



## LCME Newsletter #19 – July 2021

### Timeline of Upcoming Events:

- ♦ Summer 2021: Self-Study package will be submitted to LCME.
- ♦ We will start Prep Sessions mid July 2021.
- ♦ **The LCME Site Visit will be conducted in virtual format.** Due to change in format, the LCME has adjusted their visit for September 27-29, 2021.
- ♦ We will know more about who our site visitors are within the coming months.
- ♦ We have included an LCME Standards & Elements tab to our SOM Accreditation site. You can quickly access specific standards and elements by visiting the site [here](#).

### Elements of the Month

- **Element 6.1 — Program & Learning Objectives**
- **Element 9.9 — Student advancement & Appeal Process**

### Element 6.1 — Program & Learning Objectives

**Element 6.1** states that 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.



#### What groups are responsible for the development, review and approval of the medical program objectives?

The Curriculum Committee and its subcommittees develop, review and approve the program outcomes or CCGGs. Course and Clerkship directors and faculty review and approve the program outcomes as well as implement them. The associate dean of the curriculum develops and reviews the program outcomes. The dean of the school of medicine reviews the program outcomes.

The Curriculum Committee last reviewed Baylor College of Medicine's School of Medicine's medical education program objectives on September 21, 2020. Committee members reviewed and discussed the CCGGs and a motion for approval was made, seconded, and accepted for no revisions to the current CCGGs.

Review the School of Medicine Core Competency Graduation Goals for Medical Students [here](#).

# LCME Newsletter #19 – July 2021

---

## ...Continuation of Element 6.1 — Program & Learning Objectives

During the annual review of courses, the deans, directors of curriculum and course directors review the assessment of medical program objectives and develop plans to address any gaps and recommend improvements. Faculty identify external and internal measures as well as consider national benchmarks. Any annual review action items involving course objectives, session objectives, and assessment are presented to the appropriate subcommittee and Curriculum Committee. The Curriculum Committee discusses and approves any plans to address gaps or suggest further improvements.

### **How do the Medical Education Program Objectives get disseminated to medical students as well as faculty with responsibility for teaching, supervising, and/or assessing medical students?**

The School of Medicine distributes the CCGGs through various modalities to a comprehensive audience on an ongoing basis.

#### Medical Students:

- Via email and posted on the BCM public and BCM Intranet Website.
- Course and clerkship directors include the CCGGs in their Course Overview Documents (CODs) and email them to students.
- Course and clerkship directors review them with medical students during course and clerkship orientations.
- Viewed at general orientation sessions for students given every 6 months.
- Students attest to receiving and reviewing all CODs through blackboard.

#### Faculty:

- The SOM Teaching Faculty Handbook includes the CCGGs and made available to all teaching faculty .
- The Department Chairs/Vice Chairs of Education disseminate the CCGGs to faculty in their department, via email.
- Foundational course directors and teaching faculty also attest to receiving and reviewing the CODs (which including CCGGs, course objectives and policies) for each course in which they provide teaching and assessment.

Clinical course directors, teaching faculty and residents receive CCGGs, course objectives, policies using several different methods:

- Annual department orientations
- Annual resident teaching orientations
- Online attestation of CODs for courses
- Email distribution

## Element 9.9 — Student advancement & Appeal Process



**Element 9.9** states that 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.

The School of Medicine has a single set of core standards for promotion, advancement, and graduation and does not have regional campuses. The BCM Curriculum Committee sets the graduation requirements for the degree Doctor of Medicine, and the M.D. Committee on Student Promotions and Academic Achievement (MDPC) monitors students' progression through the curriculum, applying the academic standards for advancement, progression, and graduation.

# LCME Newsletter #19 – July 2021

---

## **...Continuation of Element 9.9 — Student advancement & Appeal Process**

### **Who determines the advancement of a medical student to the next academic period?**

The MDPC is responsible for determining the advancement of every medical student to the next academic period. The MDPC meets a minimum of six times per year to review the academic achievement of all medical students. The MDPC votes to advance students from one year of training to the next, as well as from the Foundational Sciences curriculum to the Clinical Sciences curriculum.

### **Who determines a medical student's graduation?**

Within the month prior to official School of Medicine graduation dates, the Office of the Registrar provides the MDPC with a list of students who have fulfilled the requirements for the degree Doctor of Medicine, as determined by the Office of the Registrar's and School of Medicine's degree audit process. The MDPC reviews the academic achievement of the students who have completed the graduation requirements and then votes to graduate these students with the degree Doctor of Medicine.

### **What is the Role of the MDPC?**

The MDPC reviews student performance and confers a particular status on each SOM student based on his or her academic performance (e.g., Good Academic Standing, At-Risk).

The MDPC deems both students who have passed all required elements of the medical school curriculum and students on probation who successfully adhere to the terms of their probation and make adequate progress toward remediation plan goals (as determined by the MDPC), to be in Good Academic Standing.

At the discretion of the MDPC, students will be classified as At-Risk on a case-by-case basis, in view of past performance and other relevant considerations as appropriate. Each student classified as At-Risk is monitored by the MDPC and will receive additional academic support and/or direction based on the individual's specific academic and professional needs.

### **What are the effects of Poor Academic or Professional Performance?**

The MDPC and SOM Deans have the authority to remove medical students from participation in courses and/or leadership positions of student organizations for remediation of poor performance, regardless of whether poor academic or professional performance results in an Adverse Action.

The Curriculum Deans (or designees) will refer all students who receive a grade less than "Pass" on any required element of the curriculum, as well as students classified as At-Risk by the MDPC, to the Deans of Student Affairs. The appropriate Dean(s) will create a plan featuring clear standards for progress and a timeline for remediation of identified deficiencies in academic or professional performance.

Students placed on the Adverse Action of Probation will receive a written notice of probation from the MDPC. The notice of probation will include a description of the facts leading to the probation, the terms of probation, the details of a remediation plan, the conditions and anticipated date the student will come off probation, a warning that failure to adhere to all terms as stated in the notice or additional occurrences of performance below expected academic or professional standards may result in dismissal from the School of Medicine.

To view the full policy on Student Profession and Adverse Action (28.1.05) [click here](#). (Intranet login required)

# LCME Newsletter #19 – July 2021

## ...Continuation of Element 9.9 — Student advancement & Appeal Process

### Can a medical student appeal the Adverse Action?

An Appeal is the appropriate method for an enrolled student to contest a final grade; an adverse action, such as probation; other academic determination; or a finding of academic misconduct.

An Appeal may lead to reconsideration of the official decision and could result in a different outcome, i.e., reverse, modify, or affirm the original decision. Depending on the outcome, the reviewer may modify or eliminate sanctions or other administrative actions based on new information; revise the procedures found to have led to a violation of due process, or perform them anew; or provide additional education and training to employees tasked with implementing Appeal procedures, to prevent further violations or errors in processing.

An appeal of an Adverse Academic Action must be made, in writing, through the **Integrity Hotline** within 10 business days of the notice of action from the MDPC. Procedures regarding appeals are implemented with every effort made to ensure fairness, objectivity and thoroughness. The confidentiality of these procedures is maintained to every extent possible and consistent with other obligations of the faculty

To view the full policy on Student Appeals and Grievances (23.1.08) [click here](#). (Intranet login required)

In order to avoid conflicts of interest there is an Educators Conflict of Interest Policy in place to assure that all decisions are free from bias. All MDPC members attest to reviewing and understanding the policy. The MDPC has determined that a conflict of interest exists, without limitation, in instances where the committee member has graded, advised, or mentored the student, which includes course and clerkship directors. In these circumstances the committee member must recuse himself or herself from participation in any evaluation, discussion, or deliberation of such medical student.

To view the full policy on Educator COI (23.2.04) [click here](#). (Intranet login required)

### In our next LCME Newsletter ...

In the August newsletter we will look at Elements 6.3, 6.6 and 7.3. You will also be provided with any other LCME information as it pertains to our upcoming site visit. For more information please visit our LCME web-site at [www.bcm.edu/lcme](http://www.bcm.edu/lcme).

### Resources

#### Accreditation Contacts

Jennifer Christner, MD  
Dean, School of Medicine  
[Jennifer.Christner@bcm.edu](mailto:Jennifer.Christner@bcm.edu)

Ricky Mercado, MPH  
Director, Accreditation, Compliance and CQI  
[Rmercado@bcm.edu](mailto:Rmercado@bcm.edu)

Elizabeth De Los Rios, MEd  
Project Manager, Accreditation  
[Er18@bcm.edu](mailto:Er18@bcm.edu)

For general inquiries or concerns please email-  
[SOM-LCME@bcm.edu](mailto:SOM-LCME@bcm.edu)

BCM Self-Study Website:  
[www.bcm.edu/lcme](http://www.bcm.edu/lcme)

LCME: <https://lcme.org/>

Policies & Procedures: (intranet)

<https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Policies>

SOM Student Handbook

<https://www.bcm.edu/education/schools/medical-school/md-program/student-handbook>

SOM Teaching Faculty Handbook:  
<https://www.bcm.edu/education/school-of-medicine/m-d-program/teaching-faculty-resources>

Baylor  
College of  
Medicine