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**Guide to the**

**Planning Self-study**

**for Preliminary Accreditation**

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**For Medical Education Programs Seeking**

**Preliminary Accreditation in the 2025-26 Academic Year**

LCME® *Guide to the Planning Self-study for Preliminary Accreditation*

For Medical Education Programs Seeking Preliminary Accreditation in the 2025-26 Academic Year

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# Introduction

This guide is designed for developing medical education programs preparing for preliminary LCME accreditation. The information should be used to conduct the planning self-study as part of the application for candidate status and also to prepare for the survey for preliminary accreditation. For more information about the process for developing medical schools to attain preliminary accreditation, review the LCME *Rules of Procedure* on the LCME website ([lcme.org/publications](http://lcme.org/publications/)).

# General Steps in the Accreditation Process

The self-study process involves an institutional self-analysis of information resulting in a self-assessment of performance in accreditation elements. For new and developing medical education programs, the process involves a stepwise review of the development of the medical education program at three distinct time points: (1) prior to the admission of a charter class of medical students, leading to preliminary accreditation; (2) during implementation of the pre-clerkship phase of the educational program for the charter class, leading to provisional accreditation; and (3) near the conclusion of clinical training for the charter class, leading to full accreditation. In preparation for each of these reviews, the medical education program will provide data and information to illustrate its progress in achieving satisfactory performance in each of the relevant accreditation elements. Each phase of the stepwise review includes the preparation of information by the proposed and developing medical education program, a survey visit to the program by an ad hoc survey team, and the consideration of the survey team’s report by the LCME.

## Purpose of Accreditation and the Planning Self-study Process

Obtaining Liaison Committee on Medical Education (LCME) accreditation ensures that medical education programs are in compliance with accreditation standards and in satisfactory performance with their associated elements. The accreditation process has two general and related aims: to promote institutional self-assessment and to determine whether a medical education program meets accreditation standards. For a developing medical education program, the LCME planning self-study provides insight into how the program is preparing to meet these aims.

In conducting its planning self-study, a medical education program brings together representatives of the administration, faculty, and other constituencies to: (1) create and articulate plans and strategies for the development of the medical education program, (2) identify both strengths and challenges that might impact the ability to implement those plans, and (3) define strategies to ensure that challenges are addressed as the program develops.

The planning self-study report emerging from a planning self-study should describe and evaluate the feasibility of the plans and timetables for development of the program and for achievement of satisfactory performance in each accreditation element and identify the benchmarks that the medical school intends to use as the basis for judging its future success. The planning self-study report resulting from the planning self-study process includes an evaluation of the current status of development of the medical education program and the adequacy of current and anticipated plans and resources to support its future development.

The usefulness of the self-study as a guide for planning and change is enhanced when participation is broad and representative of the medical education community (e.g., faculty, administrators), when planning and strategy development are evidence-based and realistic, and when the results and conclusions are widely disseminated to those involved in development and implementation of the medical education program.

## Accreditation Standards

The questions in this document are directly linked to the standards and elements used in the accreditation process for preliminary accreditation and allow a judgment by the LCME that planning for the medical education program meets expectations for this stage of its development. The LCME standards and elements used for accreditation of U.S. medical education programs are contained in the annual LCME publication, *Functions and Structure of a Medical School*, available on the LCME website ([lcme.org/publications](http://lcme.org/publications/)). Medical education programs being reviewed for preliminary accreditation during the 2025-26 academic year should use the version of the *Functions and Structure of a Medical School* effective for that academic year. These standards and related elements have been widely reviewed and endorsed by the medical education community.

# General Steps in the Process for Preliminary Accreditation

The general steps in the process for medical education programs seeking preliminary accreditation are as follows:

1. Completion of the DCI (data collection instrument) and compilation of supporting documents
2. Analysis of the DCI and other information sources by a planning self-study task force and its subcommittees, development of planning self-study reports in each area, and synthesis of the individual reports into a planning self-study summary report
3. The DCI for Preliminary Accreditation and the Planning Self-study of the applicant program are reviewed by the LCME to determine if a survey visit for preliminary accreditation should be awarded
4. If the survey visit is granted, the medical education program could update the DCI and planning self-study with new information
5. Visit by an ad hoc survey team and preparation of the survey report for review by the LCME
6. Action on preliminary accreditation by the LCME

# Management of the Planning Self-study Process

The planning self-study process requires the time and effort of administrators, faculty members, and others associated with the medical education program, its clinical affiliates, and, if relevant, its sponsoring organization.

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| **PLEASE NOTE:** The dean should appoint an FAL and SVC (see descriptions below) using the [LCME Survey Personnel Designation Form](https://www.jotform.com/lcme/lcme-survey-personnel-form). The dean will receive a request via email to complete the form. |

## Faculty Accreditation Lead (FAL)

The deans must designate a faculty accreditation lead (FAL) to manage the self-study process. The FAL should be an experienced medical educator, who may also hold a faculty or administrative position at the medical school or its sponsoring organization and who is knowledgeable about the plans for the medical school and its educational program and is familiar with the meaning and interpretation of the LCME accreditation elements. This individual should be able to ensure participation by individuals who have a role in the creation of the new school (e.g., members of the administration and faculty). Ideally, the FAL will be familiar with the LCME survey visit process.

The FAL must have appropriate administrative support, financial resources, and release time from other duties in order to accomplish the responsibilities associated with this role. The FAL will be required to:

* Answer questions during DCI preparation
* Assign specific questions/sections of the DCI to individuals with the appropriate institutional knowledge
* Ensure that each aspect of multi-part DCI questions is fully addressed and accurately reflects this stage of the program’s development
* Synthesize all narrative DCI responses into a cohesive, factually accurate and consistent across the sections, and stylistically consistent document that accurately reflects the institution
* Ensure typographical/grammatical clarity in the DCI
* Coordinate and staff the activities of planning self-study task force
* Support the development of the planning self-study executive summary and ensure that it is complete and evidence-based
* Develop the survey visit agenda in collaboration with the survey team secretary
* Serve as the primary point of contact for the LCME Secretariat and survey team secretary

For more information about the role of the FAL refer to the Guidelines for the Planning and Conduct of LCME Accreditation Survey Visits, available on the LCME website ([lcme.org/publications](https://lcme.org/publications/)).

## Assistance from the LCME Secretariat

The FAL is encouraged to contact the LCME Secretariat via email ([lcme@aamc.org](mailto:lcme@aamc.org)) with questions about the planning self-study and/or completing the DCI. The members of the Secretariat are also available to conduct consultation visits with the developing school to assist members of the self-study committees and task force in understanding the intent of accreditation elements.

# Completing the *Data Collection Instrument* (DCI) and Planning Self-study

The DCI is organized according to the 12 LCME accreditation standards:

Standard 1 (mission, planning, organization, and integrity)

Standard 2 (leadership and administration)

Standard 3 (academic and learning environments)

Standard 4 (faculty preparation, productivity, participation, and policies)

Standard 5 (educational resources and infrastructure)

Standard 6 (competencies, curricular objectives, and curricular design)

Standard 7 (curricular content)

Standard 8 (curricular management, evaluation, and enhancement)

Standard 9 (teaching, supervision, assessment, and student and patient safety)

Standard 10 (medical student selection, assignment, and progress)

Standard 11 (medical student academic support, career advising, and educational records)

Standard 12 (medical student health services, personal counseling, and financial aid services)

The FAL should distribute sections of the DCI (by standard, element, or question) to those individuals best able to provide accurate and current data and information to answer the DCI questions. Individuals should complete and return their sections of the DCI to the FAL within two or three months. The FAL reviews the DCI responses to ensure that the information is complete and accurate and that all questions are answered, and then compiles the submissions into the DCI.

## Completion of the Questions in the DCI and Compilation of Supporting Documents

On the LCME website ([lcme.org/publications](http://lcme.org/publications/)), select the *DCI for Preliminary Accreditation Surveys* for the 2025-26 academic year. There are questions in the DCI that are directly linked to each of the required elements. The most current information should be used to answer the DCI questions and care should be taken that the tenses used reflect the current state of school’s development (e.g., what has happened, what will happen). If a survey visit for preliminary accreditation is approved, the medical education program will likely update the DCI with more current information before it is submitted prior to the preliminary accreditation survey.

In completing the DCI, the program should take care to ensure that the data and terminology are current, accurate, and consistent across the DCI (e.g., consistent abbreviations, consistent names of committees and titles of administrators). It is critical that the FAL ensure that the completed DCI undergoes a comprehensive review to identify any inaccuracies, missing items, or inconsistencies in reported information. See the *Glossary of Terms for LCME Accreditation Standards and Elements* (at the end of the DCI) for the LCME’s definitions of terms used in the DCI.

## Planning Self-study Analysis and Summary Report Development

The planning self-study task force is responsible for conducting the planning self-study. The self-study process, as a whole, should be guided by the FAL and include review of the expectations for the relevant accreditation elements to understand their intent, and analysis of information from the DCI and other relevant sources to determine if that intent has been met for a medical education program at this stage of its development. Then, the task force working through subcommittees if it so chooses, should evaluate the status of planning for and development of the institution and its educational program, using the questions in this document related to each element as a guide. This includes making judgment of whether sufficient progress has been made for each element. The task force then should synthesize its analyses into a final planning self-study summary report that clearly evaluates the status of planning for and development of the medical education program including the creation of goals and educational program objectives, the feasibility of the timetable for development of the medical school and its educational program, and the adequacy of the current and anticipated resources needed to achieve its plans to ensure programmatic quality.

# Typical Timeline for Submission of the Survey Package

The survey package, consisting of the DCI, DCI Appendix, and the Planning Self-study Summary Report, must be submitted within 18 months of a school’s formal request to be considered for preliminary accreditation (i.e., the granting of “Applicant” status). Documents must be submitted by December 1st for the February LCME meeting, April 1st for the June meeting, or August 1st for the October meeting. If the 1st falls on a weekend or holiday, the materials can be submitted the next non-holiday business day. The dean or FAL should request upload instructions for submitting the survey package by emailing [lcmesubmissions@aamc.org](mailto:lcmesubmissions@aamc.org) at least one week prior to the anticipated submission date. LCME staff will respond with instructions for submitting the files that make up the survey package.

# Review to Determine Whether to Conduct a Survey Visit for Preliminary Accreditation

If, after reviewing the survey package, the LCME determines that an Applicant program does *not* exhibit sufficient progress in planning for the developing program, Candidate status will be denied. The developing medical education program may have a total of three reviews to achieve Candidate status. If approval for a survey visit is not granted after the third review, the Applicant status lapses, and the program must re-apply for Applicant status and submit a $10,000 fee. For additional details, see the LCME *Rules of Procedure*, “Fees for Accreditation Reviews” section, available on the LCME website [(lcme.org/publications](https://lcme.org/publications/)).

If the LCME determines that sufficient progress has been made in planning for the developing program, it will authorize a survey visit for preliminary accreditation. The program is then listed as having “Candidate” status on the LCME website ([lcme.org/directory/candidate-applicant-programs](http://lcme.org/directory/candidate-applicant-programs/)). The LCME Secretariat sets a date for the preliminary survey visit and selects a survey team. This visit typically takes place within approximately six months of the LCME action to grant candidate status.

Once a medical education program has been awarded Candidate status, it has the opportunity to revise its originally submitted survey package (i.e., the DCI, DCI Appendix, and Planning Self-study Summary Report) before the documents are shared with the survey team. The survey package is due 14 weeks prior to the first day of the scheduled survey visit. If that date falls on a weekend or holiday, the survey package can be submitted the next non-holiday business day. The dean and designated FAL will receive an e-mail from LCME staff approximately four weeks before the survey package is due with instructions for uploading files. **The survey package must be resubmitted regardless of whether or not it has been updated from the time of previous submission.** This ensures that LCME staff can send the survey team the correct and most recent versions of documents for their review.

# Conducting the Planning Self-study Process

## Focus of the Planning Self-study Process

The planning self-study includes a self-assessment of all relevant elements with a specific focus on readiness to admit a class, on the status of preparation for the pre-clerkship phase of the curriculum, on initial planning for the clerkship phase, and on general educational program planning and resource development. This is based on the DCI, which includes information about the medical education program’s current status and its ongoing planning for each relevant accreditation element. The planning self-study will allow school representatives to evaluate their accomplishments in light using the information related to these elements as a basis.

## The Planning Self-study Task Force

The ultimate responsibility for conducting the planning self-study and preparing the final planning self-study summary report rests with the planning self-study task force, as coordinated by the FAL. This group determines the objectives and the process of carrying out the planning self-study, sets the timetable for the completion of all related activities, and finalizes the summary planning self-study report.

The planning self-study task force should be broadly representative of the constituencies of the medical education program. It should include some combination of the following: medical school administrators (academic, fiscal, managerial), department chairs and heads of sections, faculty members, and administrators of the sponsoring organization (as relevant) who have a role in program development, and representatives of clinical affiliates. Although the general guidelines about the composition of the task force should be followed, each school must make its own decisions about membership based on its specific environment and circumstances. The planning self-study task force might be chaired by the individual who has the role of the dean/planning dean or by another individual with a leading administrative role at the institution. The FAL should serve as staff to the task force to facilitate the timely completion of its work.

## Subcommittees of the Planning Self-study Task Force

The task force could appoint a series of subcommittees or take on the self-study role as a full committee. If the task force appoints subcommittees, each should be assigned one or more standards. For example, there could be a subcommittee that has responsibility for the standards related to medical students (Standards 10, 11, and 12).

If there are subcommittees, each should have appropriate membership, including administrators and faculty members. and one or more members of the task force should serve on each subcommittee in order to provide continuity and to facilitate communication. Each subcommittee should review the relevant portions of the DCI and respond to the questions included later in this guide. Subcommittees may need to identify other data germane to their area(s) of responsibility (e.g., strategic planning documents) beyond those included in the DCI.

The subcommittees should take two or three months to complete their data gathering, analyses, and report development. The subcommittee reports should be forwarded to the task force chair or the FAL. The reports should be organized around the questions contained in the [Components of the Planning Self-study Report](#_COMPONENTS_OF_THE) section of this guide, as well as the relevant elements from the *Functions and Structure of a Medical School.* In addition, subcommittee reports may address other relevant topics that reflect circumstances specific to the medical school. The subcommittee reports should be thoughtful, evidence-based analyses of each area, based on the combined perceptions and expertise of the subcommittee members in the context of the intent of the relevant accreditation elements. They should not just repeat sections of the DCI. The analyses should lead to conclusions about the current status of the medical education program’s development, including anticipated programmatic strengths and challenges (including areas where performance in elements potentially might be unsatisfactory based on insufficient progress in the area) and to recommendations for actions to resolve any identified problems.

## Preparation of the Final Planning Self-study Summary Report

It is the responsibility of the task force to synthesize and summarize the work of any subcommittees or subgroups of the full task force and to prepare the final planning self-study report. This requires looking across the responses to individual elements to determine how these will contribute to the ability of the program as a whole to achieve its aims and educate its students and to look for root causes of challenges that have been identified. For example, a number of elements will address the current and anticipated adequacy of resources to support the delivery and management of the medical education program. The summary should combine these individual responses into a comprehensive evaluation that both addresses the questions included in this guide and presents the institution’s perspective on noteworthy accomplishments and challenges that have emerged from the planning self-study process. The final planning self-study report must be analytical, not simply descriptive.

Areas of strength and weakness identified in the responses to the individual elements should be considered by the task force. For any problem areas and challenges, the task force should suggest solutions and strategies for improvement. The report should conclude with a list of institutional strengths, issues of potential unsatisfactory progress in addressing the elements or challenges that require attention, and recommendations for addressing problems. Any steps already taken to address a problem area should be described. It also should include a plan and timetable indicating how institutional strengths will be maintained. The school should not make an internal assessment of the program’s compliance with the 12 standards; this will be done by the LCME.

# Components of the Planning Self-study Report

## Introduction

The introduction to the report should provide a brief history of the development of the program, evaluate the extent to which the program has progressed in its planning process, and discuss the timeline for ongoing planning. The introduction also should describe how the planning self-study was conducted, including the level of participation by the various stakeholder groups and the methods used to disseminate the findings and summary report of the task force. A list of self-study task force and subcommittee members with their names and titles/roles should be included as an appendix.

## Writing the Planning Self-study Summary Report

The items below are related to specific LCME accreditation standards and elements as contained in *Functions and Structure of a Medical School.* **Elements 5.6, 5.10, 10.7, 10.8, 11.3, and 11.4 are not included in the DCI for preliminary accreditation.** The relevant element(s) for each item is/are included in parentheses. In order to address the items below, refer to the DCI responses for each element. Note also that relevant information also may be included in the Supporting Documentation section of the relevant standard in the DCI.

The planning self-study report should be written in narrative form and organized as an answer to each specific item below. In constructing the response, use the language of the element as a guide. Provide relevant explanations and evidence. If the school plans to operate one or more regional campuses, include an analysis of the circumstances at these sites in the response.

**The final planning self-study report should be written in a Times New Roman, black and size 11 font, and should not exceed 35 pages of single-spaced narrative, excluding the list of subcommittee and task force members contained in the report Appendix.**

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

1. Evaluate the status of medical school planning efforts to date and summarize how the planning effort will be structured to assist the school to accomplish its missions and achieve defined measurable outcomes. Do the school’s plans for monitoring its performance in accreditation elements appear appropriate and feasible? (1.1)
2. Have appropriate structures, policies, and other safeguards been created to prevent or identify and address conflicts of interest at the level of the governing board, medical school administration, and the medical school faculty? (1.2)
3. Evaluate the effectiveness, to date, of plans to create mechanisms for direct faculty involvement in decision-making related to the medical education program, including the processes used to select members for faculty committees. Will the final committee structure and membership and the mechanisms for faculty selection to committees allow sufficient opportunities for broad-based faculty participation and input? Will there be sufficient opportunities outside committees for faculty to learn about and comment on medical school policies and procedures? (1.3)
4. Does the medical school have or is the school appropriately progressing toward having affiliation agreements with the clinical partners that will be used regularly for required inpatient clinical experiences? Evaluate whether agreements drafted or completed to date contain the language specified in the element and serve to ensure that the educational program for medical students remains under the control of the medical school’s faculty. Has the medical school planned for agreements to ensure the primacy of the medical education program at other types of clinical settings (e.g., ambulatory clinics) that will be used for required clinical experiences? (1.4)
5. Are bylaws or other formal policies related to the roles and responsibilities of the medical school dean and the faculty and the charges of the school’s standing committees being developed or been approved for the medical school? Will the bylaws/policies be readily available to faculty? (1.5)
6. Evaluate the status of medical school planning to meet the eligibility requirements for accreditation, including the receipt of degree-granting authority and institutional accreditation by the appropriate regional accrediting body. (1.6)

### Standard 2: Leadership and Administration

1. Describe the role of the governing board for the appointment of medical school administrators and faculty Has appropriate authority for appointments been delegated by the board to the sponsoring organization (if relevant) leadership and/or to medical school administration? (2.1)
2. Comment on the qualifications of the dean/planning dean to provide leadership in those missions of the medical school for which the dean/planning dean has responsibility. Evaluate whether the dean has or will have appropriate access to officials of the sponsoring organization (if relevant), affiliated health systems (if relevant), and other officials to support the dean’s ability to carry out these defined responsibilities. (2.2, 2.3)
3. Comment on the status of staffing the medical school’s central administration. Is recruitment underway and occurring according to a defined timeline? Evaluate whether administrative structure (in place or planned) is appropriate for the structure and missions of the medical school. Is there a reasonable plan to fill any vacancies in the medical school administration? Note any current leadership gaps that are affecting the medical school’s ability to create and implement plans for its development. (2.4)
4. *For medical education programs with one or more regional campus(es).* Evaluate the effectiveness of the governance model that will be used to ensure that the medical school’s dean will be administratively responsible for the conduct and quality of the medical education program and the adequacy of faculty at each regional campus. Is or will the principal academic officer at each campus be administratively responsible to the dean? (2.5)
5. *For medical education programs schools with one or more regional campus(es).* Evaluate the planning to support the functional integration of the faculty within departments and across the medical school. (2.6)

### Standard 3: Academic and Learning Environments

1. Will each medical student have the opportunity to complete at least one required clinical experience in a setting where the student interacts with residents prior to residency application? (3.1)
2. Evaluate whether there are plans in place or in development to ensure that the medical school will provide a scholarly environment for faculty and students. Is the school developing plans to support medical students participating in research, including sufficient information about research opportunities, mentors, and other relevant resources? (3.2)
3. Has an anti-discrimination policy as defined by the LCME been created and approved? (3.4)
4. Evaluate whether the medical education program will sufficiently and appropriately include education and assessment related to the professional behaviors that its students are expected to acquire and demonstrate. Has there been sufficient planning for processes to evaluate the learning environment, and will the school’s clinical affiliates share the responsibility for this evaluation and for the remediation of relevant problems? (3.5)
5. Evaluate the status of creating policies and procedures and of planning educational activities to prevent and respond to incidents of student mistreatment. (3.6)

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

1. Comment on the current and anticipated adequacy of faculty numbers, discipline mix, qualifications, and availability to support the development and implementation of the medical education program and the other missions of the medical school. Has there been planning for recruitments to meet the need for additional faculty? (4.1)
2. Have clear policies and procedures for faulty appointment, promotion, granting of tenure (if applicable), and dismissal been developed and approved? Is there evidence that these policies are understood by the current faculty? Are there processes in place to ensure that all faculty will get regular and sufficient information related to their responsibilities, benefits, and remuneration? (4.2)
3. Have expectations for faculty scholarly activity and productivity been defined in the context of the medical school’s research mission and goals? (4.3)
4. Comment on the status of development and the adequacy of policies and procedures for provision of feedback to relevant faculty categories about their academic performance and progress toward promotion and tenure (if relevant). Is there a requirement to provide regular relevant feedback to all faculty, and has this requirement been codified in institutional policy or guidelines? (4.4)
5. Evaluate the adequacy of current and planned opportunities for accessible professional development programming to enhance the teaching, assessment, program evaluation, and research skills of the faculty and their knowledge of their disciplines. Will faculty development be readily available to faculty at all sites, and will the institution support faculty participation in faculty development activities? (4.5)
6. Comment on whether there are/will be structure and processes by which the dean and a committee of the faculty will determine governance and policymaking processes. (4.6)

### Standard 5: Educational Resources and Infrastructure

1. Evaluate the current adequacy of, planned expansions in, ongoing sustainability of, and balance among the current and anticipated sources of financial support for the medical school. Is there evidence that funding is and will remain sufficient for the missions of the medical school, including the conduct of a quality medical education program? Identify any constraints on the institution and its medical education program due to the current and anticipated amount of available funding or the balance among funding sources. (5.1)
2. Evaluate whether the dean, or the individual functioning as chief academic officer, has and will continue to have sufficient financial and personnel resources, and appropriate budgetary and other authority for planning, implementing, and evaluating the medical education program as it develops. Note any adjustments in these areas that have been made to date or are anticipated which can be attributed to resource availability. (5.2)
3. Comment on how/whether pressures to generate revenue from tuition, patient care, and/or research are or will be controlled so as to limit the likelihood that they will impact the ability of the faculty to effectively conduct the medical education program. Note if and how decisions about class size increases will take into account the full spectrum of faculty responsibilities. (5.3, 5.12)
4. Evaluate the adequacy and timeliness of the facilities being planned to support the teaching and research missions of the medical school. Will the quantity, availability, or quality of educational space used for the pre-clerkship phase of the curriculum impact the ability to implement the medical education program as desired? Does planning for class size increases include consideration of the need for expansion of facilities for the educational program? (5.4)
5. Evaluate whether, to date, there has been adequate planning to ensure sufficient resources for the clinical instruction of medical students, including the identification of clinical partners with sufficient patient numbers, case mix, and inpatient and ambulatory teaching sites. (5.5)
6. Comment on the status of planning to ensure the adequacy of security systems on campus and at any regional campus(es), and on the creation of institutional policies and procedures to ensure student safety. Has the medical school and/or its sponsoring organization engaged in appropriate and comprehensive emergency and disaster planning? (5.7)
7. Evaluate the status and adequacy of planning for library and information technology resources and staff support. In what ways do these units contribute to the current and future development of the medical education program? If these units serve other schools and colleges, how will the medical education program determine that medical students and faculty have sufficient access? (5.8, 5.9)
8. Evaluate the current adequacy and quality of and planning for student study space, lounge and relaxation areas, and secure storage space at all locations. (5.11)

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

1. Have educational program objectives that are stated in outcome-based terms been developed? Evaluate the status of linking these objectives to the competencies expected of a physician and to specific methods of assessing whether medical students have accomplished these objectives. Comment on the status of developing pre-clerkship course learning objectives and creating plans for their dissemination to students, faculty, and others. (6.1)
2. Evaluate the status of defining the patient types/clinical conditions that all students will be expected to encounter and the procedures/clinical skills that all students will be expected to perform. Have these experiences been assigned to relevant clerkships or discipline-based clinical experiences? Has each type of patient encounter and procedure/clinical skill been associated with a clinical setting and single level of medical student responsibility? Will there be adequate time in inpatient and outpatient settings to allow students to meet the required clinical experiences? (6.2, 6.4)
3. Evaluate the sufficiency of self-directed learning experiences in the pre-clerkship curriculum that will allow students to acquire and demonstrate lifelong learning skills. (6.3)
4. Evaluate whether there are plans to ensure that there will be sufficient availability of and opportunities for electives that supplement required learning experiences. (6.5)
5. Evaluate plans for creating or identifying service-learning and/or community service activities. Comment on the sufficiency of support for service-learning/community service and of information to medical students about these opportunities. (6.6)
6. Does the medical education program exist in an environment that will support the informal interaction of medical students with other learners, including other health professions students, graduate students, and physicians engaging in continuing medical education? (6.7)
7. Does the medical education program curriculum consist of at least 130 scheduled weeks? (6.8)

### Standard 7: Curricular Content

1. Evaluate whether there are plans and personnel to ensure sufficient representation in the curriculum of topics from the biomedical, behavioral, and social sciences. (7.1, Standard 6 Supporting Data)
2. Comment on whether the curriculum is being planned to adequately cover each of the levels of care. (7.2)
3. Evaluate the adequacy of planned experiences to introduce students to the scientific method, to the basic principles and ethics of clinical and translational research, and to the use of biomedical statistics. Will students’ attainment of these topic areas be appropriately assessed? (7.3)
4. Evaluate whether the curriculum will include relevant experiences to ensure that students develop skills in medical problem-solving and evidence-based critical judgment. (7.4)
5. Evaluate whether the curriculum will prepare students to recognize and address the medical consequences of common societal problems. (7.5)
6. Will the curriculum prepare students to recognize and appropriately address biases in themselves, in others, and in the health care system and to understand the factors affecting the delivery of equitable and quality care? (7.6)
7. Evaluate how well medical students will be prepared to communicate appropriately and function collaboratively with patients and their families, physicians, and non-physician health professional members of the health care team. Will the curriculum prepare students to work in teams that provide collaborative care to patients? (7.8, 7.9)
8. Evaluate the adequacy of plans for inclusion of medical ethics in the curriculum and for assessment of medical students’ ethical behavior. Is there planning for mechanisms to identify and remediate ethical breaches in patient care? (7.7)

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

1. Will the faculty committee responsible for the curriculum have appropriate responsibility and authority for overseeing and approving the design, management, and evaluation of the curriculum? Is this authority codified in institutional bylaws and/or policy and is this responsibility reflected in the membership of the committee? (8.1)
2. Evaluate how the educational program objectives are being and will continue to be used to guide curriculum planning, select and apportion curriculum content among instructional units, review and revise the curriculum, and evaluate curricular outcomes. Are course learning objectives being developed and linked to the educational program objectives? (8.2)
3. Will the segments of the curriculum (i.e., phases) and the curriculum as a whole be reviewed according to a predetermined process and schedule? Will the tools, such as a curriculum database, that are available or planned to support these reviews allow a determination of the adequacy and placement of curriculum content. Will the results of these evaluations be used to inform needed change? (8.3)
4. Evaluate the adequacy of the planned system for determining whether the educational program objectives are being met and desired program outcomes are being achieved. Will appropriate data be collected from students and graduates to allow such judgments to be made and are there plans and processes to identify and act on outcome measures where results do not meet school expectations? (8.4)
5. Evaluate the adequacy of the plans to collect and use student feedback on courses and clerkships and on faculty, residents, and others who teach, supervise, and assess medical students. Will there be appropriate processes to inform students about the changes made in courses or clerkships based on their input? (8.5)
6. Evaluate the adequacy of the planned processes for monitoring medical student clinical encounters at the department level and centrally. Will the processes used for monitoring ensure that required clinical experiences or identified alternatives are completed? Will there be processes in place to use the data to assess adequacy of patient volume and case mix? (8.6)
7. Have processes been designed and the criteria been identified that will be used to evaluate comparability of education and assessment across sites used for individual courses and clerkships? (8.7)
8. Does the medical education program have policies/guidelines for the time that medical students will spend in required activities during the pre-clerkship phase of the curriculum and during the clinical clerkships (i.e., a duty hour policy)? Will there be enough time available for students to prepare for self-directed learning experiences and other assignments within and outside of formal class hours? Are there appropriate policies in place or planned related to monitoring student workload and appropriate processes in place or planned for students to report violations of the policies? (8.8)

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

1. Evaluate whether there will be appropriate methods to provide residents and other non-faculty instructors with the objectives of the courses in which they will participate and to prepare them for their specific teaching and assessment roles. Is there appropriate planning to ensure that all residents who participate in clerkships will be prepared for their roles in teaching and assessment? (9.1)
2. Has an effective system been designed to ensure that medical student learning experiences in clinical clerkships will be provided by faculty members and that there will be appropriate supervision and delegation of responsibility when medical students are engaged in patient care activities? (9.2, 9.3)
3. Evaluate the adequacy of the methods that will be used to assess student attainment of the knowledge, cognitive and clinical skills, attitudes, and behaviors specified in the educational program objectives. Have appropriate processes been created to assess students’ clinical skills in the pre-clerkship phase of the curriculum.(9.4, Standard 9 Supporting Data)
4. Evaluate the processes and systems planned, to date, to ensure that students receive timely and useful formative assessment and fair summative assessment in the pre-clerkship and clerkship phases of the curriculum. Have circumstances been identified when narrative assessment will be included as a component of courses? (9.5, 9.7, 9.8, Standard 9 Data)
5. Are standards of achievement for courses and clerkships and for the curriculum as a whole being set by faculty members who have appropriate knowledge and expertise? (9.6)
6. Comment on the adequacy of policies and processes to ensure that a single set of core standards for advancement, promotion and graduation will be applied across all instructional sites. Have due process protections been created for adverse actions that may affect the status of a student? (9.9)

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

1. Critically review the medical education program’s criteria for admission and the anticipated processes for the recruitment and screening of applicants and the selection of students to ensure that matriculating students will possess the characteristics to succeed in the curriculum. How will the selection criteria be reviewed and validated in the context of the medical school’s mission and other mandates? Have appropriate policies for medical student assessment, advancement, and graduation been developed and plans for dissemination of those policies been created? Will the criteria for admission, including technical standards, be available to potential applicants and their advisors and to enrolled students? (10.1, 10.3, 10.5)
2. Evaluate whether admission policies and practices will ensure that admission is the responsibility of a formally constituted faculty committee and that there will be no conflict of interest in the admission process. (10.2)
3. Comment on whether the medical education program has identified the personal attributes of applicants which will be considered during the admission process. Have processes been created or planned to prepare reviewers, including members of the admission committee and interviewers, to assess these attributes? (10.4)
4. Evaluate whether information about the medical school and educational program contained in draft informational, advertising, and recruitment materials is accurate and current. How will this information be made readily available to potential and actual applicants and to their advisors? (10.6)
5. Evaluate whether there are processes for assignment of students to instructional sites and/or parallel curricula (tracks), as relevant. Are there policies and procedures that will allow students to request an alternate assignment? (10.9)

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

1. Evaluate the status of planning for a system for early and ongoing identification of students in academic difficulty. Have plans for accessible advising and counseling been created and appropriate personnel and other resources identified for both advising and counseling? Will all students regardless of location have access to these resources? (11.1)
2. Comment on the plans for creating effective systems for career advising, residency preparation, and electives advising. Note the extent to which sufficient and appropriate required and optional experiences and advisors have been identified to assist students in selecting a specialty and a residency. (11.2)
3. Comment on the adequacy of policies and processes to protect the confidentiality of student records and to provide students with timely access to their records. Are there fair and effective mechanisms for students to challenge information in their records? (11.5, 11.6)

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

1. Evaluate the sufficiency of anticipated financial aid staffing. Evaluate the plans and activities, to date, to minimize student debt, including raising funds for scholarships and providing accessible financial aid and debt management counseling. Note if there is a clear policy for the refund of tuition and fees. (12.1, 12.2)
2. Evaluate the anticipated adequacy, availability, and, as relevant, confidentiality of and resources for student support in the following areas:
3. Personal counseling and programs to facilitate student well-being and adjustment to medical school (12.3)
4. Preventive and therapeutic health care services (12.4)
5. Health and disability insurance (12.6)
6. Immunizations as specified in school of medicine policies (12.7)
7. Evaluate whether policies and processes have been created to ensure that a health professional providing health services or psychiatric/psychological counseling to a medical student will have no role in that student’s assessment or promotion, and that the confidentiality of student health records will be maintained. (12.5)
8. Evaluate the policies and plans for education to address medical student exposure to infectious and environmental hazards. Are there plans to ensure that students are appropriately educated about methods of prevention and about the steps to take in the case of exposure? Are there policies that address all required components? (12.8)

# Planning Self-study Outcomes

Based on the responses to the individual elements, summarize the medical education program's strengths and challenges, including areas of insufficient progress in one or more elements at this stage of the program’s development. Also note changing circumstances likely to present new challenges related to any of the accreditation elements as the charter class enters and proceeds through the curriculum.

Based on the above review, list major recommendations for future action. Describe how the program’s strengths can be maintained as the program develops and the most pressing problems that need to be addressed. Be brief, but specific, in describing actions that will need to be or already have been taken, and resources available or needed to prepare the school to accept a charter class.

**APPENDIX**

**List the names and titles/roles of the members of the self-study task force and each of the subcommittees.**