoing planning and continuous quality improvement processes that establish short and long-term programmatic goals, result in the achievement of measurable outcomes that are used to improve programmatic quality, and ensure effective monitoring of the medical education program’s compliance with accreditation standards.**

### Narrative Response

- a. Provide the mission and vision statements of the medical school.
- b. Describe the process used by the medical school to develop its most recent strategic plan, including the school’s mission, vision, goals, and associated outcomes. How often is the strategic plan reviewed and/or revised?
- c. Describe how, when, and by whom the outcomes of the school’s strategic plan are monitored. Provide two examples of outcomes based on recent strategic goals/objectives, and a description of the actions or activities undertaken to evaluate and act on the outcomes.
- d. Describe the process used and resources available for quality improvement activities related to the medical education program. For example, is there an office or dedicated staff to support quality improvement activities at the levels of the medical school or university?
- e. Describe how the policy and process to monitor ongoing compliance with LCME accreditation elements was developed and by which individuals/groups the policy and process was approved.
- f. Complete the following table that illustrates the monitoring process for each selected element (add rows as needed):

Elements that are Monitored	Timing of Monitoring of the Element	Data source(s) used to Monitor the Element	Individuals/Groups Receiving the Results

- g. Describe one example of an action taken resulting from the school’s CQI monitoring of LCME accreditation elements

### Supporting Documentation

1. The strategic goals and objectives of the medical school.

2. An executive summary of the most recent medical school strategic plan.
  
3. The formal continuous quality improvement policy or guideline that specifies that monitoring will occur, describes the process that will be used, and identifies the individuals/groups responsible for managing the process and receiving/acting on the results.

## 1.2 Conflict of Interest Policies

**A medical school has in place and follows effective policies and procedures applicable to board members, faculty members, and any other individuals who participate in decision-making affecting the medical education program to avoid the impact of conflicts of interest in the operation of the medical education program, its associated clinical facilities, and any related enterprises.**

### Narrative Response

- a. Place an “X” next to each unit for which the primary institutional governing board is directly responsible:

	University system
	Parent university
	Health science center
	Medical school
	Other (describe):

- b. If the institutional primary board is responsible for any units in addition to the medical school (e.g., other colleges), is there a separate/subsidiary board for the medical school?
- c. Is the medical school part of a for-profit, investor-owned entity? If so, identify any board members, administrators, or faculty members who are shareholders/investors/administrators in the holding company for the medical school.
- d. Place an “X” next to each area in which the medical school or university has a faculty conflict of interest policy:

	Conflict of interest in research
	Conflict of private interests of faculty with academic/teaching/responsibilities
	Conflict of interest in commercial support of continuing medical education

- e. Describe the strategies for managing actual or perceived conflicts of interest as they arise and how they are monitored for the following groups:
1. Governing board members
  2. University and medical school administrators
  3. Medical school faculty

### Supporting Documentation

1. Policies and procedures intended to prevent or address financial or other conflicts of interest among governing board members, administrators, and faculty (including recusal from discussions or decisions if a potential conflict occurs).

2. Documentation, such as minutes illustrating relevant recusals or affirmations, that conflict of interest policies are being followed.

### 1.3 Mechanisms for Faculty Participation

**A medical school ensures that there are effective mechanisms in place for direct faculty participation in decision-making related to the medical education program, including opportunities for faculty participation in discussions about, and the establishment of, policies and procedures for the program, as appropriate.**

#### Supporting Data

Table 1.3-1   Standing Committees					
List all major standing committees of the medical school and provide the requested information for each, including whether members are <i>all appointed</i> (A), <i>all peer nominated/selected</i> (S), or whether the committee has <i>both appointed and selected members</i> (B), and whether the committee is charged with making <i>recommendations</i> (R), is <i>empowered to take action</i> (A), or <i>both</i> (B).					
Committee	Reports to	Total Voting Members	Total Faculty Voting Members	Membership Selection (A/S/B)	Authority (R/A/B)

#### Narrative Response

- a. Summarize how the selection process for faculty committees ensures that there is input from the general faculty into the governance process. Note whether committees include members elected by the faculty or members nominated or selected through a faculty-administered process (e.g., through a “committee on committees”).
- b. Describe the meetings or other mechanisms by which faculty are made aware of policy and other types of changes that require input from faculty and how such input is obtained. Describe one recent specific opportunity for faculty to provide such input.
- c. Describe any mechanisms other than faculty meetings (such as written or electronic communications) that are used to inform faculty about issues of importance at the medical school.

### 1.4 Affiliation Agreements

In the relationship between a medical school and its clinical affiliates, the educational program for all medical students remains under the control of the medical school’s faculty, as specified in written affiliation agreements that define the responsibilities of each party related to the medical education program. Written agreements are necessary with clinical affiliates that are used regularly for required clinical experiences; such agreements may also be warranted with other clinical facilities that have a significant role in the clinical education program. Such agreements provide for, at a minimum the following:

- The assurance of medical student and faculty access to appropriate resources for medical student education
- The primacy of the medical education program’s authority over academic affairs and the education/assessment of medical students
- The role of the medical school in the appointment and assignment of faculty members with responsibility for medical student teaching
- Specification of the responsibility for treatment and follow-up when a medical student is exposed to an infectious or environmental hazard or other occupational injury
- The shared responsibility of the clinical affiliate and the medical school for creating and maintaining an appropriate learning environment

#### Supporting Data

Table 1.4-1   Affiliation Agreements						
For each inpatient clinical teaching site used for the inpatient portion of required clinical clerkships, provide the page number(s) in the current affiliation agreement where passages containing the following information appear. Add rows as needed.						
1. Assurance of medical student and faculty access to appropriate resources for medical student education						
2. Primacy of the medical education program’s authority over academic affairs and the education/assessment of medical students						
3. Role of the medical school in the appointment and assignment of faculty members with responsibility for medical student teaching						
4. Specification of the responsibility for treatment and follow-up when a medical student is exposed to an infectious or environmental hazard or other occupational injury						
5. Shared responsibility of the clinical affiliate and the medical school for creating and maintaining an appropriate learning environment						
		Page Number(s) in Agreement				
Clinical teaching site	Date agreement last signed	1. Access to resources	2. Primacy of program	3. Faculty appointments	4. Environmental hazard	5. Learning environment

#### Narrative Response

1. For ambulatory sites (e.g., clinics, group practices) that have a significant role in required clinical clerkships, describe how the medical school ensures the primacy of the medical education program in the areas included in the element. For example, are there MOUs or other agreements in effect?

## **Supporting Documentation**

1. The signed/executed affiliation agreement for each clinical teaching site at which students complete the inpatient portions of required (core) clinical clerkships and/or integrated longitudinal clerkships. This does not include clinical teaching sites only used for electives or selectives or those used for ambulatory teaching.

*Note: Each affiliation agreement should be saved as a separate document.*

## **1.5 Bylaws**

**A medical school promulgates bylaws or similar policy documents that describe the responsibilities and privileges of its administrative officers, faculty, medical students, and committees.**

### **Narrative Response**

- a. List the topics that are included in the bylaws that apply to the medical school (e.g., charges to committees, definition of faculty).
- b. Describe the process for changing bylaws, including the individuals and groups that must approve changes.
- c. Briefly describe how the bylaws are made available to the faculty.

### **Supporting Documentation**

1. The survey team should have access to the bylaws prior to the survey visit, (e.g., as a part of the DCI Appendix).

## 1.6 Eligibility Requirements

**A medical school ensures that its medical education program meets all eligibility requirements of the LCME for initial and continuing accreditation, including receipt of degree-granting authority and accreditation by a regional accrediting body by either the medical school or its parent institution.**

### Supporting Data

- a. Provide the state in which the institution is chartered/legally authorized to offer the MD degree.
- b. Place an “X” next to the institutional (regional) accrediting body that accredits the medical school or parent institution:

	Middle States Association of Colleges and Schools
	New England Association of Schools and Colleges
	North Central Association of Colleges and Schools
	Northwest Commission on Colleges and Universities
	Southern Association of Colleges and Schools
	Western Association of Colleges and Schools

- c. Provide the current institutional accreditation status.
- d. Provide the year of the next institutional accreditation survey.

## **Standard 2: Leadership and Administration**

**A medical school has a sufficient number of faculty in leadership roles and of senior administrative staff with the skills, time, and administrative support necessary to achieve the goals of the medical education program and to ensure the functional integration of all programmatic components.**

## **2.1 Administrative Officer and Faculty Appointments**

**The senior administrative staff and faculty of a medical school are appointed by, or on the authority of, the governing board of the institution.**

### **Narrative Response**

- a. Describe which categories of appointments (e.g., university/campus officers, deans, dean's staff, faculty) are the sole responsibility of and reserved to the primary institutional governing board. Note if the governing board has delegated the responsibility for some or all of these categories of appointments to another individual (e.g., the university president, provost, medical school dean).

## **2.2 Dean's Qualifications**

**The dean of a medical school is qualified by education, training, and experience to provide effective leadership in medical education, scholarly activity, patient care, and other missions of the medical school.**

### **Narrative Response**

- a. Indicate whether the dean has ultimate responsibility for all missions of the medical school or if some of these (e.g., patient care) are under the authority of another administrator.
- b. Provide a brief summary of the dean's experience and qualifications to provide leadership in each area of the medical school's missions for which he/she has responsibility.

### **Supporting Documentation**

1. Dean's abbreviated curriculum vitae.

## 2.3 Access and Authority of the Dean

**The dean of a medical school has sufficient access to the university president or other institutional official charged with final responsibility for the medical education program and to other institutional officials in order to fulfill his or her responsibilities; there is a clear definition of the dean's authority and responsibility for the medical education program.**

### Narrative Response

- a. Summarize the dean's organizational and informal access to university and health system administrators. Provide examples to illustrate that the dean has opportunities to interact with these administrators.
- b. Describe the dean's responsibility and authority for the medical education program and all other areas for which he/she has responsibility and authority.

### Supporting Documentation

1. Organizational chart(s) illustrating the relationship of the medical school dean to university administration, to the deans of other schools and colleges, and to the administrators of the health science center and affiliated teaching hospitals (if relevant). If the medical school is part of a larger non-academic entity (not-for-profit or for-profit/investor-owned), the chart should include the relationship of the dean or other senior academic officer to the board of directors or officers of that entity.
2. Dean's position description. If the dean has an additional role (e.g., vice president for health/academic affairs, provost), include that position description as well.
3. Relevant excerpts from the faculty bylaws or related documents describing the dean's role and/or authority regarding the medical education program.

## 2.4 Sufficiency of Administrative Staff

A medical school has in place a sufficient number of associate or assistant deans, leaders of organizational units, and senior administrative staff who are able to commit the time necessary to accomplish the missions of the medical school.

### Supporting Data

<b>Table 2.4-1   Office of the Associate Dean of/for Students</b>				
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of students who were <i>satisfied/very satisfied</i> (aggregated) with the Office of the Associate Dean of/for Students.				
	AAMC GQ 2018		AAMC GQ 2019	
	School %	National %	School %	National %
Accessibility				
Awareness of student concerns				
Responsiveness to student problems				

<b>Table 2.4-2   Office of the Associate Dean of/for Students</b>				
Provide data from the ISA, by curriculum year, on the percentage of students who were <i>satisfied/very satisfied</i> (aggregated) with the Office of the Associate Dean of/for Students. Add rows as needed for additional survey questions relevant to the topic.				
	Year 1	Year 2	Year 3	Year 4
Accessibility				
Awareness of student concerns				
Responsiveness to student problems				

<b>Table 2.4-3   Office of the Associate Dean for Educational Programs/Medical Education</b>				
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of students who were <i>satisfied/very satisfied</i> (aggregated) with the Office of the Associate Dean for Educational Programs/Medical Education.				
	AAMC GQ 2018		AAMC GQ 2019	
	School %	National %	School %	National %
Accessibility				
Awareness of student concerns				
Responsiveness to student problems				

<b>Table 2.4-4   Office of the Associate Dean for Educational Programs/Medical Education</b>				
Provide data from the ISA, by curriculum year, on the percentage of students who were <i>satisfied/very satisfied</i> (aggregated) with the Office of the Associate Dean for Educational Programs/Medical Education. Add rows as needed for additional ISA survey questions relevant to the topic.				
	Year 1	Year 2	Year 3	Year 4
Accessibility				
Awareness of student concerns				
Responsiveness to student problems				

<b>Table 2.4-5   Department Chair Staffing</b>			
Provide the requested information regarding current department chairs. For each interim/acting appointment, provide the date the previous incumbent left office. Add rows as needed.			
Name of department	Name of incumbent	Date appointed	For acting/interim chairs, date previous incumbent left

<b>Table 2.4-6   Number of Department Chair Vacancies</b>		
Indicate the number of <i>vacant/interim</i> department chair positions for each of the listed academic years (as available). Use January 1st of the given academic year.		
AY 2017-18	AY 2018-19	AY 2019-20

<b>Table 2.4-7   Dean’s Office Administrative Staffing</b>				
Provide the requested information regarding members of the dean’s office staff. For each interim/acting appointment, provide the date the previous incumbent left office. Add rows as needed.				
Name of incumbent	Title	% Effort dedicated to administrative role	Date appointed	For acting/interim dean’s office staff, date previous incumbent left

**Narrative Response**

- a. If any members of the dean’s staff hold interim/acting appointments, describe the status and timeline of recruitment efforts to fill the position(s).
  
- b. If there are any department chair vacancies, including interim/acting chairs, describe the status and timeline of recruitment efforts to fill the position(s).

**Supporting Documentation**

- 1. Organizational chart of the dean’s office.

## 2.5 Responsibility of and to the Dean

**The dean of a medical school with one or more regional campuses is administratively responsible for the conduct and quality of the medical education program and for ensuring the adequacy of faculty at each campus. The principal academic officer at each campus is administratively responsible to the dean.**

*Note: Only schools operating one or more regional campus(es) should respond to Element 2.5. See the Glossary of Terms for LCME Accreditation Standards and Elements at the end of this DCI for the LCME definition of regional campus.*

### Supporting Data

<b>Table 2.5-1   Regional Campus(es)</b>		
Provide the requested information for each regional campus. Add rows as needed.		
Campus	Location	Title of Principal Academic Officer

### Narrative Response

- a. Describe the role of the medical school dean/designated chief academic officer (CAO) in overseeing the conduct and quality of the medical education program at all regional campuses. Provide examples of how the dean/CAO monitors the adequacy of faculty at regional campus(es) and works with the principal academic officer(s) at each campus to remedy any deficiencies.
- b. Describe the reporting relationship between the medical school dean/CAO and the principal academic officer at each regional campus.
- c. Describe the reporting relationships of other campus administrators (e.g., student affairs).
- d. Describe the ways in which the principal academic officer(s) at regional campus(es) are integrated into the administrative structures of the medical school (e.g., as a member of the Executive Committee).

### Supporting Documentation

1. Position description for the role of principal academic officer at the regional campus(es).

## 2.6 Functional Integration of the Faculty

**At a medical school with one or more regional campuses, the faculty at the departmental and medical school levels at each campus are functionally integrated by appropriate administrative mechanisms (e.g., regular meetings and/or communication, periodic visits, participation in shared governance, and data sharing).**

*Note: Only schools operating one or more regional campus(es) should respond to element 2.6. See the Glossary of Terms for LCME Accreditation Standards and Elements at the end of this DCI for the LCME definition of regional campus.*

### **Narrative Response**

- a. Describe how faculty members in each discipline are functionally integrated across regional campuses, including activities such as faculty meetings/retreats and visits by departmental leadership. Provide examples of the occurrence of such activities in the past two years.
- b. Describe how institutional policies and/or faculty bylaws support the participation of faculty based at regional campuses in medical school governance (e.g., committee membership).
- c. List the rank of the faculty member(s) or the title of the senior administrative staff member(s) based at the regional campus(es) currently serving on the following medical school committees:
  1. Curriculum committee
  2. Admission committee

### **Supporting Documentation**

1. Organizational chart(s) illustrating the relationship of pre-clerkship course site directors to course directors (if relevant).
2. Organizational chart(s) illustrating the relationship of clerkship site directors to clerkship directors (if relevant).

### **Standard 3: Academic and Learning Environments**

**A medical school ensures that its medical education program occurs in professional, respectful, and intellectually stimulating academic and clinical environments, recognizes the benefits of diversity, and promotes students' attainment of competencies required of future physicians.**

### 3.1 Resident Participation in Medical Student Education

Each medical student in a medical education program participates in one or more required clinical experiences conducted in a health care setting in which he or she works with resident physicians currently enrolled in an accredited program of graduate medical education.

#### Supporting Data

Table 3.1-1   Resident Involvement in Required Clinical Clerkships						
List each clinical facility at which one or more medical students take a required clinical clerkship (other than ambulatory, community-based sites). For each clerkship, place a “Y” to indicate that residents in an accredited program are involved in medical student education or an “N” to indicate that residents are not involved in medical student education in that discipline. If there is no clerkship in that discipline at that site, leave the cell blank. Add rows as needed.						
Facility name	Family medicine	Internal medicine	Ob-Gyn	Pediatrics	Psychiatry	Surgery

#### Narrative Response

- a. Provide the percentage of medical students in the current academic year who will complete one or more required clerkships at an inpatient or outpatient site where residents participate in medical student teaching/supervision. For schools with regional campuses, provide these data by campus.
  
- b. If some or all students do not have the opportunity to complete one or more required clerkships where residents participate in medical student teaching/supervision, describe other required clinical experiences where students have the opportunity to interact with residents.
  
- c. If residents are not present at any of the sites where required clinical experiences are conducted for some or all students (e.g., at a longitudinal integrated clerkship site, a rural clerkship site, or a regional campus), describe how medical students learn about the expectations and requirements of the next phase of their training.

### 3.2 Community of Scholars/Research Opportunities

A medical education program is conducted in an environment that fosters the intellectual challenge and spirit of inquiry appropriate to a community of scholars and provides sufficient opportunities, encouragement, and support for medical student participation in the research and other scholarly activities of its faculty.

#### Supporting Data

Table 3.2-1   Student/Faculty Collaborative Research							
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of students reporting participation in a research project with a faculty member.							
AAMC GQ 2016		AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019	
School %	National %	School %	National %	School %	National %	School %	National %

Table 3.2-2   Research Opportunities		
Provide the total number and percentage of medical students involved in each type of research opportunity for the indicated academic years.		
	AY 2017-18	AY 2018-19
MD/PhD program		
Summer research program		
Year-out for research		
Research elective		
Other (describe)		

Table 3.2-3   Access of Opportunities to Participate in Research				
Provide data from the ISA, by curriculum year, on the percentage of students who were <i>satisfied/very satisfied</i> (aggregated) with their access of opportunities to participate in research. Add rows as needed for additional survey questions relevant to the topic.				
	Year 1	Year 2	Year 3	Year 4
Access of opportunities to participate in research				

#### Narrative Response

- a. Describe how faculty scholarship is fostered in the medical school. Is there a formal mentorship program to assist faculty in their development as scholars? Describe the infrastructure and resources available to support faculty scholarship (e.g., a research office, support for grant development, seed funding for research project development).
- b. Are medical students required to complete a scholarly/research project at some point in the curriculum? If yes, please describe how and by whom students are assisted in identifying a research topic and finding a mentor.
- c. If students are not required to complete a research project, briefly describe the opportunities for interested medical students to participate in research, including how medical students are informed about research opportunities. Comment on the level of student satisfaction with their access to research opportunities.

- d. Describe the funding, personnel, and other resources available to support medical student participation in research.

### 3.3 Diversity/Pipeline Programs and Partnerships

A medical school has effective policies and practices in place, and engages in ongoing, systematic, and focused recruitment and retention activities, to achieve mission-appropriate diversity outcomes among its students, faculty, senior administrative staff, and other relevant members of its academic community. These activities include the use of programs and/or partnerships aimed at achieving diversity among qualified applicants for medical school admission and the evaluation of program and partnership outcomes.

#### Supporting Data

<b>Table 3.3-1   Diversity Categories and Definitions</b>		
Provide definitions for the diversity categories identified in medical school policies that guide recruitment and retention activities for medical students, faculty, and senior administrative staff. Note that the medical school may use different diversity categories for each of these groups. If different diversity categories apply to any of these groups, provide each relevant definition.		
Medical Students	Faculty	Senior Administrative Staff*

\*See the *Glossary of Terms for LCME Accreditation Standards and Elements* at the end of this DCI for the LCME definition of senior administrative staff.

<b>Table 3.3-2   Offers Made to Applicants to the Medical School</b>						
Provide the total number of offers of admission to the medical school made to individuals in the school’s identified diversity categories for the indicated academic years. Add rows as needed for each diversity category.						
	2018 Entering Class			2019 Entering Class		
School-identified Diversity Category	# of Declined Offers	# of Enrolled Students	Total Offers	# of Declined Offers	# of Enrolled Students	Total Offers

<b>Table 3.3-3   Offers Made for Faculty Positions</b>						
Provide the total number of offers of faculty positions made to individuals in the school’s identified diversity categories. Add rows as needed for each diversity category.						
	AY 2017-18			AY 2018-19		
School-identified Diversity Category	# of Declined Offers	# of Faculty Hired	Total Offers	# of Declined Offers	# of Faculty Hired	Total Offers

<b>Table 3.3-4   Offers Made for Senior Administrative Staff Positions</b>						
Provide the total number of offers of senior administrative staff positions made to individuals in the school’s identified diversity categories. Add rows as needed for each diversity category.						
	AY 2017-18			AY 2018-19		
School-identified Diversity Category	# of Declined Offers	# of Staff Hired	Total Offers	# of Declined Offers	# of Staff Hired	Total Offers

<b>Table 3.3-5   Students, Faculty, and Senior Administrative Staff</b>				
Provide the requested information on the number and percentage of enrolled students, employed faculty, and senior administrative staff in each of the school-identified diversity categories (as defined in table 3.3-1 above). If the diversity categories differ among the groups, include the category for each group in a separate row and provide the data in the corresponding row.				
School-identified Diversity Category	First-Year Students	All Students	Employed/ Full-Time Faculty	Senior Administrative Staff

<b>Table 3.3-6   Pipeline Programs and Partnerships</b>				
List each current program aimed at broadening diversity among qualified medical school applicants. Provide the average enrollment (by year or cohort), target participant group(s) (e.g., college, high school, other students), and a description of any partners/partnerships, if applicable. Add rows as needed.				
Program	Year Initiated	Target Participants	Average Enrollment	Partners

**Narrative Response**

- a. Describe the programs related to the recruitment and retention of medical students, faculty, and senior administrative leadership from school-defined diversity categories. In the description, include the following:
  - 1. The funding sources that the medical school has available
  - 2. The individual personnel dedicated to these activities
  - 3. The time commitment of these individuals
  - 4. The organizational locus of the individuals involved in these efforts (e.g., the medical school dean’s office, a university office)
  
- b. Describe the following for activities related to the administration and delivery of programs (e.g., “pipeline programs”) aimed at developing and recruiting a diverse pool of medical school applicants, both locally and nationally
  - 1. The funding sources that the medical school has available
  - 2. The individuals dedicated to support these activities
  - 3. The time commitment of these individuals
  - 4. The organizational locus of the individuals involved in these efforts (e.g., the medical school dean’s office, a university office)
  
- c. Describe how the medical school monitors and evaluates the effectiveness of its pipeline programs and of its other programs to support school-defined diversity among its student body, faculty, and senior administrative staff. Provide evidence of program effectiveness, including the number of participants and program outcomes.

**Supporting Documentation**

- 1. Formal institutional policies specifically aimed at ensuring a diverse student body, faculty, and senior administrative staff.

### **3.4 Anti-Discrimination Policy**

**A medical school does not discriminate on the basis of age, creed, gender identity, national origin, race, sex, or sexual orientation.**

#### **Narrative Response**

- a. Describe how the medical school's anti-discrimination policy is made known to members of the medical education community.

#### **Supporting Documentation**

1. The medical school's anti-discrimination policy (or the university policy that applies to the medical school).

### 3.5 Learning Environment/Professionalism

A medical school ensures that the learning environment of its medical education program is conducive to the ongoing development of explicit and appropriate professional behaviors in its medical students, faculty, and staff at all locations and is one in which all individuals are treated with respect. The medical school and its clinical affiliates share the responsibility for periodic evaluation of the learning environment in order to identify positive and negative influences on the maintenance of professional standards, develop and conduct appropriate strategies to enhance positive and mitigate negative influences, and identify and promptly correct violations of professional standards.

#### Supporting Data

Table 3.5-1   Professional Attributes		
List the professional attributes (behaviors and attitudes) that medical students are expected to develop, the location in the curriculum where formal learning experiences related to these attributes occur, and the methods used to assess student attainment of each attribute. Add rows as needed.		
Attribute	Location(s) in Curriculum	Assessment Method(s)

#### Narrative Response

- a. Describe how these professional attributes are made known to faculty, residents, and others in the medical education learning environment.
  
- b. Describe the methods and tools used to evaluate the learning environment in order to identify positive and negative influences on the development of medical students’ professional attributes, especially in the clinical setting. Include the timing of these evaluations, what specifically is being evaluated, and the individuals or groups who are provided with the results.
  
- c. Provide examples of strategies used to enhance positive elements and mitigate negative elements identified through this evaluation process.
  
- d. Identify the individual(s) responsible for and empowered to ensure that there is an appropriate learning environment in each of the settings used for medical student education.

#### Supporting Documentation

1. The instrument(s) used to evaluate the learning environment.

### 3.6 Student Mistreatment

A medical education program defines and publicizes its code of professional conduct for the relationships between medical students, including visiting medical students, and those individuals with whom students interact during the medical education program. A medical school develops effective written policies that address violations of the code, has effective mechanisms in place for a prompt response to any complaints, and supports educational activities aimed at preventing inappropriate behavior. Mechanisms for reporting violations of the code of professional conduct are understood by medical students, including visiting medical students, and ensure that any violations can be registered and investigated without fear of retaliation.

#### Supporting Data

<b>Table 3.6-1   Awareness of Mistreatment Procedures Among Students</b>			
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of medical students who reported <i>knowing school procedures for reporting the mistreatment of medical students</i> for each listed year.			
AAMC GQ 2018		AAMC GQ 2019	
School %	National %	School %	National %

<b>Table 3.6-2   Awareness of Mistreatment Policies Among Students</b>			
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of medical students who reported <i>awareness of school policies regarding the mistreatment of medical students</i> for each listed year.			
AAMC GQ 2018		AAMC GQ 2019	
School %	National %	School %	National %

<b>Table 3.6-3a   Student Mistreatment Experiences</b>								
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) for the listed year on respondents' experiences with each of the following behaviors during medical school.								
	AAMC GQ 2018							
	Never		Once		Occasionally		Frequently	
	School %	National %	School %	National %	School %	National %	School %	National %
Publicly embarrassed								
Publicly humiliated								
Threatened with physical harm								
Physically harmed								
Required to perform personal services								
Subjected to unwanted sexual advances								
Asked to exchange sexual favors for grades or other rewards								
Denied opportunities for training or rewards based on gender								
Subjected to offensive, sexist remarks/names								

Received lower evaluations/grades based on gender								
Denied opportunities for training or rewards based on race or ethnicity								
Subjected to racially or ethnically offensive remarks/names								
Received lower evaluations or grades solely because of race or ethnicity rather than performance								
Denied opportunities for training or rewards based on sexual orientation								
Subjected to offensive remarks, names related to sexual orientation								
Received lower evaluations or grades solely because of sexual orientation rather than performance								

**Table 3.6-3b | Student Mistreatment Experiences**

Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) for the listed year on respondents' experiences with each of the following behaviors during medical school.

	AAMC GQ 2019							
	Never		Once		Occasionally		Frequently	
	School %	National %	School %	National %	School %	National %	School %	National %
Publicly embarrassed								
Publicly humiliated								
Threatened with physical harm								
Physically harmed								
Required to perform personal services								
Subjected to unwanted sexual advances								
Asked to exchange sexual favors for grades or other rewards								
Denied opportunities for training or rewards based on gender								
Subjected to offensive, sexist remarks/names								
Received lower evaluations/grades based on gender								
Denied opportunities for training or rewards based on race or ethnicity								
Subjected to racially or ethnically offensive remarks/names								
Received lower evaluations or grades solely because of race or ethnicity rather than performance								

Denied opportunities for training or rewards based on sexual orientation								
Subjected to offensive remarks, names related to sexual orientation								
Received lower evaluations or grades solely because of sexual orientation rather than performance								

Table 3.6-4   Student Mistreatment Experiences by Curriculum Year				
Provide data from the ISA by curriculum year on the percentage of students by curriculum year who were very satisfied/satisfied ( <i>aggregated</i> ) with the following. Add rows for each additional question on the student survey.				
Survey Question	Year 1	Year 2	Year 3	Year 4
Adequacy of the school’s mistreatment policy				
Adequacy of the mechanisms to report mistreatment				
Adequacy of the school’s activities to prevent mistreatment				
Adequacy of school actions on reports of mistreatment				

**Narrative Response**

- a. Describe how medical students, residents, faculty (full-time, part-time, and volunteer), and appropriate professional staff are informed about the medical school’s standard of conduct in the relationship between medical students and those with whom medical students interact during the medical education program and about medical student mistreatment policies.
- b. Describe how medical students, including visiting students, are informed about the procedures for reporting incidents of mistreatment.
- c. Summarize the procedures used by medical students, faculty, or residents to report individual observed incidents of mistreatment and unprofessional behavior in the learning environment. Describe how reports are made and identify the individuals to whom reports can be directed. Describe the way in which the medical school ensures that allegations of mistreatment can be made and investigated without fear of retaliation. Describe the process(es) used for follow-up when reports of unprofessional behavior have been made.
- d. How, by whom, and how often are summative data on the frequency of medical students experiencing negative behaviors (mistreatment) collected and reviewed? How are these data used in efforts to reduce medical student mistreatment? Note recent actions that have been taken in response to the data from the AAMC GQ or student surveys related to the incidence of mistreatment.
- e. Compare the findings from the independent student analysis with those from the AAMC GQ, illustrating any areas of consistency or inconsistency, including in student knowledge of and satisfaction with policies and procedures for reporting mistreatment. *For medical education programs with regional campuses, provide data for each campus and comment on any differences among campuses.*
- f. Describe recent educational activities for medical students, faculty, and residents that were directed at preventing student mistreatment.

## **Supporting Documentation**

1. Formal medical school or university policies addressing the standards of conduct in relationships among students, faculty, residents and other health professionals, including student mistreatment policies.
2. Formal policies and/or procedures for responding to allegations of medical student mistreatment, including the avenues for reporting and mechanisms for investigating reported incidents.

## **Standard 4: Faculty Preparation, Productivity, Participation, and Policies**

**The faculty members of a medical school are qualified through their education, training, experience, and continuing professional development and provide the leadership and support necessary to attain the institution's educational, research, and service goals.**

### 4.1 Sufficiency of Faculty

**A medical school has in place a sufficient cohort of faculty members with the qualifications and time required to deliver the medical curriculum and to meet the other needs and fulfill the other missions of the institution.**

#### Supporting Data

<b>Table 4.1-1   Total Faculty</b>						
Provide the total number of full-time, part-time, and volunteer faculty in the basic science and clinical departments for each listed academic year (as available).						
Academic Year	Full-Time Faculty		Part-Time Faculty		Volunteer Faculty	
	Basic Science	Clinical	Basic Science	Clinical	Basic Science	Clinical
2014-15						
2015-16						
2016-17						
2017-18						
2018-19						

<b>Table 4.1-2   Basic Science Faculty</b>							
List each of the medical school’s <i>basic science (pre-clerkship)</i> departments and provide the number of faculty in each. Only list those departments (e.g., pathology) included in the faculty counts in table 4.1-1. Schools with one or more regional campus(es) should also provide the campus name. Add rows as needed.							
Campus	Department	Full-Time Faculty					Part-Time Faculty
		Professor	Associate Professor	Assistant Professor	Instructor/ Other	Vacant	

<b>Table 4.1-3   Basic Science Teaching Responsibilities</b>							
List each of the medical school’s <i>basic science (pre-clerkship)</i> departments and indicate whether required courses are taught for each listed student-type (“Y” for yes, “N” for no). Only list courses for which departmental faculty have primary and ongoing responsibilities (e.g., reporting final grades to the registrar). Only include interdisciplinary courses once per department. Add rows as needed.							
Campus	Department	Student Type					
		Medical	Graduate	Dental	Nursing	Allied health	Undergraduate

<b>Table 4.1-4   Clinical Faculty</b>								
List each of the medical school’s <i>clinical departments</i> and provide the number of faculty in each. Only list departments included in the faculty counts in table 4.1-1. Schools with one or more regional campus should provide the campus name in each row. Add rows as needed.								
Campus	Department	Full-Time Faculty					Other/Not Full-Time	
		Professor	Associate Professor	Assistant Professor	Instructor/ Other	Vacant	Part-Time Faculty	Volunteer

<b>Table 4.1-5   Clinical Teaching Responsibilities</b>							
List each of the medical school's <i>clinical</i> departments and indicate whether required courses are taught for each listed student-type ("Y" for yes, "N" for no). Only list courses for which departmental faculty have primary and ongoing effort (e.g., reporting final grades to the registrar). Only include interdisciplinary courses once per department. Only report Pathology data if Pathology is included as a clinical department in table 4.1-1. Add rows as needed.							
Campus	Department	Student Type					
		Medical	Dental	Nursing	Allied Health	Public Health	Other (specify)

<b>Table 4.1-6   Protected Faculty Time</b>	
Provide the amount of protected time (i.e., time with salary support) that the following individuals have for their educational responsibilities (include a range if not consistent within each group). Add rows as needed.	
	Amount
Pre-clerkship/preclinical course directors, including directors of clinical skills courses	
Clerkship directors	
Chair of the curriculum committee	

**Narrative Response**

- a. Provide general definitions, as used by the school, for the categories of full-time, part-time, and volunteer faculty.
- b. List all faculty with substantial teaching responsibilities who are on site at their teaching location fewer than three months during the academic year.
- c. Describe any situations where there have been recent problems identifying sufficient faculty to teach medical students (e.g., to provide lectures in a specific content area, to serve as small group facilitators).
- d. Describe anticipated attrition in the basic science and clinical faculty over the next three years, including faculty retirements. Note if attrition will involve faculty who participate in the medical education program.
- e. Describe faculty recruitments, by discipline, planned over the next three academic years and provide the anticipated timing of these activities. Note if these are new recruitments or to replace faculty who have retired/left the institution.

## 4.2 Scholarly Productivity

The faculty of a medical school demonstrate a commitment to continuing scholarly productivity that is characteristic of an institution of higher learning.

### Supporting Data

<b>Table 4.2-1   Scholarly Productivity</b>				
Provide the total number of each type of scholarly work, by department (basic science and clinical), from the most recently completed year (academic or calendar year, whichever is used in the medical school’s accounting of faculty scholarly efforts). Only count each article/book chapter once per department.				
Department	Articles in Peer-Review Journals	Published Books/ Book Chapters	Faculty Co-Investigators or PI’s on Extramural Grants	Other Peer-Reviewed Scholarship*
*Provide a definition of “other peer-reviewed scholarship,” if this category is used:				
Provide the year used for these data:				

### Narrative Response

- a. Describe the institution’s expectations for faculty scholarship, including whether scholarly activities are required for retention, promotion, and the granting of tenure for some or all faculty.

### 4.3 Faculty Appointment Policies

**A medical school has clear policies and procedures in place for faculty appointment, renewal of appointment, promotion, granting of tenure, remediation, and dismissal that involve the faculty, the appropriate department heads, and the dean, and provides each faculty member with written information about his or her term of appointment, responsibilities, lines of communication, privileges and benefits, performance evaluation and remediation, terms of dismissal, and, if relevant, the policy on practice earnings.**

#### **Narrative Response**

- a. Describe how and when faculty members are notified of the following:
  1. Terms and conditions of employment, including privileges
  2. Benefits
  3. Compensation, including policies on practice earnings
  4. Assignment to a faculty track
  
- b. Describe how and when faculty members are initially notified about their responsibilities in teaching, research and, where relevant, patient care and whether such notification occurs on a regularly-scheduled basis.

#### **Supporting Documentation**

1. Medical school or university policies describing the qualifications required for each faculty track, and procedures for initial faculty appointment, renewal of appointment, promotion, granting of tenure (if relevant), and dismissal. Note when and by whom these policies and procedures were last reviewed and approved.

#### **4.4 Feedback to Faculty**

**A medical school faculty member receives regularly scheduled and timely feedback from departmental and/or other programmatic or institutional leaders on his or her academic performance and progress toward promotion and, when applicable, tenure.**

##### **Narrative Response**

- a. Describe how and when faculty members receive formal feedback from departmental (i.e., the department chair or division/section chief) or other programmatic or institutional (e.g., center directors, program leaders, senior administrators) leaders on their academic performance, progress toward promotion and, if relevant, tenure.

##### **Supporting Documentation**

1. Medical school or university policies that require faculty to receive regular formal feedback on their performance and their progress toward promotion and, if relevant, tenure, including when and by whom these policies were last reviewed and approved.

## 4.5 Faculty Professional Development

**A medical school and/or its sponsoring institution provides opportunities for professional development to each faculty member in the areas of discipline content, curricular design, program evaluation, student assessment methods, instructional methodology, and or research to enhance his or her skills and leadership abilities in these areas.**

### Narrative Response

- a. Describe the availability and organizational placement (e.g., faculty development office, medical school dean's office, university office) of knowledgeable individuals who can assist faculty in improving their teaching and assessment skills. Note if faculty development is the primary responsibility of each of these individuals. If not, do they have sufficient time for this responsibility?
- b. Describe how faculty members are informed about the availability of faculty development programming. How does the medical school ensure that faculty development is accessible at all instructional sites, including clinical affiliates and regional campuses?
- c. Describe how problems identified with an individual faculty member's teaching and assessment skills are remediated.
- d. Describe the availability of funding to support faculty members' participation in professional development activities related to their respective disciplines (e.g., attendance at professional meetings) and to their roles as teachers (e.g., attendance at regional/national medical education meetings).
- e. Provide examples of formal activities at the departmental, medical school, and/or university level used to assist faculty in enhancing their skills in research methodology, publication development, and/or grant procurement. List the personnel available to assist faculty in acquiring and enhancing such skills.
- f. Describe the specific programs or activities offered to assist faculty in preparing for promotion.

### Supporting Documentation

1. Provide a list of the faculty development programs (e.g., workshops, lectures, seminars) that were provided during the most recent academic year, including general topic and attendance, and the locations where these programs were offered.

#### **4.6 Responsibility for Educational Program Policies**

**At a medical school, the dean and a committee of the faculty determine the governance and policymaking processes of the program.**

##### **Narrative Response**

- a. What processes are in place for the dean and a committee with faculty representation, such as an executive committee, to determine the governance and policy-making processes of the program? Describe the committee's charge or purpose, and how often it meets.
  
- b. Provide examples of the committee's priority areas during the most recent academic year and how those priorities are set.

## Standard 5: Educational Resources and Infrastructure

A medical school has sufficient personnel, financial resources, physical facilities, equipment, and clinical, instructional, informational, technological, and other resources readily available and accessible across all locations to meet its needs and to achieve its goals.

### Supporting Data

<b>Table 5.0-1   Medical School Revenue Sources</b>				
Provide the requested revenue totals from the LCME Part I-A Annual Financial Questionnaire (AFQ) for each indicated fiscal year (FY) and the <i>percentage of total revenues</i> represented by each amount. Use the “total revenues” from the AFQ for this calculation.				
	FY 2017		FY 2018	
	\$	% of Total Revenues	\$	% of Total Revenues
Total tuition and fees revenues				
Revenues from tuition and fees (T&F) assessed to medical students				
Revenues from T&F assessed to grad students in med school programs				
Revenues from continuing medical education programs				
Other tuition and fees revenues				
Total expenditures and transfers from government and parent support				
Total federal appropriations				
Total adjusted state and parent support				
Total local appropriations				
Total grants and contracts				
Total direct costs - federal government				
State and local government grants and contracts				
Other grants and contracts direct expenditures				
Total facilities and administration costs expenditures				
Practice plans total revenues				
Total expenditures and transfers from hospital funds				
Total expenditures and transfers from university hospital funds				
Total expenditures and transfers from VA hospital funds				
Total expenditures and transfers from other affiliated hospitals funds				
Restricted gift funds expended				
Unrestricted gift funds expended				
Expenditure of income from restricted endowment funds				
Expenditure of income from unrestricted endowment funds				
Total other revenues				
Total revenues				
Total expenses and transfers				

## 5.1 Adequacy of Financial Resources

**The present and anticipated financial resources of a medical school are derived from diverse sources and are adequate to sustain a sound program of medical education and to accomplish other programmatic and institutional goals.**

### Narrative Response

- a. Summarize trends in each of the funding sources available to the medical school, including an analysis of their stability. Describe any substantive changes in the following areas during the fiscal year in which your full survey visit will take place and during the three fiscal years prior to that fiscal year.
  1. Total revenues
  2. Operating margin
  3. Revenue mix
  4. Market value of endowments
  5. Medical school reserves
  6. Debt service
  7. Outstanding debt
  8. Departmental reserves
  
- b. Describe any substantive changes anticipated by the medical school in the following areas during the three fiscal years following the fiscal year in which your full survey visit will take place, and explain the reasons for any anticipated changes.
  1. Total revenues
  2. Revenue mix
  3. Obligations and commitments (e.g., ongoing commitments based on prior chair searches)
  4. Reserves (amount and sources)
  
- c. Describe the medical school's annual budget process and the budgetary authority of the medical school dean.
  
- d. Describe the ways in which the medical school's governance, through its board of directors and its organizational structure, supports the effective management of its financial resources.
  
- e. Describe the ways that funding for the current and projected capital needs of the medical school is being addressed. Describe the medical school's policy with regard to the financing of deferred maintenance of medical school facilities (e.g., roof replacement).
  
- f. Describe whether and for what purpose(s) financial reserves have been used to balance the operating budget in recent years.
  
- g. Summarize the key findings resulting from any external financial audits of the medical school (including medical school departments) performed during the most recently completed fiscal year.

## Supporting Documentation

1. The medical school's responses to the most recent LCME Part I-A Annual Financial Questionnaire, consisting of the items below. Provide the most current information in the material submitted three months prior to the survey visit.
  - a. Signed Signature Page
  - b. Current Funds Revenues, Expenditures, and Transfers - Data Entry Sheet
  - c. Schedules A-E
  - d. Revenues and Expenditures History
  
2. The medical school's responses to the web-based companion survey to the LCME Part I-A Annual Financial Questionnaire, the "Overview of Organization and Financial Characteristics Survey." Provide the most current information in the material submitted three months prior to the survey visit. A
  
3. A revenue and expenditures summary for the fiscal year in which your full survey takes place (based on current projections) and for each of the prior three fiscal years. Use the format and row labels from the "Revenues and Expenditures History" page of the LCME Part I-A Annual Financial Questionnaire (it is the last page of the AFQ). Provide the most current information in the material submitted three months prior to the survey visit.
  
4. A copy of the audited financial statements for the medical school and/or the medical school's parent organization or company in effect at the time that the DCI is submitted. For medical schools owned or operated by a parent organization or company, submit audited financial statements for the parent organization or company that encompass all related component units and entities controlled by the parent organization or company. Provide the most current information in the material submitted three months prior to the survey visit.

## 5.2 Dean’s Authority/Resources

**The dean of a medical school has sufficient resources and budgetary authority to fulfill his or her responsibility for the management and evaluation of the medical curriculum.**

### Narrative Response

- a. Provide the name and title of the individual with formal responsibility for the medical education program, referred to here as the chief academic officer (CAO).

If the dean is *not* the CAO, and responsibility for the medical education program is delegated to an associate dean or other individual serving as CAO, provide the name and title of this individual, and the percentage of time he or she devotes to this administrative responsibility.

Name	Title	% Time (if applicable)

- b. Describe how the CAO participates in institution-level planning to ensure that the resource needs of the medical education program (e.g., funding, faculty, educational space, other educational infrastructure) are considered.
- c. Describe how and by whom the budget to support the planning and delivery of the medical education program is developed and approved, and how it is allocated to departments and administrative units.
- d. Briefly describe the organizational locus (e.g., an office of medical education) of administrative and/or academic support for the planning, implementation, evaluation, and oversight of the curriculum and for the development and maintenance of the tools (e.g., a curriculum database) to support curriculum delivery, monitoring, and management. Note the reporting relationships of the director(s) of any such office(s)/unit(s).
- e. Provide the names and titles of the staff leadership (e.g., director of assessment, director of institutional computing) of groups/units responsible for providing administrative or academic support for the planning, implementation, and evaluation of the curriculum and for student assessment. Include the percentage of time contributed by each individual to this effort. Add rows as needed.

Name of Staff Leader	Title	% Time (if applicable)	# of Staff Reporting to Leader

### 5.3 Pressures for Self-Financing

**A medical school admits only as many qualified applicants as its total resources can accommodate and does not permit financial or other influences to compromise the school’s educational mission.**

#### Supporting Data

<b>Table 5.3-1   Tuition and Fees</b>			
Percentage of total revenue from tuition and fees as reported on the LCME Part I-A Annual Financial Questionnaire (AFQ) section titled “Current Funds Revenues, Expenditures and Transfers – Data Entry Sheet for the indicated years. Please calculate each percentage by dividing “Total Tuition and Fees Revenues” By “Total Revenues Reported”.			
FY 2015	FY 2016	FY 2017	FY 2018

#### Narrative Response

- a. Describe how and at what institutional level (e.g., the medical school administration, the university administration, the board of trustees) the size of the medical school entering class is set. How does the school/university leadership ensure that the number of medical students does not exceed available resources (i.e., faculty and educational facilities)?
- b. Describe how and by whom tuition and fees are set for the medical school.
- c. If tuition and fees or any other revenue source comprises more than 50% of the medical school’s total annual revenues, describe any plans to diversify revenue sources.
- d. Describe how pressures to generate funding from clinical care, research, and/or tuition are being managed to ensure that the ongoing quality of the medical education program is not compromised.

## 5.4 Sufficiency of Buildings and Equipment

A medical school has, or is assured the use of, buildings and equipment sufficient to achieve its educational, clinical, and research missions.

### Supporting Data

<b>Table 5.4-1   Year 1 Classroom Space</b>			
Provide the requested information on the types of classroom space (lecture hall, laboratory, clinical skills teaching/simulation space, small group discussion room, etc.) used for each instructional format during <i>year one</i> of the medical curriculum. Only include space used for regularly-scheduled medical school classes, including laboratories. Add rows as needed.			
Room Type/Purpose	# of Rooms of this Size/Type	Seating Capacity (provide a range if variable across rooms)	Building(s) in which Rooms are Located

<b>Table 5.4-2   Year 2 Classroom Space</b>			
Provide the requested information on the types of classroom space (lecture hall, laboratory, clinical skills teaching/simulation space, small group discussion room, etc.) used for each instructional format during <i>year two</i> of the medical curriculum. Only include space used for regularly-scheduled medical school classes, including laboratories. Add rows as needed.			
Room Type/Purpose	# of Rooms of this Size/Type	Seating Capacity (provide a range if variable across rooms)	Building(s) in which Rooms are Located

### Narrative Response

- a. If educational spaces used for required classes in years one and two of the medical curriculum (e.g., lecture halls, laboratories, small group rooms) are shared with other schools/programs, provide the office or individual responsible for scheduling the spaces and note if the medical education program has priority in any scheduling decisions. If classrooms or lecture halls are shared by students in years one and two of the curriculum, describe how and by whom the space is allocated.
- b. Describe any recent challenges in obtaining access to needed teaching space and how these have been/are being resolved.
- c. Describe any recent or current teaching space renovations or construction. If there has been a recent increase in class size, note whether teaching space has also expanded (e.g., increases in room size and/or number).
- d. Describe the facilities used for teaching and assessment of students' clinical and procedural skills. Note if this space is also used for patient care or research. Identify if students from other health professions programs or residents also use these facilities, and describe how scheduling conflicts are resolved.

- e. Describe how research space is organized within the medical school. Are research laboratories allocated to departments and/or organized as open-plan/interdepartmental laboratories? Describe how the medical school determines if the available research space is adequate and appropriately apportioned
- f. Describe if faculty office space is appropriate to the size of the faculty and efficiently organized to promote communication among faculty.
- g. Describe any substantive changes in facilities for education and/or research anticipated by the medical school over the *next three academic years*. Note if any renovation or new construction is planned.

### 5.5 Resources for Clinical Instruction

**A medical school has, or is assured the use of, appropriate resources for the clinical instruction of its medical students in ambulatory and inpatient settings and has adequate numbers and types of patients (e.g., acuity, case mix, age, gender).**

#### Supporting Data

<b>Table 5.5-1   Inpatient Teaching Sites by Clerkship</b>							
List all <i>inpatient teaching sites</i> at which medical students take one or more required clerkships. Indicate the clerkship(s) offered at each site by placing an “X” in the appropriate column. List other major core clerkships offered in different subjects (e.g., Interdisciplinary Primary Care, Women’s and Children’s Health). Schools with regional campuses should include the campus name for each facility. Add rows as needed.							
Facility name/ Campus (if applicable)	Family medicine	Internal medicine	Ob-Gyn	Pediatrics	Psychiatry	Surgery	Other (list)

<b>Table 5.5-2   Inpatient Teaching Facilities</b>				
Provide the requested information for each required clinical clerkship (or longitudinal integrated clinical clerkship) taking place at an inpatient facility. Only provide information for services used for required clinical clerkships at each hospital. Schools with regional campuses should include the campus name for each facility. Add rows as needed.				
Facility Name/Campus (if applicable)	Clerkship	Average Daily Inpatient Census	Average # of Students per Clerkship (range)	
			School’s Medical Students	Medical Students from Other Schools

<b>Table 5.5-3   Ambulatory Teaching Sites by Clerkship</b>							
For each <i>type of ambulatory teaching site</i> used for one or more required clerkships, indicate the clerkship(s) offered at this type of site by placing an “X” in the appropriate column. Add other major required clerkships offered in different subjects (e.g., Interdisciplinary Primary Care, Women’s and Children’s Health). Add rows and columns as needed.							
Facility Type	Family Medicine	Internal Medicine	Ob-Gyn	Pediatrics	Psychiatry	Surgery	Other (list)
University Hospital Clinic							
Community Hospital Clinic							
Community Health Center							
Private Physician Office							
Rural Clinic/AHEC							
Other Type of Site (list)							

### **Narrative Response**

- a. Describe how the medical school determines that the mix of inpatient and ambulatory settings used for required clinical clerkships provides adequate numbers and types of patients in each discipline.
  
- b. Describe any substantive changes anticipated by the medical school over the *next three academic years* in hospital and other clinical affiliations.

### 5.6 Clinical Instructional Facilities/Information Resources

Each hospital or other clinical facility affiliated with a medical school that serves as a major location for required clinical learning experiences has sufficient information resources and instructional facilities for medical student education.

#### Supporting Data

Table 5.6-1   Inpatient Hospital Clerkship Resources			
List each hospital used for the inpatient portion of one or more required clinical clerkships. Indicate whether the indicated resource is available for medical student use by placing an “X” in the appropriate column heading. Schools with regional campuses should include the campus name for each facility. Add rows as needed.			
Facility Name/ Campus (if applicable)	Lecture/ Conference Rooms	Study Areas	Computers and Internet Access

Table 5.6-2 Clerkship Resources by Curriculum Year		
As available, provide data from the ISA on the percentage of students who were satisfied/very satisfied ( <i>aggregated</i> ) with the adequacy of educational/teaching spaces at hospitals. Add rows for additional question,		
Survey Question	Year 3	Year 4
Adequacy of educational/teaching spaces at hospitals		
Data year and source:		

#### Narrative Response

- a. Comment on the adequacy of resources to support medical student education at each inpatient and outpatient site used for required clinical clerkships, including space for teaching (lectures/conference rooms), study areas, and information technology (computers and internet access).
- b. If problems with the availability of resources were identified at one or more inpatient or outpatient sites, provide the data by site and describe the steps being taken to address the identified problems.

### 5.7 Security, Student Safety, and Disaster Preparedness

**A medical school ensures that adequate security systems are in place at all locations and publishes policies and procedures to ensure student safety and to address emergency and disaster preparedness.**

#### Supporting Data

<b>Table 5.7-1   Student Safety and Security by Curriculum Year</b>				
As available, provide data from the ISA, by curriculum year, on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) with safety and security at all instructional sites. Add rows for additional survey question from the ISA.				
Instructional Site/Survey Question	Year 1	Year 2	Year 3	Year 4
Adequacy of safety and security at instructional sites				

#### Narrative Response

- a. Describe the security system(s) in place and the personnel available to provide a safe learning environment for medical students during the times/situations listed below. If the medical school has regional campuses, describe the security systems in place at each campus.
  - 1. During regular classroom hours on campus
  - 2. Outside of regular classroom hours on campus
  - 3. At clinical teaching sites
  
- b. Describe the protections available to medical students at instructional sites that may pose special physical dangers (e.g., during interactions with patients in detention facilities).
  
- c. Describe how medical students and faculty are informed of institutional emergency and disaster preparedness policies and plans and how they are notified in the case of emergency situations.

#### Supporting Documentation

- 1. Copies of medical school or university emergency and disaster preparedness policies, procedures, and plans, as they relate to medical students, faculty, and staff.

## 5.8 Library Resources/Staff

**A medical school provides ready access to well-maintained library resources sufficient in breadth of holdings and technology to support its educational and other missions. Library services are supervised by a professional staff that is familiar with regional and national information resources and data systems and is responsive to the needs of the medical students, faculty members, and others associated with the institution.**

### Supporting Data

<b>Table 5.8-1   Student Satisfaction with the Library</b>					
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) with the library.					
AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019	
School %	National %	School %	National %	School %	National %

<b>Table 5.8-2   Student Satisfaction with the Library by Curriculum Year</b>				
As available, provide data from the ISA, by curriculum year, on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) with the library and library resources. Add rows for each additional question on the student survey.				
Survey Question	Year 1	Year 2	Year 3	Year 4
Ease of access to library resources and holdings				
Quality of library support and services				

<b>Table 5.8-3   Medical School Library Resources and Space</b>					
Provide the following information for the most recent academic year. Schools with regional campuses may add rows for each additional library.					
Library/Campus (as appropriate)	Total Current Journal Subscriptions (all formats)	# of Book Titles (all formats)	# of Databases	Total User Seating	# of Public Workstations

<b>Table 5.8-4   Medical School Library Staffing</b>		
Provide the number of staff FTEs in the following areas, using the most recent academic year. Schools with regional campuses may add rows for each additional library/campus.		
Professional Staff	Technical and Paraprofessional Staff	Part-Time Staff (e.g., student workers)

### Narrative Response

- List any other schools and/or program(s) served by the main medical school library.
- List the regular staffed library hours. If there are additional hours during which medical students have access to all or part of the library for study, provide these as well.
- Describe whether members of the library staff are involved in curriculum planning, curriculum governance (e.g., by participation in the curriculum committee or its subcommittees), or in the delivery of any part of the medical education program.

- d. Describe medical student and faculty access to electronic and other library resources across all sites, including regional campuses. Are the library collections listed above available to medical students and faculty at sites separate from the medical school campus?
  
- e. Briefly summarize any partnerships that extend the library's access to information resources. For example, does the library interact with other university and/or affiliated hospital libraries?

### 5.9 Information Technology Resources/Staff

**A medical school provides access to well-maintained information technology resources sufficient in scope to support its educational and other missions. The information technology staff serving a medical education program has sufficient expertise to fulfill its responsibilities and is responsive to the needs of the medical students, faculty members, and others associated with the institution.**

#### Supporting Data

<b>Table 5.9-1   Student Satisfaction with Computer Resource Center</b>					
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) with the computer resource center.					
AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019	
School %	National %	School %	National %	School %	National %

<b>Table 5.9-2   Student Satisfaction with IT Resources by Curriculum Year</b>				
As available, provide data from the ISA, by curriculum year, on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) with computer/IT resources. Add rows for each additional question area on the student survey. Schools with regional campuses should specify the campus in each row.				
Survey Question (Campus as applicable)	Year 1	Year 2	Year 3	Year 4
Accessibility of computer support				
Adequacy of computer learning resources				

<b>Table 5.9-3   Medical School IT Resources</b>					
Provide the following information based on the most recent academic year. Schools with regional campuses should specify the campus in each row.					
Campus (if applicable)	How many computer classrooms are accessible to medical students?	How many computers or workstations are in each computer classroom?	Is there a wireless network on campus? (Y/N)	Is there a wireless network in classrooms and study spaces? (Y/N)	Are there sufficient electrical outlets in educational spaces to allow computer use? (Y/N)

<b>Table 5.9-4   Medical School IT Services Staffing</b>			
Provide the number of IT staff FTEs in the following areas, using the most recent academic year. Schools with regional campuses may add rows for each additional campus.			
Total # of IT Staff FTEs	Professional Staff	Technical and Support Staff	Part-Time Staff (e.g., student workers)

**Narrative Response**

- a. Describe the availability of a wireless network in classrooms and study spaces. If there is no wireless network at instructional sites on campus or if the network does not cover all locations, describe the adequacy of internet access points in educational spaces (e.g., in large classrooms, small classrooms, student study space).
- b. Describe the availability of telecommunications technology that links all instructional sites/campuses and how Information Technology (IT) services support the delivery of distributed education.
- c. Describe how medical students, residents, and faculty can access educational resources (e.g., curriculum materials) from off-campus sites, including teaching hospitals and ambulatory teaching sites).
- d. List any other schools or programs served by the IT services unit(s).
- e. How does the medical school assess the adequacy of IT resources to support the educational program?
- f. Describe the ways that staff members in the IT services unit are involved in curriculum planning and delivery for the medical school. For example, do IT services staff assist faculty in developing instructional materials, developing or maintaining the curriculum database or other curriculum management applications, or learning to use the technology/A-V resources for on-site or distance education?

### 5.10 Resources Used by Transfer/Visiting Students

The resources used by a medical school to accommodate any visiting and transfer medical students in its medical education program do not significantly diminish the resources available to already enrolled medical students.

#### Supporting Data

<b>Table 5.10-1   Visiting/Transfer Students</b>			
Provide the number of visiting and transfer students for each indicated academic year.			
	2017-18	2018-19	2019-20
Transfer students that entered into the second year (or into the pre-clerkship phase for a three-year program)			
Transfer students that entered into the third year (or into the beginning of the clerkship phase for a three-year program)			
Transfer students that entered into the fourth year (or the third year of a three-year program)			
Visiting students completing required core clerkships			
Visiting students completing clinical electives and/or other courses			

#### Narrative Response

- a. Describe how and by whom the following decisions are made:
  1. The number of transfer students accepted into each year of the curriculum
  2. The number of visiting students accepted for electives by departments
  
- b. Describe how the medical school ensures that resources are adequate to support the numbers of transfer and visiting students who are accepted.

### 5.11 Study/Lounge/Storage Space/Call Rooms

A medical school ensures that its medical students at each campus and affiliated clinical site have adequate study space, lounge areas, personal lockers or other secure storage facilities, and secure call rooms if students are required to participate in late night or overnight clinical learning experiences.

#### Supporting Data

<b>Table 5.11-1   Student Satisfaction with Study Space</b>					
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) with study space.					
AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019	
School %	National %	School %	National %	School %	National %

<b>Table 5.11-2   Student Satisfaction with Study Space by Curriculum Year</b>				
As available, provide data from the ISA, by curriculum year, on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) with study space. Add rows for each additional question area on the student survey.				
Survey Question	Year 1	Year 2	Year 3	Year 4
Adequacy of student study space				

<b>Table 5.11-3   Student Satisfaction with Relaxation Space</b>					
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) with relaxation space.					
AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019	
School %	National %	School %	National %	School %	National %

<b>Table 5.11-4   Student Satisfaction with Relaxation Space by Curriculum Year</b>				
As available, provide data from the ISA, by curriculum year, on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) with available relaxation space. Add rows for each additional question on the student survey.				
Survey Question	Year 1	Year 2	Year 3	Year 4
Adequacy of student relaxation space				

<b>Table 5.11-5   Study Space</b>				
Place an "X" under each type of study space available at the listed locations. If a type of study space is not available at all affiliated hospitals or regional campuses, describe the locations where study space is available for these students.				
	Library	Central campus classroom building(s)	Affiliated hospitals	Regional campus(es)
Small room used only for group study				
Classroom that may be used for study when free				
Individual study room				
Individual study carrel				
Individual open seating				

<b>Table 5.11-6   Call Room Availability</b>		
List each hospital used for required clinical clerkships, including regional campuses. Place a “Y” (yes) if there is required call in one or more clerkships at that hospital and a Y if there is call room availability for medical students at the site.		
Hospital	Required Medical Student Night Call in One or More Clerkship(s)?	Call Rooms Available for Medical Students?

<b>Table 5.11-7   Satisfaction with Secure Storage Space</b>				
As available, provide data from the ISA, by curriculum year, on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) with the availability of secure storage space for students’ belongings. Add rows for each additional questions on the student survey.				
Survey Question	Year 1	Year 2	Year 3	Year 4
Access to secure storage space at the medical school campus				
Access to secure storage space for personal belongings at hospitals/clinical sites				

**Narrative Response**

- a. Describe the locations of lounge/relaxation space and personal lockers or other secure storage areas for student belongings on the central campus, at each facility used for required clinical clerkships, and on each regional campus (if applicable) for students in the pre-clerkship and clerkship portions of the curriculum. Note if the space is solely for medical student use or if it is shared with others.
  
- b. For each site and clerkship where there is overnight call, describe the availability and accessibility of secure call rooms.

### 5.12 Required Notifications to the LCME

A medical school notifies the LCME of any substantial change in the number of enrolled medical students; of any decrease in the resources available to the institution for its medical education program, including faculty, physical facilities, or finances; of its plans for any major modification of its medical curriculum; and/or of anticipated changes in the affiliation status of the program’s clinical facilities. The program also provides prior notification to the LCME if it plans to increase entering medical student enrollment on the main campus and/or in one or more existing regional campuses above the threshold of 10 percent, or 15 medical students in one year or 20 percent in three years; or to start a new or to expand an existing regional campus; or to initiate a new parallel curriculum (track).

#### Supporting Data

<b>Table 5.12-1   New Medical Student Admissions</b>				
Provide the number of new medical students (not repeating students) admitted in each of the indicated academic years.				
AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20

#### Supporting Documentation

1. Provide any notifications made to the LCME of changes in medical student enrollment, curriculum, finances, clinical affiliations, and/or other institutional resources since the last full survey.

## Standard 6: Competencies, Curricular Objectives, and Curricular Design

The faculty of a medical school define the competencies to be achieved by its medical students through medical education program objectives and is responsible for the detailed design and implementation of the components of a medical curriculum that enable its medical students to achieve those competencies and objectives. Medical education program objectives are statements of the knowledge, skills, behaviors, and attitudes that medical students are expected to exhibit as evidence of their achievement by completion of the program.

### Supporting Documentation

1. Provide a schematic or diagram that illustrates the structure of the curriculum for the year of the self-study. The schematic or diagram should show the approximate sequencing of, and relationships among, required courses and clerkships in each academic period of the curriculum. If the structure of the curriculum has changed significantly since the DCI and self-study were completed (i.e., a new curriculum or curriculum year has been implemented), include a schematic of the new curriculum, labeled with the year it was first introduced.
2. A schematic of any parallel curricula (tracks).

### Supporting Data

<b>Table 6.0-1   Year/Academic Period 1 Instructional Formats</b>						
Using the most recently completed academic year, list each course from <i>year/academic period one</i> of the curriculum and provide the total number of instructional hours for each listed instructional format. Note that “small group” includes case-based or problem-solving sessions. Provide the total number of hours per course and instructional format. If “other” is selected, describe the other format in the text. Add rows as needed.						
Course	Number of Formal Instructional Hours Per Course					Total
	Lecture	Lab	Small Group	Patient Contact*	Other	
Total						

\* Includes interactions with simulated patients

<b>Table 6.0-2   Year/Academic Period 2 Instructional Formats</b>						
Using the most recently-completed academic year, list each course from <i>year/academic period two</i> of the curriculum and provide the total number of instructional hours for each listed instructional format. Note that “small group” includes case-based or problem-solving sessions. Provide the total number of hours per course and instructional format. If “other” is selected, describe the other format in the text. Provide a definition of “other” if selected. Add rows as needed.						
Course	Number of Formal Instructional Hours Per Course					Total
	Lecture	Lab	Small Group	Patient Contact*	Other	
Total						

\* Includes interactions with simulated patients

**Table 6.0-3 | Year/Academic Period 3-4 Weeks/Clerkship Length and Formal Instructional Hours per Clerkship**

Provide data from the most recently-completed academic year on the total number of weeks and formal instructional hours (lectures, conferences, and teaching rounds) for each required clerkship in years three-four of the curriculum. Provide a range of instructional hours if there is significant variation across sites. Note that hours devoted solely to patient care activities should NOT be included.

Clerkship	Total Weeks	Typical Hours per Week of Formal Instruction

**Narrative Response**

- a. Describe the general structure of the curriculum by year or phase (e.g., pre-clerkship, clerkship). In the description, refer to the placement of courses/clerkships as contained in the curriculum schematic.
  
- b. Provide a separate, brief description of each parallel curriculum (“track”). Include the following information in each description, and highlight the difference(s) from the curriculum of the standard medical education program:
  - 1. The location of the parallel curriculum (main campus or regional campus)
  - 2. The year the parallel curriculum was first offered
  - 3. The focus of the parallel curriculum, including the additional objectives that students must master
  - 4. The general curriculum structure (including the sequence of courses/clerkships in each curriculum year/phase)
  - 5. The number of students participating in each year of the parallel curriculum

## 6.1 Program and Learning Objectives

The faculty of a medical school define its medical education program objectives in outcome-based terms that allow the assessment of medical students' progress in developing the competencies that the profession and the public expect of a physician. The medical school makes these medical education program objectives known to all medical students and faculty. In addition, the medical school ensures that the learning objectives for each required learning experience (e.g., course, clerkship) are made known to all medical students and those faculty, residents, and others with teaching and assessment responsibilities in those required experiences.

### Supporting Data

Table 6.1-1   Competencies, Program Objectives, and Outcome Measures		
List each general competency expected of graduates, the related medical education program objectives, and the outcome measure(s) <u>specifically</u> used to assess students' attainment of <u>each</u> related education program objective. Add rows as needed.		
General Competency	Medical Education Program Objective(s)	Outcome Measure(s) for Objective

### Narrative Response

- a. Provide the year in which the current medical education program objectives were last reviewed and approved.
- b. Describe the process used to develop the most recent version of the medical education program objectives and link them to relevant competencies. Identify the groups that were responsible for development, review, and approval of the most recent version of the medical education program objectives.
- c. Describe how the medical school has identified specific outcome measures and linked them to each medical education program objective. How does the medical school ensure that the outcome measures selected are sufficiently specific to allow a judgment that each of the medical education program objectives has been met?
- d. Describe how medical education program objectives are disseminated to each of the following groups:
  1. Medical students
  2. Faculty with responsibility for teaching, supervising, and/or assessing medical students
- e. Describe how learning objectives for each required course and clerkship are disseminated to each of the following groups:
  1. Medical students
  2. Faculty with responsibility for teaching, supervising, and/or assessing medical students in that course or clerkship
  3. Residents with responsibility for teaching, supervising, and/or assessing medical students in that course or clerkship

Also see the response to element 9.1

## 6.2 Required Clinical Experiences

The faculty of a medical school define the types of patients and clinical conditions that medical students are required to encounter, the skills to be performed by medical students, the appropriate clinical settings for these experiences, and the expected levels of medical student responsibility.

### Supporting Data

Table 6.2-1   Required Clinical Experiences				
For each required clinical clerkship or clinical discipline within a longitudinal integrated clerkship, list and describe each patient type/clinical condition and required procedure/skill that medical students are required to encounter, along with the corresponding clinical setting and level of student responsibility.				
Clerkship/Clinical Discipline	Patient Type/Clinical Condition	Procedures/Skills	Clinical Setting	Level of Student Responsibility*

\* Select the specific level of student responsibility that is expected of all students.

### Narrative Response

- a. Provide a definition for the terms used under “Levels of student responsibility” in table 6.2-1. That definition should clearly describe what the students are expected to do in that situation (e.g., observe).
- b. Describe how and by what individuals/groups the list of required clinical encounters and procedural skills was initially developed, reviewed, and approved and how the clinical setting and level of student responsibility for each encounter and skill were determined. Note whether the curriculum committee or other central oversight body (e.g., a clerkship directors’ committee) played a role in reviewing and approving the list of patient types/clinical conditions and skills across courses and clerkships.
- c. Describe which individuals and/or groups developed the list of alternatives designed to remedy gaps when students are unable to access a required encounter or perform a required skill. How was the list developed? Which individuals and groups approved the list?
- d. Describe how medical students, faculty, and residents are informed of the required clinical encounters and skills.

### 6.3 Self-Directed and Life-Long Learning

The faculty of a medical school ensure that the medical curriculum includes self-directed learning experiences and time for independent study to allow medical students to develop the skills of lifelong learning. Self-directed learning involves medical students’ self-assessment of learning needs; independent identification, analysis, and synthesis of relevant information; and appraisal of the credibility of information sources.

#### Supporting Data

Table 6.3-1   Self-Directed Learning				
Provide data from the ISA, by curriculum year on student satisfaction ( <i>satisfied/very satisfied</i> ) with the following. Add rows for each additional question on the student survey.				
Survey Question	Year 1	Year 2	Year 3	Year 4
Opportunities for Self-directed Learning in the First/Second Years				
Overall Workload in the First/Second Years				

#### Narrative Response

- a. Describe the learning activities, and the courses in which these learning activities occur during the pre-clerkship phase of the curriculum, in which students engage in all of the following components of self-directed learning as a unified sequence (use the names of relevant courses from Tables 6.0-1 and 6.0-2 when answering):
  1. Self-assessment of their learning needs
  2. Independent identification, analysis, and synthesis of relevant information
  3. Appraisal of the credibility of information sources
  
- b. Describe how students receive feedback on their information-seeking skills
  
- c. Referring to the sample weekly schedules requested for the DCI supporting documentation below, describe the amount of unscheduled time in an average week available for medical students to engage in self-directed learning and independent study in the pre-clerkship phase (first two years) of the curriculum.
  
- d. Note if medical students in the pre-clerkship phase of the curriculum have required activities outside of regularly-scheduled class time, such as assigned reading or online modules that include information to prepare them for in-class activities. Do not include time for regular study or review. Estimate the average amount of time students spend in such required activities and how this “out-of-class” time is accounted for in calculating student academic workload.
  
- e. Summarize the content of any policies/guidelines covering the amount of time per week that students spend in required activities during the pre-clerkship phase of the curriculum. Note whether the policy addresses only in-class activities or also includes required activities assigned to be completed outside of scheduled class time. How is the effectiveness of the policy/guideline(s) evaluated?

- f. Describe the frequency with which the curriculum committee and/or its relevant subcommittee(s) monitor the academic workload of medical students and their time for independent study in the pre-clerkship phase of the curriculum.

### **Supporting Documentation**

1. Sample weekly schedules that illustrate the amount of time in the pre-clerkship years of the curriculum that medical students spend in scheduled activities.
2. Formal policies or guidelines addressing the amount of scheduled time during a given week during the pre-clerkship phase of the curriculum.

## 6.4 Inpatient/Outpatient Experiences

The faculty of a medical school ensure that the medical curriculum includes clinical experiences in both outpatient and inpatient settings.

### Supporting Data

<b>Table 6.4-1   Percentage Total Clerkship Time</b>		
Provide the percentage of time that medical students spend in inpatient and ambulatory settings in each required clinical clerkship. If clerkship names differ from those in the table, substitute the name used by the medical school. If the amount of time spent in each setting varies across sites, provide a range.		
	Percentage of Total Clerkship Time	
	% Ambulatory	% Inpatient
Family medicine		
Internal medicine		
Ob-Gyn		
Pediatrics		
Psychiatry		
Surgery		
Other (list)		

\*Complete a separate table for each parallel track and campus.

### Narrative Response

- a. Describe how the curriculum committee or other authority for the curriculum reviews the balance between inpatient and ambulatory experiences to ensure that medical students spend sufficient time in each type of setting to meet the objectives for clinical education and the expectations for required clinical encounters.

## 6.5 Elective Opportunities

The faculty of a medical school ensure that the medical curriculum includes elective opportunities that supplement required learning experiences and that permit medical students to gain exposure to and deepen their understanding of medical specialties reflecting their career interests and to pursue their individual academic interests.

### Supporting Data

<b>Table 6.5-1   Required Elective Weeks</b>	
Provide the number of required weeks of elective time in each year of the curriculum.	
Year	Total required elective weeks
1	
2	
3	
4	

\*Complete a separate table for each parallel track and campus.

### Narrative Response

- a. Describe the policies or practices that require or encourage medical students to use electives to pursue a broad range of interests.

## 6.6 Service-Learning

The faculty of a medical school ensure that the medical education program provides sufficient opportunities for, encourages, and supports medical student participation in service-learning and community service activities.

### Supporting Data

Table 6.6-1   Satisfaction with Opportunities for Service Learning				
As available, provide data from the ISA, by curriculum year, on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) with the availability of service learning. Add rows for each additional question area on the student survey.				
Survey Question	Year 1	Year 2	Year 3	Year 4
Opportunities to participate in service learning				

### Narrative Response

- a. Summarize the opportunities, for medical students to participate in service learning/community service, including the general types of service-learning and community service activities that are available. See the *Glossary of Terms for LCME Accreditation Standards and Elements* at the end of this DCI for the LCME definitions of service-learning and community service.
- b. Describe how medical student participation in service-learning and community service activities is encouraged. How are students informed about the availability of these activities? Provide school data, as available, on the level of students' participation in service-learning/community service activities.
- c. Describe how the medical school supports service-learning and community service activities through the provision of funding or staff support.

## 6.7 Academic Environments

The faculty of a medical school ensure that medical students have opportunities to learn in academic environments that permit interaction with students enrolled in other health professions, graduate and professional degree programs, and in clinical environments that provide opportunities for interaction with physicians in graduate medical education programs and in continuing medical education programs.

### Supporting Data

<b>Table 6.7-1   Master's and Doctoral Degree Students Taught by Medical School Faculty</b>		
List the number of students enrolled in academic and professional Master's and doctoral degree programs taught all or in part by medical school faculty. Include degree programs based in the medical school and in other units. Add rows as needed.		
Department/Program	# of Master's Students	# of Doctoral Students

<b>Table 6.7-2   Residents in Graduate Medical Education Programs</b>					
Provide the total number of residents and clinical fellows on duty in ACGME-accredited programs who are the responsibility of the medical school faculty for the indicated academic years. If the medical school has one or more regional campuses, provide the campus in the first column. Also see the response to element 3.1.					
Campus (if more than one)		AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20
	Fellows:				
	Residents:				

<b>Table 6.7-3   Continuing Medical Education</b>		
If the medical school and/or its clinical affiliates are accredited by the ACCME to sponsor continuing medical education for physicians, use the table below, adding rows as needed, to indicate each sponsoring organization's current accreditation status, the length of accreditation granted, and the year of the next accreditation review.		
Program Sponsor	Accreditation Status	Length of Accreditation Term

**Narrative Response**

- a. List the health professions/professional degree programs located at the same campus as the medical school.
- b. Describe examples of formal and informal opportunities available for medical students to interact with students in graduate/professional Master's and doctoral programs and how the medical school encourages such interactions.
- c. Describe how medical students are exposed to continuing medical education activities for physicians.

## 6.8 Education Program Duration

A medical education program includes at least 130 weeks of instruction.

### Supporting Data

<b>Table 6.8-1   Number of Scheduled Weeks per Year</b>	
Use the table below to report the number of scheduled weeks of instruction in each academic year of the standard medical curriculum (do not include vacation time). Refer to the Supporting Documentation section for Standard 6 if the medical school offers one or more parallel curricula (tracks).	
Curriculum Year/Phase	Number of Scheduled Weeks
Year 1	
Year 2	
Year 3	
Year 4	
Total weeks of scheduled instruction	

\*Note any differences for parallel tracks and/or campuses.

## Standard 7: Curricular Content

The faculty of a medical school ensure that the medical curriculum provides content of sufficient breadth and depth to prepare medical students for entry into any residency program and for the subsequent contemporary practice of medicine.

### Supporting Data

<b>Table 7.0-1   General Medical Education - Preparation for Residency</b>						
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who <i>agree/strongly agree</i> (aggregated) that they are prepared in the following ways to begin a residency program.						
	AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019	
	School %	National %	School %	National %	School %	National %
Acquired an understanding of common conditions and their management.						
Acquired basic skills in clinical decision-making and application of evidence-based information.						

## 7.1 Biomedical, Behavioral, Social Sciences

The faculty of a medical school ensure that the medical curriculum includes content from the biomedical, behavioral, and socioeconomic sciences to support medical students' mastery of contemporary scientific knowledge and concepts and the methods fundamental to applying them to the health of individuals and populations.

### Supporting Data

<b>Table 7.1-1   Curricular Content</b>					
For each topic area, place an “X” in the appropriate column to indicate whether the topic is taught separately as an independent required course and/or as part of a required integrated course. Place an “X” under each column to indicate the year(s) in which the learning objectives related to each topic are taught and assessed.					
Topic Areas	Course Type		Years Topic Areas Are Taught and Assessed		
	Independent course	Integrated course(s)	Year 1	Year 2	Year 3 and/or 4
Biochemistry					
Biostatistics and epidemiology					
Genetics					
Gross Anatomy					
Immunology					
Microbiology					
Pathology					
Pharmacology					
Physiology					
Behavioral science					
Pathophysiology					

<b>Table 7.1-2   Basic Science Education</b>						
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who rated preparation for clinical clerkships and electives as <i>excellent or good</i> (aggregated) in the following sciences basic to medicine.						
	AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019	
	School %	National %	School %	National %	School %	National %
Biochemistry						
Biostatistics and epidemiology						
Genetics						
Gross anatomy						
Immunology						
Microbiology						
Pathology						
Pharmacology						
Physiology						
Behavioral Science						
Pathophysiology						

**Table 7.1-3 | Curricular Content**

For each topic area, place an “X” in the appropriate column to indicate whether the topic is taught separately as an independent required course and/or as part of a required integrated course. Place an “X” under each column to indicate the year(s) in which the learning objectives related to each topic are taught and assessed.

	Course Type		Years/Phases Topic Areas are Taught and Assessed		
	Independent course	Integrated course(s)	Year 1	Year 2	Year 3 and/or 4
Biomedical informatics					
Complementary/alternative health care					
Evidence-based medicine					
Global health issues					
Health care financing					
Human development/life cycle					
Human sexuality					
Law and medicine					
Medication management/compliance					
Medical socioeconomics					
Nutrition					
Pain management					
Palliative care					
Patient safety					
Population-based medicine					

**Table 7.1-4 | General Medical Education - Preparation for Residency**

Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who *agree/strongly agree* (aggregated) that they are prepared in the following area to begin a residency program: *Fundamental understanding of the issues in social sciences of medicine (e.g., ethics, humanism, professionalism, organization, and structure of the health care system).*

AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019	
School %	National %	School %	National %	School %	National %

**Table 7.1-5 Satisfaction with the Quality of the First and Second Years of the Curriculum**

As available, provide data from the ISA, by curriculum year, on the percentage of respondents who were *satisfied/very satisfied* (aggregated) with the quality of the first two years of the curriculum. Add rows for each additional question area on the student survey.

	Year 1	Year 2	Year 3	Year 4
Quality of the first-year/first academic period				
Quality of the second year/second academic period				

### Narrative Response

- Summarize any recent changes (e.g., in the last two academic years) in the extent or curricular placement of any of the content areas included in the tables above.

## 7.2 Organ Systems/Life Cycle/Primary Care/Prevention/Wellness/Symptoms/Signs/Differential Diagnosis, Treatment Planning, Impact of Behavioral and Social Factors

The faculty of a medical school ensure that the medical curriculum includes content and clinical experiences related to each organ system; each phase of the human life cycle; continuity of care; and preventive, acute, chronic, rehabilitative, end-of-life, and primary care in order to prepare students to:

- Recognize wellness, determinants of health, and opportunities for health promotion and disease prevention
- Recognize and interpret symptoms and signs of disease
- Develop differential diagnoses and treatment plans
- Recognize the potential health-related impact on patients of behavioral and socioeconomic factors
- Assist patients in addressing health-related issues involving all organ systems

### Supporting Data

<b>Table 7.2-1   General Medical Education</b>				
Provide data from the ISA, on the percentage of students in each class who were <i>satisfied/very satisfied</i> (aggregated) with the adequacy of their education in the following content areas.				
	Year 1	Year 2	Year 3	Year 4
Education to diagnose disease				
Education to manage disease				
Education in disease prevention				
Education in health maintenance				

### Narrative Response

a. Describe the location(s) in the pre-clerkship and clinical curriculum in which the following content areas are taught and assessed. Refer to the Supporting Data and Documentation for Standard 6 in the responses.

1. Human life cycle
2. Continuity of care
3. Preventive care
4. Acute care
5. Chronic care
6. Rehabilitative care
7. End of life care
8. Primary care

### **7.3 Scientific Method/Clinical/Translational Research**

**The faculty of a medical school ensure that the medical curriculum includes instruction in the scientific method and in the basic scientific and ethical principles of clinical and translational research, including the ways in which such research is conducted, evaluated, explained to patients, and applied to patient care.**

#### **Narrative Response**

- a. Identify where in the curriculum medical students receive instruction in the scientific method. Include a description of the teaching format(s) used and how student learning is assessed.
- b. Describe the locations in the curriculum where medical students are taught and assessed on the basic scientific and/or ethical principles of clinical and translational research and the methods for conducting such research. Note the required courses/clerkships in which medical students learn how such research is conducted, evaluated, explained to patients and applied to patient care, and how students' acquisition of this knowledge is assessed.

### 7.4 Critical Judgment/Problem-Solving Skills

The faculty of a medical school ensure that the medical curriculum incorporates the fundamental principles of medicine, provides opportunities for medical students to acquire skills of critical judgment based on evidence and experience, and develops medical students' ability to use those principles and skills effectively in solving problems of health and disease.

#### Supporting Data

<b>Table 7.4-1   Critical Judgment and Problem Solving</b>						
For each topic area, place an “X” in the appropriate column to indicate whether the topic is taught separately as an independent required course and/or as part of a required integrated course. Place an “X” under each column to indicate the year(s) in which each topic is taught and assessed.						
Topic Areas	Course Type		Location in the curriculum where the listed skill is taught/assessed			
	Independent course	Integrated course(s)	Year 1	Year 2	Year 3	Year 4
Skills of critical judgment based on evidence						
Skills of medical problem solving						

#### Narrative Response

- a. Provide two detailed examples from the pre-clerkship phase of the curriculum of where students learn, demonstrate, and are assessed on each of the following skills. In each description, include the courses where this instruction and assessment occurs and provide the relevant learning objectives.
  - 1. Skills of critical judgment based on evidence and experience
  - 2. Skills of medical problem solving

## 7.5 Societal Problems

**The faculty of a medical school ensure that the medical curriculum includes instruction in the diagnosis, prevention, appropriate reporting, and treatment of the medical consequences of common societal problems.**

### **Narrative Response**

- a. Describe five common societal problems that are taught and assessed in the curriculum.  
For each of the five:
  1. Describe the process used by faculty to select the problem
  2. Describe where in the curriculum and how content related to the societal problem is taught and assessed
  3. Provide the relevant course and clerkship objectives that address the diagnosis, prevention, appropriate reporting (if relevant), and treatment of the medical consequences of this societal problem

## 7.6 Cultural Competence and Health Care Disparities

The faculty of a medical school ensure that the medical curriculum provides opportunities for medical students to learn to recognize and appropriately address gender and cultural biases in themselves, in others, and in the health care delivery process. The medical curriculum includes instruction regarding the following:

- The manner in which people of diverse cultures and belief systems perceive health and illness and respond to various symptoms, diseases, and treatments
- The basic principles of culturally competent health care
- The recognition and development of solutions for health care disparities
- The importance of meeting the health care needs of medically underserved populations
- The development of core professional attributes (e.g., altruism, accountability) needed to provide effective care in a multidimensional and diverse society

### Supporting Data

<b>Table 7.6-1   Cultural Competence</b>	
Provide the names of courses and clerkships that include objectives related to cultural competence in health care. For each, list the specific topic areas covered. Schools using the AAMC Tool for Assessing Cultural Competence Training (TACCT) may use the “Domains” table as a source for these data.	
Course/Clerkship	Topic area(s) covered

<b>Table 7.6-2   Health Disparities, Demographic Influences, and Medically Underserved Populations</b>			
Provide the names of courses and clerkships where explicit learning objectives related to the listed topics areas are taught and assessed.			
Course/Clerkship	Topic Area(s) Covered		
	Identifying and Providing Solutions for Health Disparities	Identifying Demographic Influences on Health Care Quality and Effectiveness	Meeting the Health Care Needs of Medically Underserved Populations

<b>Table 7.6-3   General Medical Education - Preparation for Residency</b>					
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who <i>agree/strongly agree</i> (aggregated) that they are prepared in the following area to begin a residency program: <i>Prepared to care for patients from different backgrounds.</i>					
AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019	
School %	National %	School %	National %	School %	National %

<b>Table 7.6-4 Adequacy of Education</b>			
Provide the percentage of respondents to the ISA who were satisfied/very satisfied (aggregated) with <i>the adequacy of education in caring for patients from different backgrounds.</i>			
Year 1	Year 2	Year 3	Year 4

### Narrative Response

- Describe and provide two examples of how the curriculum prepares medical students to be aware of their own gender and cultural biases and those of their peers and teachers.

## 7.7 Medical Ethics

The faculty of a medical school ensure that the medical curriculum includes instruction for medical students in medical ethics and human values both prior to and during their participation in patient care activities and requires its medical students to behave ethically in caring for patients and in relating to patients' families and others involved in patient care.

### Supporting Data

<b>Table 7.7-1   Medical Ethics</b>						
For each topic area listed below, indicate whether the topic is taught separately as an independent required course and/or as part of a required integrated course and when in the curriculum these topics are included by placing an “X” in the appropriate columns.						
	Course type		Years the topic areas are taught/assessed			
	Independent Course	Integrated Course(S)	Year 1	Year 2	Year 3	Year 4
Biomedical ethics						
Ethical decision-making						
Professionalism						

<b>Table 7.7-2   General Medical Education - Preparation for Residency</b>					
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who <i>agree/strongly agree</i> (aggregated) that they are prepared in the following area to begin a residency program: <i>I understand the ethical and professional values that are expected of the profession.</i>					
AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019	
School %	National %	School %	National %	School %	National %

### Narrative Response

- a. Describe the method(s) used to assess medical students’ ethical behavior in the care of patients. How are breaches of ethics in patient care by medical students identified and remediated?

### Supporting Documentation

1. Instruments used in the formative and/or summative assessment of medical students’ ethical behavior during the pre-clerkship and clinical clerkship phases of the curriculum.

## 7.8 Communication Skills

The faculty of a medical school ensure that the medical curriculum includes specific instruction in communication skills as they relate to communication with patients and their families, colleagues, and other health professionals.

### Supporting Data

Table 7.8-1   Communication Skills		
Under each heading, provide the names of courses and clerkships where explicit learning objectives related to the listed topics areas are taught and assessed.		
Topic Areas		
Communicating with Patients and Patients' Families	Communicating with Physicians (e.g., as part of the medical team)	Communicating with Non-Physician Health Professionals (e.g., as part of the health care team)

Table 7.8-2   General Medical Education - Preparation for Residency					
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who <i>agree/strongly agree</i> (aggregated) that they are prepared in the following area to begin a residency program: <i>Communication skills necessary to interact with patients and health professionals.</i>					
AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019	
School %	National %	School %	National %	School %	National %

### Narrative Response

- a. Describe one specific educational activity, including the method(s) of student assessment, included in the curriculum for each of the following topic areas:
  1. Communicating with patients and patients' families
  2. Communicating with physicians (e.g., as part of the medical team)
  3. Communicating with non-physician health professionals as members of the health care team

### 7.9 Interprofessional Collaborative Skills

The faculty of a medical school ensure that the core curriculum of the medical education program prepares medical students to function collaboratively on health care teams that include health professionals from other disciplines as they provide coordinated services to patients. These curricular experiences include practitioners and/or students from the other health professions.

#### Supporting Data

<b>Table 7.9-1   Collaborative Practice Skills in Learning and Program Objectives</b>	
Illustrate the linkage between course and clerkship learning objectives related to collaborative practice skills and the medical education program objectives.	
Course/Clerkship Learning Objective(S) Related to Collaborative Practice Skills	Medical Education Program Objective(S)

<b>Table 7.9-2   Interprofessional Collaborative Skills in the Curriculum</b>					
Complete the following table with information on required experiences where medical students are brought together with students and/or practitioners from other health professions to learn to function collaboratively on health care teams with the goal of providing coordinated services to patients. Add rows as needed.					
Name and Curriculum Year of the Course or Clerkship Where the Experience Occurs	Objectives of the Experience	Duration of the Experience (e.g., single session)	Setting(s) Where the Experience Occurs	Other Health Professions Students (S) or Practitioners (P)	Assessment Method(s)

#### Narrative Response

- a. Describe how the educational sessions to prepare medical students for interprofessional collaborative practice were developed, including the individuals internal and external to the medical schools who participated.

#### Supporting Documentation

1. Examples of forms used in the assessment of medical students’ collaborative practice skills. For each example, list the course or clerkship in which the form is used.

## Standard 8: Curricular Management, Evaluation, and Enhancement

The faculty of a medical school engage in curricular revision and program evaluation activities to ensure that medical education program quality is maintained and enhanced and that medical students achieve all medical education program objectives and participate in required clinical experiences.

### Supporting Data

Table 8.0-1   Overall Satisfaction							
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who <i>agree/strongly agree</i> (aggregated) with the statement: “Overall, I am satisfied with the quality of my medical education.”							
AAMC GQ 2016		AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019	
School %	National %	School %	National %	School %	National %	School %	National %

### Supporting Documentation

1. A summary of student feedback for each required course and clerkship for the past two academic years. Include the overall response rate for the year for each course/clerkship.
2. An organizational chart for the management of the curriculum that includes the curriculum committee and its subcommittees, other relevant committees, the chief academic officer, and the individuals or groups with involvement in curriculum design, implementation, and evaluation.

## 8.1 Curricular Management

**A medical school has in place an institutional body (e.g., a faculty committee) that oversees the medical education program as a whole and has responsibility for the overall design, management, integration, evaluation, and enhancement of a coherent and coordinated medical curriculum.**

### Narrative Response

- a. Provide the name of the faculty committee with primary responsibility for the curriculum. Describe the source of its authority (e.g., medical school faculty bylaws).
- b. Provide the number of curriculum committee members and describe any specific categories of membership (e.g., basic science or clinical faculty members, course directors, students). Is the chair of the committee a member of the medical school administration (serving ex officio) or a faculty member with no administrative title? Note if there are terms for committee members.
- c. If there are subcommittees of the curriculum committee, describe the charge/role of each, along with its membership and reporting relationship to the parent committee. How often does each subcommittee meet?
- d. Describe how the curriculum committee and its subcommittees participate in the following:
  1. Developing and reviewing the educational program objectives
  2. Ensuring horizontal and vertical curriculum integration (i.e., that curriculum content is coordinated and integrated within and across academic years/phases)
  3. Monitoring the overall quality and outcomes of individual courses and clerkships
  4. Monitoring the outcomes of the curriculum as a whole
- e. Provide two recent examples that illustrate effective functioning of the curriculum committee (i.e., that problem areas related to course or curriculum structure, delivery, or outcomes are being identified and needed changes are being made). Describe the steps taken by the curriculum committee and its subcommittees to address the identified problems and the results that were achieved.

### Supporting Documentation

1. The charge to or the terms of reference of the curriculum committee, including the excerpt from the bylaws or other policy granting the committee its authority. If the subcommittees of the curriculum committee have formal charges, include those as well.
2. A list of curriculum committee members, including their voting status and membership category (e.g., faculty, student, or administrator).
3. The minutes of four curriculum committee meetings over the past year that illustrate the activities and priorities of the committee. *Note: Have available on-site for the survey team two years of curriculum committee minutes.*

## 8.2 Use of Medical Educational Program Objectives

**The faculty of a medical school, through the faculty committee responsible for the medical curriculum, ensure that the medical curriculum uses formally adopted medical education program objectives to guide the selection of curriculum content, review and revise the curriculum, and establish the basis for evaluating programmatic effectiveness. The faculty leadership responsible for each required course and clerkship link the learning objectives of that course or clerkship to the medical education program objectives.**

### **Narrative Response**

- a. Describe and provide examples of how the medical education program objectives are being used to guide the following activities:
  1. The selection and appropriate placement of curriculum content within courses/clerkships and curriculum years/phases
  2. The evaluation of curriculum outcomes
  
- b. Describe the status of linking course and clerkship learning objectives to medical education program objectives and the roles and activities of course/clerkship faculty and the curriculum committee and its subcommittees in making and reviewing this linkage.

### **Supporting Documentation**

1. One example from a course and one example from a clerkship illustrating the linkage of all the learning objectives of the course and the clerkship to the relevant medical education program objective(s).

### 8.3 Curricular Design, Review, Revision/Content Monitoring

The faculty of a medical school are responsible for the detailed development, design, and implementation of all components of the medical education program, including the medical education program objectives, the learning objectives for each required curricular segment, instructional and assessment methods appropriate for the achievement of those objectives, content and content sequencing, ongoing review and updating of content, and evaluation of course, clerkship, and teacher quality. These medical education program objectives, learning objectives, content, and instructional and assessment methods are subject to ongoing monitoring, review, and revision by the faculty to ensure that the curriculum functions effectively as a whole to achieve medical education program objectives.

#### Narrative Response

- a. Describe the roles and activities of the course and clerkship directors and course and clerkship committees, the teaching faculty, the departments, and the chief academic officer/associate dean for the medical education program in the following areas. If other individuals or groups also play a role, include these in the description as well.
  1. Developing the objectives for individual courses and clerkships
  2. Identifying course and clerkship content, teaching formats, and assessment methods that are appropriate for the course/clerkship learning objectives
  3. Evaluating the quality of individual faculty member teaching (e.g., through peer assessment of teaching or review of course content)
  4. Monitoring the quality of individual faculty member teaching (e.g., through the review of student evaluations of courses and clerkships)
  5. Evaluating the overall quality and outcomes of the course/clerkship
  
- b. Describe the process of formal review for each of the following curriculum elements. Include in the description the areas and outcomes that are evaluated, as well as the frequency with which such reviews are conducted, the process by which they are conducted, the administrative support available for the reviews (e.g., through an office of medical education), and the individuals and groups (e.g., the curriculum committee or a subcommittee of the curriculum committee) receiving and acting on the results of the evaluation.
  1. Required courses in the pre-clerkship phase of the curriculum
  2. Required clerkships
  3. Individual years or phases of the curriculum
  
- c. Describe how the curriculum as a whole is evaluated, including the methods used and the data collected to determine the following:
  1. The horizontal and vertical integration of curriculum content, and whether sufficient content is included and appropriately placed in the curriculum related to each of the medical education program objectives
  2. The outcomes of the medical education program and whether each of the medical education program objectives is being met

Include in the description the frequency with which a review of the curriculum as a whole is conducted, the administrative support available for the review, and the individuals and groups (e.g., the curriculum committee and/or a subcommittee) receiving and acting on the results.

- d. Describe how and how often curriculum content is monitored. Provide examples of how monitoring of curriculum content and reviewing the linkage of course/clerkship learning objectives and education program objectives have been used to identify gaps and unwanted redundancies in topic areas. Note which individuals, committees, and units (e.g., departments) receive the results of the reviews of curriculum content.
- e. Describe the tool(s) used for monitoring the content of the curriculum (i.e., the “curriculum database”). List the roles and titles of the individuals who have access to the curriculum database. List the roles and titles of the individuals who have responsibility for monitoring and updating its content.

### **Supporting Documentation**

- 1. Copies of any standardized templates used for course and/or clerkship reviews.
- 2. A sample review of a course and a clerkship.
- 3. The results of a search of the curriculum database for curriculum content related to the topics of “mitochondria” and “health care quality improvement.”

## 8.4 Program Evaluation

A medical school collects and uses a variety of outcome data, including national norms of accomplishment, to demonstrate the extent to which medical students are achieving medical education program objectives and to enhance medical education program quality. These data are collected during program enrollment and after program completion.

### Supporting Data

<b>Table 8.4-1   USMLE Requirements for Advancement/Graduation</b>		
Place an "X" in the appropriate columns to indicate if the school's medical students are required to take and/or pass USMLE Step 1, Step 2 CK, and Step 2 CS for advancement and/or graduation.		
	Take	Pass
Step 1		
Step 2 CK		
Step 2 CS		

<b>Table 8.4-2   Monitoring of Medical Education Program Outcomes</b>		
Provide the individuals and/or groups in the medical school that are responsible for reviewing the results of each of the indicators that are used to evaluate medical education program quality and outcomes and how often the results are reviewed.		
Outcome Indicator	Individuals and groups receiving the data	How often these results are reviewed
Results of USMLE or other national examinations		
Student scores on internally developed examinations		
Performance-based assessment of clinical skills (e.g., OSCEs)		
Student responses on the AAMC GQ		
Student advancement and graduation rates		
NRMP match results		
Specialty choices of graduates		
Assessment of residency performance of graduates		
Licensure rates of graduates		
Practice types of graduates		
Practice location of graduates		

<b>Table 8.4-3   STEP 1 USMLE Results of First-time Takers</b>						
Provide the requested <i>Step 1 USMLE results</i> of <u>first-time takers</u> during the three most recently completed years.						
Year	# Examined	Percentage passing school (national)	Mean total score and SD		National mean total score and SD	
			Score	SD	Score	SD

<b>Table 8.4-4   STEP 2 CK USMLE Results of First-time Takers</b>						
Provide the requested <i>Step 2 CK USMLE</i> results of <u>first-time takers</u> during the three most recently completed academic years.						
Academic Year	# Examined	Percentage Passing School (national)	Mean total score and SD		National mean total score and SD	
			Score	SD	Score	SD

<b>Table 8.4-5   STEP 2 CS USMLE Results of First-time Takers</b>		
Provide the requested <i>Step 2 CS USMLE</i> results of <u>first-time takers</u> during the three most recently completed academic years.		
Academic Year	# Examined	Percentage Passing School (national)

**Narrative Response**

- a. Select three current educational program objectives contained in the response to Element 6.1. One example should come from each of the domains of knowledge, skills, and behaviors. For each objective, describe how the attainment of the objective has been evaluated, including the data elements used in the evaluation, and provide specific outcomes illustrating the extent to which the objective is being met.
- b. Describe any efforts to address outcome measures that illustrate suboptimal performance by medical students/graduates in one or more of the educational program objectives. Provide two examples of the steps taken to address identified gaps between desired and actual outcomes.

**Supporting Documentation**

1. Copies of printouts and graphs provided by the National Board of Medical Examiners that compare the performance of national and medical school first-time takers for USMLE Step 1, Step 2 CS, and Step 2 CK for the past three years.
2. Feedback from residency program directors and/or graduates on the graduates’ performance in residency, including performance related to the school’s competencies/educational program objectives.

## 8.5 Medical Student Feedback

**In evaluating medical education program quality, a medical school has formal processes in place to collect and consider medical student evaluations of their courses, clerkships, and teachers, and other relevant information.**

### Narrative Response

- a. Describe the methods used to collect evaluation data from medical students on course and clerkship quality. What individual(s)/office(s) have the responsibility for data collection?
- b. Describe whether medical students provide evaluation data on individual faculty, residents, and others who teach and supervise them in required courses and clerkship rotations.
- c. Provide data from the independent student analysis on students' satisfaction with the school's responsiveness to student feedback on courses/clerkships.

<b>Table 8.5-1   Responsiveness to Medical Student Feedback</b>				
Provide data from the ISA, by curriculum year on student satisfaction ( <i>satisfied/very satisfied</i> ) with the following. Add rows for each additional question on the student survey.				
Survey Question	Year 1	Year 2	Year 3	Year 4
Medical School responsiveness to student feedback on courses/clerkships				

### Supporting Documentation

1. Standardized forms used by students in the evaluation of courses and/or clerkships. If there are no standardized forms, provide sample forms for individual courses and clerkships. Note if the forms are completed online or on paper.

## 8.6 Monitoring of Completion of Required Clinical Experiences

**A medical school has in place a system with central oversight that monitors and ensures completion by all medical students of required clinical experiences in the medical education program and remedies any identified gaps.**

### Supporting Data

<b>Table 8.6-1   Alternative Clinical Experiences</b>			
Provide all required clinical encounters/skills for each listed clerkship that were satisfied with alternative methods by 25% or more of students in the most recently-completed academic year, and describe what the alternative methods were (e.g., simulations, computer cases). Add rows as needed. Only schools with regional campuses need to specify the campus for each clerkship. Refer to element 6.2 for the list of required clinical encounters/skills.			
	Campus	Clinical Encounters/Skills Where Alternative Methods Were Used by 25% or More of Students	Alternative Method(S) Used for Remediating Clinical Encounter Gaps
Family medicine			
Internal medicine			
Ob-Gyn			
Pediatrics			
Psychiatry			
Surgery			

### Narrative Response

- a. Describe the process(es) used by students to log their required clinical encounters and skills. Is there a centralized tool used for logging or do individual clerkships use their own systems?
- b. Summarize when, how, and by whom each student’s completion of clerkship-specific required clinical encounters and skills is monitored. Describe when the results of monitoring are discussed with the students, for example as part of a mid-clerkship review:
- c. Summarize when, how, and by what individuals and committee’s aggregate data on students’ completion of clerkship-specific required clinical encounters and skills are monitored. Describe how data on completion rates are used by clerkship directors and the curriculum committee and/or a relevant curriculum subcommittee to assess the adequacy of patient volume and case mix.

## 8.7 Comparability of Education/Assessment

**A medical school ensures that the medical curriculum includes comparable educational experiences and equivalent methods of assessment across all locations within a given course and clerkship to ensure that all medical students achieve the same medical education program objectives.**

### Narrative Response

- a. Describe the following for each course or clerkship offered at more than one instructional site, including regional campus(es), (*also see the response to element 2.6*).
  1. How faculty members at each instructional site are informed of and oriented to the learning objectives, required clinical encounters and skills (as relevant), assessment methods, and grading system for the course or clerkship
  2. How and how often the individuals responsible for the course or clerkship communicate with site leadership and faculty at each instructional site regarding course or clerkship planning and implementation, student assessment, and course evaluation
  3. The mechanisms that are used to ensure that leadership/faculty at each site receive and review student evaluations of their educational experience, data regarding students' completion of required clinical experiences and grades, and any other data reflecting the comparability of learning experiences across instructional sites. Describe the specific types of data reviewed and how the discussions of the data with site leadership and faculty occur.
  
- b. Describe the individuals (e.g., site director, clerkship director, department chair) and/or groups (curriculum committee or a curriculum committee subcommittee) responsible for reviewing and acting on data/information related to comparability across instructional sites. Summarize what information is used by these individuals and groups to make the determination that comparability does or does not exist.
  
- c. Provide examples of the mechanisms employed and the groups/individuals involved in addressing inconsistencies across instructional sites in such areas as student satisfaction and student grades.

## 8.8 Monitoring Student Time

**The medical school faculty committee responsible for the medical curriculum and the program's administration and leadership ensure the development and implementation of effective policies and procedures regarding the amount of time medical students spend in required activities, including the total number of hours medical students are required to spend in clinical and educational activities during clerkships.**

### **Narrative Response**

- a. Describe how policies relating to duty hours are disseminated to medical students, residents, and faculty.
- b. Describe when and how data on medical student duty hours are collected during the clerkship phase of the curriculum and to whom the data are reported.
- c. Describe the mechanisms that exist for students to report violations of duty hours policies. How and to whom can students report violations? Describe the steps that can be taken if duty hour limits are exceeded.
- d. Describe the frequency with which the curriculum committee or its relevant subcommittee(s) monitor the clinical workload of medical students, in the context of formal policies and/or guidelines. How is the effectiveness of policies determined?

### **Supporting Documentation**

1. The formally-approved policy relating to duty hours for medical students during the clerkship phase of the curriculum, including on-call requirements for clinical rotations.

## Standard 9: Teaching, Supervision, Assessment, and Student and Patient Safety

A medical school ensures that its medical education program includes a comprehensive, fair, and uniform system of formative and summative medical student assessment and protects medical students' and patients' safety by ensuring that all persons who teach, supervise, and/or assess medical students are adequately prepared for those responsibilities.

### Supporting Data

<b>Table 9.0-1   Methods of Assessment – Year 1</b>									
List all required courses in the <i>first year/phase of the curriculum</i> , adding rows as needed. Indicate the total number of exams per course. Indicate items that contribute to a grade and whether narrative assessment for formative or summative purposes is provided by placing an “X” in the appropriate column. For faculty/resident ratings, include evaluations provided by faculty members or residents in clinical experiences and small group sessions (e.g., a facilitator evaluation in small group or case-based teaching). Use the row below the table to provide specifics for each occurrence of “Other.” Number each entry in that row (1, 2, etc.) and provide the corresponding number in the “Other” column.									
Course Name	Number	Included in Grade							Narrative Assessment Provided
	# of Exams	Internal Exam	Lab or Practical Exam	NBME Subject Exam	OSCE/SP Exam	Faculty/Resident Rating	Paper or Oral Pres.	Other* (Specify)	
* Other:									

<b>Table 9.0-2   Methods of Assessment – Year 2</b>									
List all required courses in the <i>second year/phase of the curriculum</i> , adding rows as needed. Indicate the total number of exams per course. Indicate items that contribute to a grade and whether narrative assessment for formative or summative purposes is provided by placing an “X” in the appropriate column. For faculty/resident ratings, include evaluations provided by faculty members or residents in clinical experiences and small group sessions (e.g., a facilitator evaluation in small group or case-based teaching). Use the row below the table to provide specifics for each occurrence of “Other.” Number each entry in that row (1, 2, etc.) and provide the corresponding number in the “Other” column.									
Course Name	Number	Included in Grade							Narrative Assessment Provided
	# of Exams	Internal Exam	Lab or Practical Exam	NBME Subject Exam	OSCE/SP Exam	Faculty/Resident Rating	Paper or Oral Pres.	Other* (Specify)	
* Other:									

<b>Table 9.0-3   Methods of Assessment – Years 3-4</b>							
List all required clerkships in the <i>third and fourth years/third and fourth phases of the curriculum</i> , adding rows as needed. Indicate items that contribute to a grade and whether narrative assessment for formative or summative purposes is provided by placing an “X” in the appropriate column. For faculty/resident ratings, include evaluations provided by faculty members or residents in clinical experiences. Use the row below the table to provide specifics for each occurrence of “Other.” Number each entry in that row (1, 2, etc.) and provide the corresponding number in the “Other” column.							
Course or Clerkship Name	Included in Grade						Narrative Assessment Provided (Y/N)
	NBME Subject Exam	Internal Written Exams	Oral Exam or Pres.	Faculty/ Resident Rating	OSCE/SP Exams	Other* (Specify)	
* Other:							

## 9.1 Preparation of Resident and Non-Faculty Instructors

**In a medical school, residents, graduate students, postdoctoral fellows, and other non-faculty instructors in the medical education program who supervise or teach medical students are familiar with the learning objectives of the course or clerkship and are prepared for their roles in teaching and assessment. The medical school provides resources to enhance residents' and non-faculty instructors' teaching and assessment skills, and provides central monitoring of their participation in those opportunities.**

### Supporting Data

<b>Table 9.1-1   Provision of Objectives and Orientation</b>			
List each course or clerkship where residents, graduate students, postdoctoral fellows, and/or other non-faculty instructors teach/supervise medical students. Describe how the relevant department or the central medical school administration ensures that the objectives and orientation to the methods of assessment have been provided and that this information has been received and reviewed.			
Course or Clerkship	Types of Trainees Who Provide Teaching/Supervision	How Objectives are Provided and Teachers Oriented	How the Provision of Objectives and of Orientation is Monitored

<b>Table 9.1-2   Resident Preparation to Teach</b>					
Briefly summarize the preparation program(s) available to residents to prepare for their roles teaching and assessing medical students in required clinical clerkships. For each program, note whether it is sponsored by the department or the institution (D/I), whether the program is required or optional (R/O), and whether resident participation is centrally monitored (Y/N), and if so, by whom. Add rows as needed.					
	Program Name/Brief Summary	Sponsorship (D/I)	Required/Optional (R/O)	Centrally Monitored? (Y/N)	Monitored by Whom?
Family medicine					
Internal medicine					
Ob/Gyn					
Pediatrics					
Psychiatry					
Surgery					
Other (list):					

### Narrative Response

- a. Describe any institution-level (e.g., curriculum committee, GME office) policies that require the participation of residents and others (e.g., graduate students, postdoctoral fellows) in orientation or faculty development programs related to teaching and/or assessing medical students.
- b. How does the medical school ensure that all residents who supervise/assess medical students, whether they are from the school's own residency programs or other programs, receive the relevant clerkship learning objectives, the list of required clinical encounters, and the necessary orientation to their roles in teaching and assessment?
- c. Describe how data provided by medical students on resident teaching and/or supervision skills are used to

improve the quality of resident teaching and/or supervision.

- d. If graduate students or postdoctoral fellows teach and/or assess medical students, describe any institution-level and department-level programs that prepare the graduate students or postdoctoral fellows for their teaching and assessment roles.

## 9.2 Faculty Appointments

**A medical school ensures that supervision of medical student learning experiences is provided throughout required clerkships by members of the school's faculty.**

### **Narrative Response**

- a. Describe how, by whom, and how often the faculty appointment status of physicians who teach and assess medical students during required clerkships is monitored. Describe the steps taken to provide faculty appointments to physicians who have been identified as not having a current appointment.
- b. Where teaching of students is carried out by physicians who do not hold faculty appointments at the medical school or other members of the health care team, describe how the teaching activities of these individuals are supervised by medical school faculty members.

### 9.3 Clinical Supervision of Medical Students

**A medical school ensures that medical students in clinical learning situations involving patient care are appropriately supervised at all times in order to ensure patient and student safety, that the level of responsibility delegated to the student is appropriate to his or her level of training, and that the activities supervised are within the scope of practice of the supervising health professional.**

#### **Narrative Response**

- a. Describe how departments and the central medical school administration ensure that medical students are appropriately supervised during required clinical clerkships and other required clinical experiences so as to ensure student and patient safety.
- b. What mechanisms exist for students to express concern about the adequacy and availability of supervision and how, when, and by whom are these concerns acted upon? Provide data from the ISA on student satisfaction with supervision in third-year clerkships.
- c. What mechanisms are used during required clinical experiences and other school-sponsored clinical experiences (i.e., electives) to ensure that the level of responsibility delegated to a medical student is appropriate to the student's level of training and experience? Is there a policy (departmental or institutional) related to the delegation of responsibility to medical students?
- d. Provide examples of how the clerkship director or the student's attending physician ensures that non-physician health professionals who teach or supervise medical students are acting within their scope of practice.

#### **Supporting Documentation**

1. Policies or guidelines related to medical student supervision during required clinical activities that ensure student and patient safety (e.g., policies about timely access to, and in-house availability of, attending physicians and/or residents).

## 9.4 Assessment System

**A medical school ensures that, throughout its medical education program, there is a centralized system in place that employs a variety of measures (including direct observation) for the assessment of student achievement, including students’ acquisition of the knowledge, core clinical skills (e.g., medical history-taking, physical examination), behaviors, and attitudes specified in medical education program objectives, and that ensures that all medical students achieve the same medical education program objectives.**

### Supporting Data

<b>Table 9.4-1   Observation of Clinical Skills</b>												
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who indicated they were observed performing the following clerkship activities.												
	AAMC GQ 2017				AAMC GQ 2018				AAMC GQ 2019			
	History		Physical exam		History		Physical exam		History		Physical exam	
	School %	National %	School %	National %	School %	National %	School %	National %	School %	National %	School %	National %
Family Medicine												
Internal Medicine												
Ob-Gyn/ Women’s Health												
Pediatrics												
Psychiatry												
Surgery												

<b>Table 9.4-2 Clinical Skills</b>						
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who agree/strongly agree (aggregated) that they are prepared in the following way to begin a residency program.						
	AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019	
	School %	National %	School %	National %	School %	National %
Acquired the clinical skills required to begin a residency program						

### Narrative Response

- a. For each comprehensive clinical assessment (e.g., OSCE or standardized patient assessment) that occurs independent of individual courses or clerkships, describe when in the curriculum it is offered, the general content areas covered, and whether the purpose of the assessment is formative (to provide feedback to the student) or summative (to inform decision-making about grades, academic progression, or graduation).

- b. How does the school ensure that all students are assessed performing the essential components of a history and physical examination, as defined by the school, in each required clerkship?

*Note that the school can decide if students must complete an entire history and physical examination or a modified history and physical that is relevant to the specific clerkship.*

- c. Provide data from the ISA on student satisfaction with clinical skills assessment in the third/fourth years.
- d. Discuss any discrepancies between data from the AAMC GQ and course evaluations on students' perceptions that they were observed performing clinical skills.

### **Supporting Documentation**

1. Provide data from school-specific sources (e.g., clerkship evaluations) on student perceptions that they were observed performing required clinical skills.
2. Provide course/clerkship-specific or standardized forms that are used in the assessment of the following clinical skills. Indicate the course or clerkship where each form is used and whether the results are used for formative (feedback) or summative (grading) purposes.
  - a. History taking
  - b. Physical examination

## 9.5 Narrative Assessment

**A medical school ensures that a narrative description of a medical student's performance, including his or her non-cognitive achievement, is included as a component of the assessment in each required course and clerkship of the medical education program whenever teacher-student interaction permits this form of assessment.**

### **Narrative Response**

- a. Describe any institutional policies that include the requirement for a narrative description of medical student performance.
- b. List the courses in the pre-clerkship phase of the curriculum that include narrative descriptions as part of a medical student's final course assessment where the narratives are:
  1. Provided only to students as formative feedback
  2. Used as part of the final grade (summative assessment) in the course
- c. List the clinical clerkships that include a narrative description as part of a medical student's final assessment where the narratives are:
  1. Provided only to students as formative feedback
  2. Used as part of the final grade in the clerkship
- d. Referring to Tables 6.0-1 and 6.0-2, describe the reasons why a narrative assessment is not provided in a course or clerkship where teacher-student interaction might permit it to occur (e.g., there is small group learning or laboratory sessions).

## 9.6 Setting Standards of Achievement

**A medical school ensures that faculty members with appropriate knowledge and expertise set standards of achievement in each required learning experience in the medical education program.**

### **Narrative Response**

- a. Describe the roles of following in setting the standards of achievement (i.e., grading criteria, passing standard) for courses and clerkships and for the curriculum as a whole (i.e., progression and graduation requirements):
  1. The curriculum committee
  2. Other medical school committees
  3. The chief academic officer/education dean
  4. Academic departments
  5. Course/clerkship leaders
  
- b. Describe how faculty members with appropriate content knowledge in a discipline and expertise in education participate in setting the standards of achievement for courses and clerkships and for the curriculum as a whole.

## 9.7 Formative Assessment and Feedback

The medical school’s curricular governance committee ensures that each medical student is assessed and provided with formal formative feedback early enough during each required course or clerkship to allow sufficient time for remediation. Formal feedback occurs at least at the midpoint of the course or clerkship. A course or clerkship less than four weeks in length provides alternate means by which a medical student can measure his or her progress in learning.

### Supporting Data

<b>Table 9.7-1   Mid-clerkship Feedback</b>				
Provide school and national data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who indicated they received mid-clerkship feedback in the following clerkships.				
	AAMC GQ 2018		AAMC GQ 2019	
	School %	National %	School %	National %
Family Medicine				
Internal Medicine				
Ob-Gyn/Women’s Health				
Pediatrics				
Psychiatry				
Surgery				

<b>Table 9.7-2   Mid-clerkship Feedback</b>	
As available, provide information from clerkship evaluations for the most recently-completed academic year and/or the ISA on the percentage of respondents who <i>agreed/strongly agreed</i> (aggregated) that they received mid-clerkship feedback for each listed clerkship. Specify the data source.	
Family Medicine	
Internal Medicine	
Ob-Gyn/Women’s Health	
Pediatrics	
Psychiatry	
Surgery	
Data Source:	

<b>Table 9.7-3   Pre-clerkship Formative Feedback</b>		
Provide the mechanisms (e.g., quizzes, practice tests, study questions, formative OSCEs) used to provide formative feedback during each course in the pre-clerkship phase of the curriculum (typically years 1 and 2).		
Course Name	Length of course (in weeks)	Type(s) of formative feedback provided

<b>Table 9.7-4 Formative Feedback</b>				
Provide data from the ISA by curriculum year on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) with the following. Add rows for each additional question on the student survey.				
Survey Question	Year 1	Year 2	Year 3	Year 4
Amount of formative feedback in the first/second years				
Quality of formative feedback in the first/second years				

Amount of formative feedback in the third/fourth years				
Quality of formative feedback in the third/fourth years				

**Narrative Response**

- a. Describe how and by whom the provision of mid-course/clerkship feedback is monitored within individual departments and at the curriculum management level.
- b. For courses and clerkships of less than four weeks duration, describe how students are provided with timely feedback on their knowledge and skills related to the course/clerkship objectives.

**Supporting Documentation**

1. Any institutional policy or guideline requiring that medical students receive formative feedback by at least the mid-point of courses and clerkships of four weeks (or longer) duration.

## 9.8 Fair and Timely Summative Assessment

**A medical school has in place a system of fair and timely summative assessment of medical student achievement in each course and clerkship of the medical education program. Final grades are available within six weeks of the end of a course or clerkship.**

### Supporting Data

<b>Table 9.8-1   Availability of Final Grades</b>												
For each required clinical clerkship, provide the average and the minimum/maximum number of weeks it took for students to receive grades during the listed academic years. Also provide the percentage of students who did not receive grades within 6 weeks. <i>If the medical school has regional campus(es) that offer the clinical years of the curriculum, provide the data requested in table 9.8-1 for each campus. Add rows as needed.</i>												
Required clerkship	AY 2016-17				AY 2017-18				AY 2018-19			
	Avg.	Min.	Max.	%	Avg.	Min.	Max.	%	Avg.	Min.	Max.	%

### Narrative Response

- a. List any courses in the pre-clerkship phase of the curriculum where all students did not receive their grades within six weeks during the most recently-completed academic year.
- b. List any specific clerkship sites that are not complying with the school’s guidelines for the timeliness of grade reporting.
- c. Describe how and by whom the timing of course and clerkship grades is monitored and the steps taken if grades are not submitted in a timely manner. How does the medical school ensure that course and clerkship grades are reported to students on schedule?
- d. Provide any data from the ISA or course/clerkship evaluations related to students’ opinions about the fairness of summative assessments in courses and clerkships.

### Supporting Documentation

1. Policy or guideline that specifies the time frame for the reporting of grades.

## 9.9 Student Advancement and Appeal Process

**A medical school ensures that the medical education program has a single set of core standards for the advancement and graduation of all medical students across all locations. A subset of medical students may have academic requirements in addition to the core standards if they are enrolled in a parallel curriculum. A medical school ensures that there is a fair and formal process for taking any action that may affect the status of a medical student, including timely notice of the impending action, disclosure of the evidence on which the action would be based, an opportunity for the medical student to respond, and an opportunity to appeal any adverse decision related to advancement, graduation, or dismissal.**

### **Narrative Response**

- a. Describe how the medical education program ensures that a single set of core standards for promotion advancement and graduation is applied across all instructional sites, including regional campuses. If the medical education program has a parallel curriculum with additional academic requirements, describe how these are applied in making promotion, advancement, and graduation decisions for students in that parallel curriculum.
- b. Summarize the due process protections in place at the medical school when there is the possibility of the school's taking an adverse action against a medical student for academic or professionalism reasons. Include a description of the process for appeal of an action for academic or professionalism reasons (not including grade appeal), including the groups or individuals involved at each step in the process.
- c. Describe the composition of the medical student promotions committee (or the promotions committees, if more than one). If the promotions committee includes course and/or clerkship directors, describe whether there is a recusal policy in place for directors who previously have taken an action (e.g., awarded a failing grade) that contributes to the adverse academic action being proposed against a student.
- d. Describe how the due process policy and process are made known to medical students.

### **Supporting Documentation**

1. The policy that specifies the core standards for advancement and graduation and the standards in the case of a parallel curriculum with additional requirements.
2. The policies and procedures for disciplinary action and due process.

## Standard 10: Medical Student Selection, Assignment, and Progress

A medical school establishes and publishes admission requirements for potential applicants to the medical education program, and uses effective policies and procedures for medical student selection, enrollment, and assignment.

### Supporting Documentation

<b>Table 10.0-1   Applicants and Matriculants</b>					
Provide data for the indicated entering classes on the total number of initial applications received in the admissions office, completed applications, applicants interviewed, acceptances issued, and new medical students matriculated for the first year of the medical curriculum. Do not include first year students repeating the year.					
	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-19	AY 2018-19
Initial Applications					
Completed Applications					
Applicants Interviewed					
Acceptances Issued					
New Students Matriculated					

<b>Table 10.0-2b   Entering Student MCAT Scores</b>			
If applicable, use the table below to provide <i>mean</i> MCAT scores, for new (not repeating) first-year medical students in the indicated entering classes.			
	AY 2016-17	AY 2017-18	AY 2018-19
Chemical and Physical Foundations of Biological Systems			
Biological and Biochemical Foundations of Living Systems			
Critical Analysis and Reasoning Skills			
Psychological, Social, and Biological Foundations of Behavior			
Total Score			

<b>Table 10.0-3   Entering Student Mean GPA</b>					
Provide the <i>mean overall premedical GPA for new (not repeating) first-year medical students</i> in the indicated entering classes. If using a weighted GPA, please explain how the weighted GPA is calculated in the last row of the table.					
	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19
Overall GPA					
Weighted GPA calculation (if applicable):					

<b>Table 10.0-4   Medical School Enrollment</b>					
Provide the total number of enrolled <i>first-year medical students</i> (include students repeating the academic year) and the total number of medical students enrolled at the school for the indicated academic years. For students in dual-degree programs, only include those participating in the medical curriculum.					
	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19
First-Year					
Total Enrollment					

## 10.1 Premedical Education/Required Coursework

**Through its requirements for admission, a medical school encourages potential applicants to the medical education program to acquire a broad undergraduate education that includes the study of the humanities, natural sciences, and social sciences, and confines its specific premedical course requirements to those deemed essential preparation for successful completion of its medical curriculum.**

### **Narrative Response**

- a. List all the college courses or subjects, including associated laboratories, which are required as prerequisites for admission to the medical school.
- b. List any courses or subjects that the medical school recommends, but does not require, as prerequisites for admission.
- c. Describe how and when the current premedical course requirements were established and by which individuals and/or groups they were approved. Describe how often and by whom premedical course requirements are reviewed. What information is used to guide decisions about changes to premedical course requirements?

## 10.2 Final Authority of Admission Committee

**The final responsibility for accepting students to a medical school rests with a formally constituted admission committee. The authority and composition of the committee and the rules for its operation, including voting privileges and the definition of a quorum, are specified in bylaws or other medical school policies. Faculty members constitute the majority of voting members at all meetings. The selection of individual medical students for admission is not influenced by any political or financial factors.**

### Narrative Response

- a. Describe the size and composition of the medical school admission committee, including the categories of membership (e.g., faculty, students, medical school administrators, community members) and the specified number of members from each category. If there are subcommittees of the admission committee, describe their composition, role, and authority.
- b. Identify the current chair of the admission committee, including his or her faculty and/or administrative title(s). How is the chair selected?
- c. Describe how admission committee members are oriented to the admission committee policies and to the admissions process.
- d. Summarize the charge to the admission committee and the source of the committee's authority (e.g., medical school bylaws). Does the committee as a whole, or a subset of the admission committee, have the final authority for making all admission decisions? If a subset of the admission committee makes the final admission decision, describe the source of its authority. Have there been any circumstances when the final authority of the admission committee has been challenged, overruled, or rejected during the past three admission cycles?
- e. Describe how the medical school ensures that there are no conflicts of interest in the admission process and that no admission decisions are influenced by political or financial factors.

### Supporting Documentation

1. An excerpt from the medical school bylaws or other formal document that specifies the authority of, charge to, and composition of the admission committee and its subcommittees (if any) and the rules for its operation, including voting membership and definition of a quorum at meetings.

### 10.3 Policies Regarding Student Selection/Progress and Their Dissemination

**The faculty of a medical school establish criteria for student selection and develop and implement effective policies and procedures regarding, and make decisions about, medical student application, selection, admission, assessment, promotion, graduation, and any disciplinary action. The medical school makes available to all interested parties its criteria, standards, policies, and procedures regarding these matters.**

#### **Narrative Response**

- a. Describe when and by whom the policies, procedures, and criteria for medical student selection were developed and approved, and how they are disseminated to potential and actual applicants and their advisors.
- b. Describe the steps in the admissions process, beginning with the receipt of the initial application. For each of the following steps, as applicable, describe the procedures and criteria used to make the relevant decision and the individuals and groups (e.g., admission committee or subcommittee, interview committee) involved in the decision-making process:
  1. Preliminary screening for applicants to receive the secondary/supplementary application
  2. Selection for the interview
  3. The interview
  4. The acceptance decision
  5. The creation of the wait list
  6. The offer of admission, including how applicants are accepted from the wait list
- c. Describe the role of the medical school admission committee in the selection of applicants for joint baccalaureate-MD program(s) or dual degree program(s) (e.g., MD/PhD), if these are present.
- d. Describe how the policies for the assessment, advancement, and graduation of medical students and the policies for disciplinary action are made available to medical students and to faculty.
- e. Describe how and by which individual(s) or group(s) the following decisions are made:
  1. The advancement of a medical student to the next academic period
  2. A medical student's graduation

#### **Supporting Documentation**

1. Policies and procedures for the selection, assessment, advancement, graduation, and dismissal of medical students.
2. The charge to or the terms of reference of the medical student promotions committee(s).

## **10.4 Characteristics of Accepted Applicants**

**A medical school selects applicants for admission who possess the intelligence, integrity, and personal and emotional characteristics necessary for them to become competent physicians.**

### **Narrative Response**

- a. Describe the personal attributes of applicants considered during the admission process. How was this list of personal attributes developed? By which individuals and groups was the list reviewed and approved?
- b. Describe the methods used during the admission process to evaluate and document the personal attributes of applicants. Refer to the admission procedures as outlined in element 10.3 to illustrate at what stage of the admission process, how, and by whom these attributes are assessed.
- c. Describe how the members of the admission committee and the individuals who interview applicants (if different from members of the admission committee) are prepared and trained to assess applicants' personal attributes.

### **Supporting Documentation**

1. Any standard form(s) used to guide and/or to evaluate the results of applicant interviews.

## 10.5 Technical Standards

**A medical school develops and publishes technical standards for the admission, retention, and graduation of applicants or medical students in accordance with legal requirements.**

### **Narrative Response**

- a. Describe when and by whom the technical standards were last reviewed and approved.
- b. Describe how the technical standards for admission, retention, and graduation are disseminated to potential and actual applicants, enrolled medical students, faculty, and others.
- c. Describe how medical school applicants and/or students are expected to document that they are familiar with and capable of meeting the technical standards with or without accommodation (e.g., by formally indicating that they have received and reviewed the standards).

### **Supporting Documentation**

1. The medical school's technical standards for the admission, retention, and graduation of applicants and students.

## 10.6 Content of Informational Materials

**A medical school's catalog and other informational, advertising, and recruitment materials present a balanced and accurate representation of the mission and objectives of the medical education program, state the academic and other (e.g., immunization) requirements for the MD degree and all associated joint degree programs, provide the most recent academic calendar for each curricular option, and describe all required courses and clerkships offered by the medical education program.**

### **Narrative Response**

- a. Describe how often informational materials about the medical education program are updated. How does the leadership/administration of the medical education program ensure that the materials are accurate and timely?
- b. Describe how recruitment materials about the medical education program are made available (e.g., online, in the media, in hard-copy) to potential and actual applicants, career advisors, and/or the public.

### **Supporting Documentation**

1. Any recruitment materials related to the medical school.
2. The current medical school academic bulletin or catalog (or similar documents). Indicate where in the bulletin/catalog, or other informational materials available to the public, the following information can be accessed:
  - a. Medical education program mission and objectives
  - b. Admission and completion requirements (academic and other) for the MD degree and joint degree programs
  - c. Academic calendar for each curricular option
  - d. Required course and clerkship descriptions

## 10.7 Transfer Students

**A medical school ensures that any student accepted for transfer or admission with advanced standing demonstrates academic achievements, completion of relevant prior coursework, and other relevant characteristics comparable to those of the medical students in the class that he or she would join. A medical school accepts a transfer medical student into the final year of a medical education program only in rare and extraordinary personal or educational circumstances.**

### Supporting Data

<b>Table 10.7-1   Transfer/Advanced Standing Admissions</b>								
Provide the number of transfer students and students with advanced standing admitted from the program types listed below into the first, second, third, and fourth-year curriculum during the indicated academic years.								
	Year 1		Year 2		Year 3		Year 4	
	AY 2017-18	AY 2018-19	AY 2017-18	AY 2018-19	AY 2017-18	AY 2018-19	AY 2017-18	AY 2018-19
LCME-accredited, MD-granting medical school								
AOA-accredited, DO-granting medical school								
Non-LCME or AOA-accredited international medical school								
Non-MD-granting graduate or professional degree program								

### Narrative Response

- a. Describe the procedures used for selecting applicants for transfer or for admission with advanced standing, including the procedures by which the medical school determines the comparability of the applicants' educational experiences and prior academic achievement to those of medical students in the class that they would join. List the criteria (e.g., GPA, USMLE scores, MCAT scores) that are considered in making the determination of comparability.
- b. Describe the role of the admission committee, members of the medical school administration, and others: (1) in determining if space and resources are available to accept transfers and (2) in making the decision to accept applicants for transfer or for admission with advanced standing.
- c. Describe how policies and procedures related to transfer/admission with advanced standing are made available to potential applicants for transfer and advanced standing and to their advisors.
- d. If the medical school admitted one or more transfer students to the final year of the curriculum during the past

three years, describe the circumstances surrounding that admission decision.

**Supporting Documentation**

1. Medical school policies and procedures related to transfer and admission with advanced standing.

## 10.8 Visiting Students

**A medical school does all of the following:**

- **Verifies the credentials of each visiting medical student**
- **Ensures that each visiting medical student demonstrates qualifications comparable to those of the medical students he or she would join in educational experiences**
- **Maintains a complete roster of visiting medical students**
- **Approves each visiting medical student's assignments**
- **Provides a performance assessment for each visiting medical student**
- **Establishes health-related protocols for such visiting medical students**
- **Identifies the administrative office that fulfills these responsibilities**

### **Narrative Response**

- a. Describe the procedures and criteria used by the medical school to determine if a potential visiting medical student has qualifications, including educational experiences, comparable to those of the medical students he or she would join in a clinical experience. Identify the medical school, university, or other office that is responsible for reviewing and making the decision about comparability.
- b. Describe the procedures by which the medical school grants approval for medical students from other medical schools to take electives at the institution. Include the following information in the description:
  1. How the academic credentials and immunization status of visiting students are verified
  2. How the medical school ensures that there are adequate resources (including clinical resources) and appropriate supervision at the site for both the visiting student and any of the medical school's own students
  3. How the medical school ensures that a performance assessment is provided for each visiting student
- c. Identify the medical school or university staff member(s) who is/are responsible for maintaining an accurate and up-to-date roster of visiting medical students.

### **Supporting Documentation**

1. List the types of information included in the roster of visiting medical students (provide a standardized template for the roster, if available).

## 10.9 Student Assignment

**A medical school assumes ultimate responsibility for the selection and assignment of medical students to each location and/or parallel curriculum (i.e., track) and identifies the administrative office that fulfills this responsibility. A process exists whereby a medical student with an appropriate rationale can request an alternative assignment when circumstances allow for it.**

### Narrative Response

- a. Describe the timing and process for medical student assignment to an instructional site or parallel curriculum in the following circumstances, as relevant. In the description, include how and by whom the final decision about assignment is made. Note the ability of students to select or rank options.
  1. A clinical site (e.g., a hospital) for an individual clerkship
  2. A regional campus that includes only the clerkship (clinical years) phase of the curriculum
  3. A regional campus that includes the pre-clerkship phase of the curriculum or all years of the curriculum
  4. A parallel curriculum (“track”) located on the central medical school campus or at a regional campus
- b. Describe if, in any of the circumstances above, medical students have the opportunity to negotiate with their peers to switch assignment sites or tracks after an initial assignment has been made but before the experience has begun.
- c. Describe the procedures whereby a student can formally request an alternative assignment through a medical school administrative mechanism either before or during his or her attendance at the site/in the track. Describe the criteria used to evaluate the request for the change and the individual(s) tasked with making the decision. Describe how medical students are informed of the opportunity to request an alternative assignment and the process for making this request.

### Supporting Documentation

1. Medical school policy/procedure allowing a medical student to formally request an alternative educational site or curriculum assignment.

## Standard 11: Medical Student Academic Support, Career Advising, and Educational Records

A medical school provides effective academic support and career advising to all medical students to assist them in achieving their career goals and the school’s medical education program objectives. All medical students have the same rights and receive comparable services.

### Supporting Data

<b>Table 11.0-1   Attrition and Academic Difficulty</b>				
Provide the number and percentage of <i>first-year medical students</i> and the number and percentage of <i>all medical students</i> who withdrew or were dismissed from the medical school in the indicated academic years.				
	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19
First-year students				
All medical students				

<b>Table 11.0-2   Attrition and Academic Difficulty by Curriculum Year</b>										
Provide the number of medical students in each of the following categories during the listed academic years. <i>Count each student only once.</i>										
	AY 2017-18					AY 2018-19				
	Year 1	Year 2	Year 3	Year 4	Total	Year 1	Year 2	Year 3	Year 4	Total
Withdrew or were dismissed										
Transferred to another medical school										
Were required to repeat the entire academic year										
Were required to repeat one or more required courses or clerkships										
Moved to a decelerated curriculum										
Took a leave of absence as a result of academic problems										
Took a leave of absence for academic enrichment (including research or a joint degree program)										
Took a leave of absence for personal reasons										

<b>Table 11.0-3   Average Graduation Rates Over Five Years</b>	
Provide the overall graduation rate, and the percentage of medical students who graduated in four years <i>averaged over the past five years</i> . <i>Note: these data should be updated immediately prior to submission of the data collection instrument.</i>	
Four-year graduation rate	Overall graduation rate

<b>Table 11.0-4   Residency Match Rates</b>				
Provide the number and percentage of participating medical students who initially matched to PGY-1 programs in the National Resident Matching Program without entering the Supplemental Offer and Acceptance Program (SOAP), as well as the percentage of participating students who remained unmatched at the end of the SOAP.				
	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19
Percentage Initially Matched (prior to SOAP)				
Percentage Unmatched (after SOAP)				

<b>Table 11.0-5   Graduates Not Entering Residency</b>		
Provide the number of medical school graduates who did not enter residency training in the following graduating classes for each of the listed reasons (provide a brief description of the reason for students counted under “other”). Provide the total number of students and the percentage of students who did not enter residency in each graduating class. Count each graduate only once and do not include students who graduated late.		
Reason	Class of 2018	Class of 2019
Family Responsibilities/Maternity/Child Care		
Change of Careers		
Did Not Gain Acceptance to a Residency Program		
Preparation for the USMLE		
Research/Pursuing Additional Degree or Training		
Other: (Add Rows as Required)		
Describe “Other”:		
Total Number of Students in Each Graduating Class Who Did Not Enter Residency Training		
Percentage of Students in Each Graduating Class Who Did Not Enter Residency Training		

<b>Table 11.0-6   Academic/Career Advising at Regional Campuses</b>					
Indicate how the following services are made available to students at each regional campus by placing an “X” in the appropriate column(s). Select all that apply for each service. Add additional rows for each service/campus. <i>Note: this question only applies to schools with regional campus(es).</i>					
Services	Campus	Available to Students Via			
		Personnel Located on Campus	Visits from Central Campus Personnel	Email or Tele/Videoconference	Student Travel to Central Campus
Academic counseling					
Tutoring					
Career advising					

## 11.1 Academic Advising

**A medical school has an effective system of academic advising in place for medical students that integrates the efforts of faculty members, course and clerkship directors, and student affairs staff with its counseling and tutorial services and ensures that medical students can obtain academic counseling from individuals who have no role in making assessment or promotion decisions about them.**

### Supporting Data

<b>Table 11.1-1   Academic Advising/Counseling</b>			
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) with academic advising/counseling. <i>Schools with regional campus(es) should provide data from the AAMC GQ or ISA by campus (as available).</i>			
AAMC GQ 2018		AAMC GQ 2019	
School %	National %	School %	National %

<b>Table 11.1-2   Academic Advising/Counseling by Curriculum Year</b>				
Provide data from the ISA, by curriculum year, on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) with academic advising/counseling and tutoring services. Add rows for each additional question on the student survey. Schools with regional campuses should also specify campus.				
Survey Question	Year 1	Year 2	Year 3	Year 4
Availability of Academic Counseling				
Availability of Tutorial Help				

### Narrative Response

- a. Describe how medical students experiencing academic difficulty or at risk for academic difficulty are identified. Is it possible for a medical student to be identified as being in academic difficulty before he/she has a failing final course/clerkship grade?
- b. Describe the types of academic assistance available to medical students (e.g., tutoring, academic advising, study skills/time management workshops). For each type of assistance available to students, summarize the role and organizational locus (e.g., medical school, university) of the individual(s) who provide this support and how medical students can gain access to each of the resources.
- c. Describe how the medical school provides an option for medical students to obtain academic counseling from individuals who have no role in assessment or advancement decisions about them, including individuals who prepare the MSPE.

## 11.2 Career Advising

A medical school has an effective career advising system in place that integrates the efforts of faculty members, clerkship directors, and student affairs staff to assist medical students in choosing elective courses, evaluating career options, and applying to residency programs.

### Supporting Data

<b>Table 11.2-1   Career Planning Services</b>								
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who were <i>satisfied/very satisfied (aggregated)</i> in the following areas.								
	AAMC GQ 2016		AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019	
	School %	National %						
Career planning services								
Information about specialties								

<b>Table 11.2-2   Career Planning Services by Curriculum Year</b>				
Provide data from the ISA, by curriculum year, on the percentage of respondents who were <i>satisfied/very satisfied (aggregated)</i> with the following aspects of career advising. Add rows for each additional question on the student survey. <i>Schools with regional campus(es) should provide the supporting data requested above for each campus.</i>				
Survey Question	Year 1	Year 2	Year 3	Year 4
Adequacy of career counseling				
Adequacy of counseling about elective choices				

<b>Table 11.2-3   Optional and Required Career Advising Activities</b>				
Provide a brief description of each career information session and advising activity available to medical students during the most recently completed academic year. Indicate whether the session was optional or required for students in each year of the curriculum. <i>Schools with regional campus(es) should provide the information by campus.</i>				
Advising Activity/ Information Session (required/optional)	Year 1	Year 2	Year 3	Year 4

**Narrative Response**

- a. Using Table 11.2-3 above, provide an overview of the system of career counseling for medical students, including the availability of required and optional sessions. In the description, include the personnel from the medical school administration, faculty (e.g., career advisors), and other sites (e.g., a university career office, outside consultants) available to support the medical student career advising system and the role(s) played by each. Provide the title(s) and organizational placement(s) of the individual(s) responsible for the management/coordination of the career advising system.
- b. Provide a description of the print and/or online resources available to medical students to support their career investigations. Note if students are required to use some or all of these materials (e.g., as part of career advising sessions).
- c. Identify the individual(s) who are primarily responsible for providing guidance to medical students on their choice of intramural and extramural electives during each year of the curriculum. List the role(s) or title(s) (e.g., student affairs dean, college advisor, departmental faculty advisor) of the individual(s) responsible for the formal approval of medical students' elective choices. Describe any formal (required) sessions where counseling on electives occurs.
- d. List the individual(s) primarily responsible for the preparation of the Medical Student Performance Evaluation (MSPE). Describe the opportunities for medical students to request another MSPE writer.

### 11.3 Oversight of Extramural Electives

If a medical student at a medical school is permitted to take an elective under the auspices of another medical school, institution, or organization, a centralized system exists in the dean's office at the home school to review the proposed extramural elective prior to approval and to ensure the return of a performance assessment of the student and an evaluation of the elective by the student. Information about such issues as the following are available, as appropriate, to the student and the medical school in order to inform the student's and the school's review of the experience prior to its approval:

- Potential risks to the health and safety of patients, students, and the community
- The availability of emergency care
- The possibility of natural disasters, political instability, and exposure to disease
- The need for additional preparation prior to, support during, and follow-up after the elective
- The level and quality of supervision
- Any potential challenges to the code of medical ethics adopted by the home school

#### Narrative Response

- a. Describe how and by whom extramural electives are reviewed and approved prior to being made available for student enrollment.
- b. Describe how the medical school evaluates each of the following areas in its review of electives at locations (e.g., countries/regions) where there is a potential risk to medical student and patient safety:
  1. The availability of emergency care
  2. The possibility of natural disasters, political instability, and exposure to disease
  3. The need for additional preparation prior to, support during, and follow-up after the elective
  4. The level and quality of supervision
  5. Potential challenges to the code of medical ethics adopted by the home school
- c. Provide an example of how medical students were prepared and supported before and during electives in which there is a risk to student and patient safety.
- d. Describe the system for collecting performance assessments of medical students and evaluations of electives from medical students completing extramural electives.
- e. Describe how the evaluation data on extramural electives provided by medical students is used by the school. For example, how are these data made available to medical students considering their elective options?

## **11.4 Provision of MSPE**

**A medical school provides a Medical Student Performance Evaluation required for the residency application of a medical student only on or after October 1 of the student's final year of the medical education program.**

### **Narrative Response**

1. Provide the earliest date for release by the medical school of the MSPE.

## **11.5 Confidentiality of Student Educational Records**

**At a medical school, medical student educational records are confidential and available only to those members of the faculty and administration with a need to know, unless released by the student or as otherwise governed by laws concerning confidentiality.**

### **Narrative Response**

- a. How does the medical school separate academic records and other relevant records (e.g., health information) to ensure that there is an appropriate assurance of confidentiality?
- b. Describe the physical location(s) where medical students' academic records are kept and how confidentiality is ensured. If medical student records are stored online, describe the mechanisms to ensure their confidentiality and security.
- c. Describe how the medical school determines which individuals have permission to review a medical student's file. Identify the categories of individuals (i.e., administrators, faculty) who are permitted to review medical student records. How does the medical school ensure that student educational records are available only to those individuals who are permitted to review them?

### **Supporting Documentation**

1. Policy and procedure for a member of the faculty/administration to gain access to a medical student's file.

## 11.6 Student Access to Educational Records

**A medical school has policies and procedures in place that permit a medical student to review and to challenge his or her educational records, including the Medical Student Performance Evaluation, if he or she considers the information contained therein to be inaccurate, misleading, or inappropriate.**

### **Narrative Response**

- a. Describe the procedure that medical students must follow in order to review or challenge their records. In particular, describe how medical students can review and challenge the following:
  1. Content of the MSPE
  2. Course and clerkship data (e.g., examination performance, narrative assessments)
  3. Course and clerkship grades
- b. Note if there are any components of medical students' educational records that students are not permitted to review.
- c. Can students gain access to their records in a timely manner? What is the typical time for a student to gain access?
- d. Describe how the medical school's policies and procedures related to students' ability to review and challenge their records are made known to students and faculty.

### **Supporting Documentation**

1. Medical school policies and procedures related to medical students' ability to review and challenge their records, including the length of time it takes for students to gain access to their records.

## Standard 12: Medical Student Health Services, Personal Counseling, and Financial Aid Services

A medical school provides effective student services to all medical students to assist them in achieving the program’s goals for its students. All medical students have the same rights and receive comparable services.

### Supporting Data

<b>Table 12.0-1   Tuition and Fees</b>					
Provide the <i>total tuition and fees</i> assessed to first-year medical students (both for in-state residents and out-of-state non-residents) for the indicated academic years. Include the medical school’s health insurance fee, even if that fee is waived for a student with proof of existing coverage.					
	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20
In-state					
Out-of-state					

<b>Table 12.0-2   Median Medical School Educational Debt</b>				
Provide school data from the AAMC Part I-B Financial Aid Questionnaire (AAMC FAQ) on the <b>median</b> reported medical school educational indebtedness of all medical student graduates with medical school debt and the percentage of graduates with indebtedness <b>equal to or</b> more than \$200,000.				
	FAQ 2016	FAQ 2017	FAQ 2018	FAQ 2019
	School %	School %	School %	School %
Median medical school debt				
Percentage of graduates with debt <b>equal to or</b> more than \$200,000				

<b>Table 12.0-3   Support Services at Regional Campuses</b>					
Indicate how the following services are made available to students at each regional campus by placing an “X” in the appropriate columns(s). Add additional rows for each service/campus. <i>Note: this question only applies to schools with regional campus(es).</i>					
Available to Students via	Campus	Services			
		Personal counseling	Student health services	Student well-being programs	Financial aid management
Personnel Located on Campus					
Visits from Central Campus Personnel					
Email or Tele/Videoconference					
Student Travel to Central Campus					

## 12.1 Financial Aid/Debt Management Counseling/Student Educational Debt

**A medical school provides its medical students with effective financial aid and debt management counseling and has mechanisms in place to minimize the impact of direct educational expenses (i.e., tuition, fees, books, supplies) on medical student indebtedness.**

### Supporting Data

<b>Table 12.1-1   Financial Aid and Debt Counseling Services</b>								
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) in the following areas.								
	AAMC GQ 2016		AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019	
	School %	National %						
Financial aid administrative services								
Overall educational debt management counseling								

<b>Table 12.1-2   Financial Aid and Debt Counseling Services</b>				
Provide data from the ISA, by curriculum year, on the percentage of respondents that were <i>satisfied/very satisfied</i> (aggregated) with financial aid services and debt management counseling. <i>If the medical school has one or more regional campuses, provide the data by campus (as available)</i> . Add rows for each additional question on the student survey.				
Survey Question	Year 1	Year 2	Year 3	Year 4
Quality of financial aid administrative services				
Overall debt management counseling				

<b>Table 12.1-3   Financial Aid/Debt Management Activities</b>			
Describe financial aid and debt management counseling/advising activities (including one-on-one sessions) that were available for medical students in each year of the curriculum during the most recently completed academic year. Note whether they were required (R) or optional (O). <i>If the medical school has one or more regional campuses, list which of the required and optional advising sessions were available at each campus during the most recently completed academic year.</i>			
Financial Aid/Debt Management Activities			
Year 1	Year 2	Year 3	Year 4

**Narrative Response**

- a. Describe the staffing of the financial aid office used by medical students.
  1. Note if the financial aid office resides organizationally within the medical school or at the university level. If the latter, list the other schools/programs supported by financial aid office staff
  2. Indicate the number of financial aid staff who are available to specifically assist medical students
  3. Describe how the medical school determines and evaluates the adequacy of financial aid staffing
- b. Provide a description of the types of print and/or online debt management information available to medical students. Note if students are required to use some or all of these materials (e.g., as part of financial aid/debt management sessions).
- c. Describe current activities at the medical school or university to raise funding for scholarship and grant support for medical students (e.g., a current fund-raising campaign devoted to increasing scholarship resources). Describe the goals of these activities, their current levels of success, and the timeframe for their completion.
- d. Describe the role of the medical school leadership in setting tuition and fees and in controlling tuition and fee increases for medical students.
- e. Describe other mechanisms that are being used by the medical school and the university to limit medical student debt.

**Supporting Documentation**

1. The most recent LCME Part I-B Financial Aid Questionnaire.

## **12.2 Tuition Refund Policy**

**A medical school has clear, reasonable, and fair policies for the refund of a medical student's tuition, fees, and other allowable payments (e.g., payments made for health or disability insurance, parking, housing, and other similar services for which a student may no longer be eligible following withdrawal).**

### **Narrative Response**

- a. Briefly describe the tuition and fee refund policy. Describe how the policy is disseminated to medical students.
- b. If not included in the tuition refund policy, describe policies related to the refund of payments made for health and disability insurance and for other fees.

### **Supporting Documentation**

1. Policy for refunding tuition and fee payments to medical students who withdraw or are dismissed from the medical education program.

### 12.3 Personal Counseling/Well-Being Programs

A medical school has in place an effective system of personal counseling for its medical students that includes programs to promote their well-being and to facilitate their adjustment to the physical and emotional demands of medical education.

#### Supporting Data

<b>Table 12.3-1   Personal Counseling</b>							
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) with personal counseling.							
AAMC GQ 2016		AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019	
School %	National %	School %	National %	School %	National %	School %	National %

<b>Table 12.3-2   Mental Health Services</b>							
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) with student mental health services.							
AAMC GQ 2016		AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019	
School %	National %	School %	National %	School %	National %	School %	National %

<b>Table 12.3-3   Well-being</b>							
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) with programs and activities that promote effective stress management, a balanced lifestyle, and overall well-being.							
AAMC GQ 2016		AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019	
School %	National %	School %	National %	School %	National %	School %	National %

<b>Table 12.3-4   Student Support Services by Curriculum Year</b>				
As available, provide data from the ISA, by curriculum year, on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) with the listed student support services. Add rows for additional student survey questions. <i>If the medical school has regional campuses, provide the data by campus.</i>				
Survey Question	Year 1	Year 2	Year 3	Year 4
Accessibility of personal counseling				
Confidentiality of personal counseling				
Availability of mental health services				
Availability of programs to support student well-being				

**Narrative Response**

- a. Describe the system for personal counseling for medical students, including how, by whom (i.e., roles and titles), and where services are provided. Describe how students are informed about the availability of personal counseling services.
- b. Comment on how the medical school ensures that personal counseling services are accessible and confidential.
- c. Summarize medical school programs or other programs designed to support students' well-being and facilitate students' ongoing adjustment to the physical and emotional demands of medical school. Describe how students are informed about the availability of these programs/activities.

## 12.4 Student Access to Health Care Services

**A medical school provides its medical students with timely access to needed diagnostic, preventive, and therapeutic health services at sites in reasonable proximity to the locations of their required educational experiences and has policies and procedures in place that permit students to be excused from these experiences to seek needed care.**

### Supporting Data

<b>Table 12.4-1   Student Satisfaction with Health Services</b>							
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) with student health services.							
AAMC GQ 2016		AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019	
School %	National %	School %	National %	School %	National %	School %	National %

<b>Table 12.4-2   Student Satisfaction with Health Services by Curriculum Year</b>				
As available, provide data from the ISA, by curriculum year, on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) with health care services. Add rows for each additional student survey question. <i>Schools with regional campuses should provide the supporting data requested above for each campus (as available).</i>				
Survey Question	Year 1	Year 2	Year 3	Year 4
Accessibility of student health services				

### Narrative Response

- a. Describe the current system for providing medical students with access to diagnostic, preventive, and therapeutic health services, including where and by whom (i.e., roles and titles) services are provided. For example, if there is a student health center, comment on its location, staffing, and hours of operation.
- b. Describe how medical students at each instructional site/campus with required educational activities are informed about availability of and access to health services.
- c. Describe how medical students, faculty, and residents are informed of policies that allow students to be excused from classes or clinical activities in order to access health services.

### Supporting Documentation

1. Policy or guidance document that specifies that medical students may be excused from classes or clinical activities in order to access health services.

## **12.5 Non-Involvement of Providers of Student Health Services in Student Assessment/Location of Student Health Records**

**The health professionals who provide health services, including psychiatric/psychological counseling, to a medical student have no involvement in the academic assessment or promotion of the medical student receiving those services. A medical school ensures that medical student health records are maintained in accordance with legal requirements for security, privacy, confidentiality, and accessibility.**

### **Narrative Response**

- a. Describe how the medical school ensures that a provider of health and/or psychiatric/psychological services to a medical student has no current or future involvement in the academic assessment of, or in decisions about, the promotion of that student. Describe how medical students, residents, and faculty are informed of this requirement.
- b. If health and/or psychiatric/psychological services are provided by university or medical school service providers, describe where these student health records are stored and how the confidentiality of these records is maintained. Note if any medical school personnel have access to these records.

### **Supporting Documentation**

1. Policies and/or procedures that specify that providers of health and psychiatric/psychological services to a medical student will have no involvement in the academic assessment of or in decisions about the promotion of that student.

## 12.6 Student Health and Disability Insurance

**A medical school ensures that health insurance and disability insurance are available to each medical student and that health insurance is also available to each medical student's dependents.**

### **Narrative Response**

- a. Indicate how information about health insurance is made available to students. Describe the health insurance options for medical students and their dependents. For example, an insurance plan is offered through the school/university, the school provides a list of insurers to the students, etc.
  
- b. Indicate whether and when disability insurance is made available to medical students. Describe when and by what means medical students are informed of its availability.

## **12.7 Immunization Requirements and Monitoring**

**A medical school follows accepted guidelines in determining immunization requirements for its medical students and monitors students' compliance with those requirements.**

### **Narrative Response**

- a. Note if the immunization requirements for medical students follow national and/or regional recommendations (e.g., from the Centers for Disease Control and Prevention, state agencies, etc.).
  
- b. Describe how and by whom the immunization status of medical students is monitored.

## 12.8 Student Exposure Policies/Procedures

A medical school has policies in place that effectively address medical student exposure to infectious and environmental hazards, including the following:

- The education of medical students about methods of prevention
- The procedures for care and treatment after exposure, including a definition of financial responsibility
- The effects of infectious and environmental disease or disability on medical student learning activities

All registered medical students (including visiting students) are informed of these policies before undertaking any educational activities that would place them at risk.

### Narrative Response

- a. Describe institutional policies in the following areas related to medical student exposure to infectious and environmental hazards:
  1. The education of medical students about methods of prevention
  2. The procedures for care and treatment after exposure, including definition of financial responsibility
  3. The effects of infectious and/or environmental disease or disability on medical student learning activities
- b. Describe when and in what way(s) the school's own medical students and visiting medical students are informed of the medical school's policies and procedures related to exposure to infectious and environmental hazards at all instructional sites. For example, describe when and how students, including visiting students, learn about the procedures to be followed in the event of exposure to blood-borne or air-borne pathogens (e.g., a needle-stick injury).
- c. Describe when in the course of their education medical students learn how to prevent exposure to infectious diseases, especially from contaminated body fluids.
- d. Provide data from the ISA on student satisfaction with the adequacy of education about prevention and exposure to infectious and environmental hazards. For programs with regional campuses, provide data by campus.

### Supporting Documentation

1. Policies on medical student exposure to infectious and environmental hazards.
2. Policies related to the implications of infectious and/or environmental disease or disability on medical student educational activities.

## Glossary of Terms for LCME Accreditation Standards and Elements

**Adequate numbers and types of patients (e.g., acuity, case mix, age, gender):** Medical student access, in both ambulatory and inpatient settings, to a sufficient mix of patients with a range of severity of illness and diagnoses, ages, and both genders to meet medical educational program objectives and the learning objectives of specific courses, modules, and clerkships. (Element 5.5)

**Admission requirements:** A comprehensive listing of both objective and subjective criteria used for screening, selection, and admission of applicants to a medical education program. (Standard 10)

**Admission with advanced standing:** The acceptance by a medical school and enrollment in the medical curriculum of an applicant (e.g., a doctoral student), typically as a second or third-year medical student, when that applicant had not previously been enrolled in a medical education program. (Element 10.7)

**Any related enterprises:** Any additional medical school-sponsored activities or entities. (Element 1.2)

**Assessment:** The systematic use of a variety of methods to collect, analyze, and use information to determine whether a medical student has acquired the competencies (e.g., knowledge, skills, behaviors, and attitudes) that the profession and the public expect of a physician. (Standard 9; Elements 1.4, 4.5, 6.1, 8.3, 8.7, 9.1, 9.4, 9.5, 10.3, 10.8, 11.1, 11.3, and 12.5)

**Benefits of diversity:** In a medical education program, the facts that having medical students and faculty members from a variety of socioeconomic backgrounds, racial and ethnic groups, and other life experiences can: 1) enhance the quality and content of interactions and discussions for all students throughout the preclinical and clinical curricula; and 2) result in the preparation of a physician workforce that is more culturally aware and competent and better prepared to improve access to healthcare and address current and future health care disparities. (Standard 3)

**Central monitoring:** Tracking by institutional (e.g., decanal) level offices and/or committees (e.g., the curriculum committee) of desired and expected learning outcomes by students and their completion of required learning experiences. (Elements 8.6 and 9.1)

**Clinical affiliates:** Those institutions providing inpatient medical care that have formal agreements with a medical school to provide clinical experiences for the education of its medical students. (Elements 1.4 and 3.5)

**Clinical research:** The conduct of medical studies involving human subjects, the data from which are intended to facilitate application of the studies' findings to medical practice in order to enhance the prevention, diagnosis, and treatment of medical conditions. (Element 7.3)

**Coherent and coordinated medical curriculum:** The design of a complete medical education program, including its content and modes of presentation, to achieve its overall educational objectives. Coherence and coordination include the following characteristics: 1) the logical sequencing of curricular segments, 2) coordinated and integrated content within and across academic periods of study (i.e., horizontal and vertical integration), and 3) methods of instruction and student assessment appropriate to the student's level of learning and to the achievement of the program's educational objectives. (Element 8.1)

**Community service:** Services designed to improve the quality of life for community residents or to solve particular problems related to their needs. Community service opportunities provided by the medical school complement and reinforce the medical student's educational program. (Element 6.6)

**Comparable educational experiences:** Learning experiences that are sufficiently similar so as to ensure that medical students are achieving the same learning objectives at all educational sites at which those experiences occur. (Element 8.7)

**Competency:** Statements of defined skills or behavioral outcomes (i.e., that a physician should be able to do) in areas including, but not limited to, patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism and ethics, and systems-based practice for which a medical student is required to demonstrate mastery at an appropriate level prior to completion of his or her medical education program and receipt of the MD degree. (Element 6.1; Standards 3 and 6)

**Core curriculum:** The required components of a medical curriculum, including all required courses/modules and clinical clerkships/rotations. (Element 7.9)

**Core standards for the advancement and graduation of all medical students across all locations:** The academic and non-academic criteria and levels of performance defined by a medical education program and published in programmatic policies that must be met by all medical students on all medical school campuses at the conclusion of each academic year for advancement to the next academic year or at the conclusion of the medical education program for receipt of the MD degree and graduation. (Element 9.9)

**Critical judgment:** The consideration, evaluation, and organization of evidence derived from appropriate sources and related rationales during the process of decision-making. The demonstration of critical thinking requires the following steps: 1) the collection of relevant evidence; 2) the evaluation of that evidence; 3) the organization of that evidence; 4) the presentation of appropriate evidence to support any conclusions; and 5) the coherent, logical, and organized presentation of any response. (Elements 7.4)

**Curricular management:** Involves the following activities: leading, directing, coordinating, controlling, planning, evaluating, and reporting. An effective system of curriculum management exhibits the following characteristics: 1) evaluation of program effectiveness by outcomes analysis, using national norms of accomplishment, as available, as a frame of reference, 2) monitoring of content and workload in each discipline, including the identification of omissions and unplanned redundancies, and 3) review of the stated objectives of each individual curricular component and of methods of instruction and student assessment to ensure their linkage to and congruence with programmatic educational objectives. (Element 8.1)

**Direct educational expenses:** The following educational expenses of an enrolled medical student: tuition, mandatory fees, books and supplies, and a computer, if one is required by the medical school. (Element 12.1)

**Direct faculty participation in decision-making:** Faculty involvement in institutional governance wherein faculty input to decisions are made by the faculty members themselves or by representatives chosen by faculty members (e.g., versus appointed by administrators). (Element 1.3)

**Diverse sources [of financial revenues]:** Multiple sources of predictable and sustainable revenues that include, but are not unduly dependent upon any one of, the following: tuition, gifts, clinical revenue, governmental support, research grants, endowment, etc. (Element 5.1)

**Effective:** Supported by evidence that the policy, practice, and/or process has produced the intended or expected result(s). (Standard 1, 10, and 12; Elements 1.1, 1.2, 1.3, 2.2, 3.3, 3.6, 7.6, 8.8, 10.3, 11.1, 11.2, and 12.3)

**Eligibility requirements [for initial and continuing accreditation]:** Receipt and maintenance of authority to grant the MD degree from the appropriate governmental agency and initial and continuing accreditation by one of the six regional accrediting bodies. (Element 1.6)

**Equivalent methods of assessment:** The use of methods of medical student assessment that are as close to identical as possible across all educational sites at which core curricular activities take place within a given discipline, but which may not occur in the same timeframe. (Element 8.7)

**Evaluation:** The systematic use of a variety of methods to collect, analyze, and use information to determine whether a program is fulfilling its mission(s) and achieving its goal(s). (Elements 3.3, 3.5, 4.3, 4.5, 5.2, 8.1, 8.3, 8.4, 11.3, 11.4, and 11.6; Standard 8)

**Fair and formal process for taking any action that may affect the status of a medical student:** The use of policies and procedures by any institutional body (e.g., student promotions committee) with responsibility for making decisions about the academic progress, continued enrollment, and/or graduation of a medical student in a manner that ensures: 1) that the student will be assessed by individuals who have not previously formed an opinion of the student's abilities, professionalism, and/or suitability to become a physician; and 2) that the student has received timely notice of the proceedings, information about the purpose of the proceedings, and any evidence to be presented at the proceedings; his or her right to participate in and provide information or otherwise respond to participants in the proceedings; and any opportunity to appeal any adverse decision resulting from the proceedings. (Element 9.9)

**Fair and timely summative assessment:** A criterion-based determination, made as soon as possible after the conclusion of a curricular component (e.g., course/module, clinical clerkship/rotation) by individuals familiar with a medical student's performance, regarding the extent to which he or she has achieved the learning objective(s) for that component such that the student can use the information provided to improve future performance in the medical curriculum. (Element 9.8)

**Final responsibility for accepting students to a medical school rests with a formally constituted admission committee:** Ensuring that the sole basis for selecting applicants for admission to the medical education program are the decisions made by the faculty committee charged with medical student selection in accordance with appropriately approved selection criteria. (Element 10.2)

**Formative feedback:** Information communicated to a medical student in a timely manner that is intended to modify the student's thinking or behavior in order to improve his or her subsequent learning and performance in the medical curriculum. (Element 9.7)

**Functionally integrated:** Coordination of the various components of the medical school and medical education program by means of policies, procedures, and practices that define and inform the relationships among them. (Element 2.6)

**Health care disparities:** Differences between groups of people, based on a variety of factors including, but not limited to, race, ethnicity, residential location, sex, age, and socioeconomic status, educational status, and disability status, that affect their access to health care, the quality of the health care they receive, and the outcomes of their medical conditions. (Element 7.6)

**Independent study:** Opportunities either for medical student-directed learning in one or more components of the core medical curriculum, based on structured learning objectives to be achieved by students with minimal faculty supervision, or for student-directed learning on elective topics of specific interest to the student. (Element 6.3)

**Learning objectives:** A statement of the specific, observable, and measurable expected outcomes (i.e., what the medical students will be able to do) of each specific component (e.g., course, module, clinical clerkship, rotation) of a medical education program that defines the content of the component and the assessment methodology and that is linked back to one or more of the medical education program objectives. (Elements 6.1, 8.2, 8.3, and 9.1)

**Major location for required clinical learning experiences:** A clinical affiliate of the medical school that is the site of one or more required clinical experiences for its medical students. (Element 5.6)

**Medical education program objectives:** Broad statements, in measurable terms, of the knowledge, skills, behaviors, and attitudes (typically linked to a statement of expected competencies) that a medical student is expected to exhibit

as evidence of his or her achievement of all programmatic requirements by the time of medical education program completion. (Standards 6 and 11; Elements 6.1, 8.2, 8.3, 8.4, 8.7, and 9.4)

**Mission-appropriate diversity:** The inclusion, in a medical education program's student body and among its faculty and staff and based on the program's mission, goals, and policies, of persons from different racial, ethnic, economic, and/or social backgrounds and with differing life experiences to enhance the educational environment for all medical students. (Element 3.3)

**Narrative assessment:** Written comments from faculty that assess student performance and achievement in meeting specific objectives of a course or clerkship, such as professionalism, clinical reasoning. (Element 9.5)

**National norms of accomplishment:** Those data sources that would permit comparison of relevant medical school-specific medical student performance data to national data for all medical schools and medical students (e.g., USMLE scores, AAMC GQ data, specialty certification rates). (Element 8.4)

**Need to know:** The requirement that information in a medical student's educational record be provided only to those members of the medical school's faculty or administration who have a legitimate reason to access that information in order to fulfill the responsibilities of their faculty or administrative position. (Element 11.5)

**Outcome-based terms:** Descriptions of observable and measurable desired and expected outcomes of learning experiences in a medical curriculum (e.g., knowledge, skills, attitudes, and behavior). (Element 6.1)

**Parallel curriculum (track):** A parallel program of study for a subset of the medical student body that requires participating students to complete specific programmatic learning objectives (e.g., in research, primary care, leadership) in addition to the medical educational program objectives required of all medical students. (Elements 5.12, 9.9)

**Pre-clerkship curriculum:** The curriculum year(s) before the start of required clinical clerkships. (Standard 6; Elements 2.6, 4.1, 5.10, 5.11, 6.3, 7.2, 7.4, 7.7, 8.3, 9.5, 9.7, 9.8, and 10.9)

**Primacy of the medical education program's authority over academic affairs and the education/assessment of medical students:** The affirmation and acknowledgement that all decisions regarding the creation and implementation of educational policy and the teaching and assessment of medical students are, first and foremost, the prerogative of the medical education program. (Element 1.4)

**Principal academic officer at each campus is administratively responsible to the dean:** The administrator identified by the dean or the dean's designee (e.g., associate or assistant dean, site director) as having primary responsibility for implementation, management, and evaluation of the components of the medical education program that occur at that campus. (Element 2.5)

**Problem-solving:** The initial generation of hypotheses that influence the subsequent gathering of information. (Elements 7.4)

**Publishes:** Communicates in hard-copy and/or on-line in a manner that is easily available to and accessible by the public. (Standard 10; Elements 5.7 and 10.5)

**Regional accrediting body:** The six bodies recognized by the U.S. Department of Education that accredit institutions of higher education located in their regions of the U.S.: 1) Higher Learning Commission; 2) Middle States Commission on Higher Education; 3) New England Association of Schools and Colleges Commission on Institutions of Higher Education; 4) Northwest Commission on Colleges and Universities; 5) Southern Association of Colleges

and Schools Commission on Colleges; and 6) Western Association of Schools and Colleges Senior Colleges and University Commission. (Element 1.6)

**Regional campus:** A regional campus is an instructional site that is distinct from the central/administrative campus of the medical school and at which some students spend one or more complete curricular years. (Elements 2.5, 2.6, and 5.12, Standards 11 and 12)

**Regularly scheduled and timely feedback:** Information communicated periodically and sufficiently often (based on institutional policy, procedure, or practice) to a faculty member to ensure that the faculty member is aware of the extent to which he or she is (or is not) meeting institutional expectations regarding future promotion and/or tenure. (Element 4.4)

**Scientific method:** A method of procedure consisting in systematic observation, measurement, and experiment, and the formulation, testing, and modification of hypotheses. Typically, the method consists of the following steps: 1) identifying and defining a problem; 2) accumulating relevant data; 3) formulating a tentative hypothesis; 4) conducting experiments to test the hypothesis; 5) interpreting the results objectively; and 6) repeating the steps until an acceptable solution is found. (Element 7.3)

**Self-directed learning:** Includes all of the following components as a single unified sequence that occurs over a relatively short time: 1) the medical student's self-assessment of his/her learning needs; 2) the medical student's independent identification, analysis, and synthesis of relevant information; and 3) the medical student's appraisal of the credibility of information sources. (Element 6.3)

**Senior administrative staff:** People in academic leadership roles, to include but not limited to, associate/assistant deans, directors, academic department chairs, and people who oversee the operation of affiliated clinical facilities and other educational sites. Many, if not most, of these people also have faculty appointments, and for tracking purposes should only be counted in one category when completing tables such as those listed in the DCI under Element 3.3. (Standard 2; Elements 2.1, 2.4, and 3.3)

**Service-learning:** Educational experiences that involve all of the following components: 1) medical students' service to the community in activities that respond to community-identified concerns; 2) student preparation; and 3) student reflection on the relationships among their participation in the activity, their medical school curriculum, and their roles as citizens and medical professionals. (Element 6.6)

**Standards of achievement:** Criteria by which to measure a medical student's attainment of relevant learning objectives and that contribute to a summative grade. (Element 9.6)

**Technical standards for the admission, retention, and graduation of applicants or medical students:** A statement by a medical school of the: 1) essential academic and non-academic abilities, attributes, and characteristics in the areas of intellectual-conceptual, integrative, and quantitative abilities; 2) observational skills; 3) physical abilities; 4) motor functioning; 5) emotional stability; 6) behavioral and social skills; and 7) ethics and professionalism that a medical school applicant or enrolled medical student must possess or be able to acquire, with or without reasonable accommodation, in order to be admitted to, be retained in, and graduate from that school's medical educational program. (Element 10.5)

**Transfer:** The permanent withdrawal by a medical student from one medical school followed by his or her enrollment (typically in the second or third year of the medical curriculum) in another medical school. (Elements 5.10 and 10.7)

**Translational research:** Translational research includes two areas of investigation. In the first, discoveries generated during research in the laboratory and in preclinical studies are applied to the development of trials and studies in humans. In the second, the efficacy and cost-effectiveness of prevention and treatment strategies are studied to accelerate adoption of best practices in communities and populations (Element 7.3)

**Visiting students:** Students enrolled at one medical school who participate in clinical (typically elective) learning experiences for a grade sponsored by another medical school without transferring their enrollment from one school to the other. (Elements 5.10, 10.8, and 12.8)