Guiding Principles for the Accreditation Process  
Schools with Full Visits Scheduled for October 2020

1. Flexibility and innovation without loss of integrity of the accreditation process and institutional value
2. Balance between the different COVID-related needs and realities among schools and the equally different needs and realities among survey team members and LCME members
3. Respect for the planning and preparation schools have done to date without loss of appreciation of many “factors of uncertainty” (i.e., travel restrictions, social distancing requirements, testing availability, availability of hotels/restaurants/appropriate group gathering capacity) beyond the schools’, the survey teams’, or the LCME’s control
4. Balance between individual safety/public health considerations and the need to provide accreditation as close as possible to the scheduled accreditation cycle for each school

Two-Stage (Virtual/Onsite) Accreditation Process  
Schools with Full Visits Scheduled for October 2020

1. Schools with visits scheduled October 2020 are notified that the October dates will be used for the VIRTUAL component of the visit.
2. Schools submit their materials according to the standard timeline (12 weeks before the virtual visit).
3. Team members complete their writing responsibilities for the draft survey report prior to the virtual survey visit and submit it to the team secretary, who prepares a complete and cohesive draft document.
4. Team members speak by conference call to determine which elements have sufficient documentation to be considered satisfactory and which require follow-up; after discussion between the FAL and the team secretary, the topic areas determined to be complete and satisfactory are eliminated from the schedule for the virtual survey visit.
5. Following the virtual survey visit, the team reconvenes to determine those elements for which performance was less than satisfactory. These elements/areas form the basis of the targeted onsite survey visit.
6. The targeted onsite survey may: a) occur at any point after the virtual visit (but in time for the school’s accreditation to be reviewed by the LCME if not at the next scheduled meeting after the virtual visit, then at the LCME meeting subsequent to that one); 2) be of variable duration (e.g., as short as one day depending on the number of areas to be reviewed); and 3) involve a limited number of team members (e.g., team chair and team secretary who were part of the virtual visit, if possible) and a smaller than usual number of onsite session participants, as dictated by social distancing requirements.
7. The school receives an exit report by email within one week of the onsite visit.
8. The remainder of the post-visit process (i.e., finalization of the survey report by the team secretary, internal Secretariat review, discussion of potential changes with the team, draft to the dean) occurs as usual.