



## The Caribbean Accreditation Authority for Education in Medicine and Other Health Professions

# Glossary and Abbreviations

Explanations of terms and common abbreviations used by the CAAM-HP in its accreditation documents and required database forms

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## Glossary of Terms

Academic advising	The process between the medical student and an academic advisor of reviewing the services and policies of the institution, discussing educational and career plans, and making appropriate course selections.
Academic counselling	The process between the medical student and an academic counsellor to discuss academic challenges; to help the medical student acquire more effective and efficient abilities in areas such as study skills, reading skills, and/or test-taking skills; and to provide encouragement to high performing students.
Academic credentialing	Approval of faculty members either for on-campus or off-campus, through a process of verification of education, licensure, insurance, and other requirements deemed necessary to be appointed as members of the school's faculty.
Accreditation	The status of public recognition that an accrediting agency grants to an educational institution or programme that meets the agency's standards and requirements. This process ensures that educational programmes provided by institutions of higher education meet acceptable levels of quality. See the Procedures of the Caribbean Accreditation Authority for Education in Medicine and Other Health Professions at <a href="http://www.caam-hp.org">www.caam-hp.org</a> .
Accreditation standards	The criteria established by CAAM-HP that a medical school demonstrate its compliance to be accredited.
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 programme objectives and the learning objectives of specific courses, modules, and clerkships.
Adverse action, School	A decision by the CAAM-HP involving the status of probation, warning, denial, withdrawal, suspension, revocation of accreditation or pre-accreditation or any other negative effect on a medical school's accreditation status. Upon the determination of the CAAM-HP, the decision is posted to the CAAM-HP website.
Adjunct Faculty	Faculty serving in a temporary or auxiliary capacity with limited duties and benefits.
Admission requirements	A comprehensive listing of both objective and subjective criteria used for screening, selection, and admission of applicants to a medical education programme.
Admission with advanced standing	The acceptance and enrolment in the medical curriculum of an applicant (e.g., a doctoral student) by a medical school. Typically, this is as a second or third-year medical student, when that applicant had not previously been enrolled in a medical education programme and with credit awarded for coursework at prior school.
Affiliation agreement	A document which describes the roles and responsibilities between a medical education programme and its clinical affiliates.
Affiliated clinical site	A clinical site in an approved healthcare facility or clinic, not owned or operated by a medical school, which agrees to provide specific clinical instruction to a school's students.
Annual Medical School Questionnaire	A required report from each CAAM-HP accredited programme requesting information about the school and programme that spans up to five years. <a href="https://caam-hp.org/medical-schools/">https://caam-hp.org/medical-schools/</a>

Assessment	The systematic use of a range of different methods that is appropriate for testing the learning objectives. Thus, the collection, analyze of information may be used to determine whether a medical student has attained the competences, (e.g., knowledge, skills, behaviours, and attitudes) that the profession and the public expect of a physician.
Benefits of diversity	Medical students and faculty members from a range of different socioeconomic backgrounds, racial and ethnic groups, and other life experiences can: <ul style="list-style-type: none"> <li>• Enhance the quality and content of interactions and discussions for all students throughout the preclinical and clinical curricula, and</li> <li>• Facilitate 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.</li> </ul>
CARICOM	An acronym for <i>Caribbean Community</i> . The Caribbean Community (CARICOM) is a grouping of twenty countries: fifteen Member States and five Associate Members.
Central monitoring	Institutional tracking of office and committee business (e.g., the curriculum committee), to document that the desired expectations regarding learning experiences and intended learning outcomes of students are met.
Clerkships, Required	Required clinical experiences for medical students that typically include the core disciplines of internal medicine, surgery, obstetrics & gynaecology, paediatrics, psychiatry, and family medicine/primary care.
Clerkships/Rotations, Elective	Clinical experiences that typically occur after the mandatory clerkship rotations, have some elements of choice, and may be additional practice learning within the core disciplines or areas of subspecialties.
Clinical and translational research	Medical studies involving human subjects, the data from which are intended to facilitate the translation and application of the studies' findings to medical practice in order to enhance the prevention, diagnosis, and treatment of medical conditions.
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 programme.
Comparable educational experiences	Learning experiences and evaluations 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.
Competency	Statements of defined skills and behavioural outcomes (i.e., expectations of a physician) 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 - all of which are required by a medical student to demonstrate mastery at the level appropriate level for year of study, and ultimately by completion of the medical education programme and award of the primary medical degree, e.g. MD, MBBS. A school may define additional competencies.
Comprehensive site visit	An onsite visit by a peer review team to verify that the claims made by the institution in its submitted self-study, database, and appendices are accurate.
Conflict of interest	Any situation in which an individual's personal interests – family, friendships, financial, or social factors, or other factors – could compromise or could be perceived to compromise their judgment, decisions, or actions in the workplace.

Contracting Party	A Member State or Associate Member of the Caribbean Community (CARICOM) as well as the governments of the Dominican Republic, Aruba and Curacao.
Core curriculum	The required components of a medical curriculum, including all required courses/modules and clinical clerkships/rotations that a student must complete for graduation.
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 the medical education programme, published in programmatic policies to be achieved by all medical students at the conclusion of each academic year for progression to the next academic year/phase, or at the conclusion of, the medical education programme for receipt of the medicine degree and graduation.
Critical judgment	The consideration, evaluation, and organisation of evidence derived from appropriate sources and related rationales during the process of decision-making. The demonstration of critical thinking requires the following steps: <ol style="list-style-type: none"> <li>1. Collection of relevant evidence</li> <li>2. Evaluation of that evidence</li> <li>3. Organisation of that evidence</li> <li>4. Presentation of appropriate evidence to support any conclusions</li> <li>5. Coherent, logical, and organised presentation of any response.</li> </ol>
Cultural competency	Refers to the ability of health professionals to function effectively within the context of the cultural beliefs, behaviors, and needs of patients from disparate environments and communities.
Curriculum changes	A change in the curriculum that occurs when there is a significant departure from the existing curriculum content, method of delivery, evaluation, or an increase or decrease in the programme length of time required to complete the programme leading to the Doctor of Medicine degree. A significant change is NOT a modification made as part of the routine curricular improvement process.
Curricular management	Involves the following activities: leading, directing, coordinating, controlling, planning, evaluating, and reporting. An effective system of curriculum management exhibits the following characteristics: <ol style="list-style-type: none"> <li>1. Evaluation of programme effectiveness by outcomes analysis, using national norms of accomplishment, as available, as a frame of reference,</li> <li>2. Monitoring of content and workload in each discipline, including the identification of omissions and unplanned redundancies, and</li> <li>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.</li> </ol>
Direct educational expenses	The educational expenses of an enrolled medical student: tuition, mandatory fees, books and supplies, and a computer, if one is required by the medical school.
Direct faculty participation in decision-making	Faculty involvement in institutional governance wherein faculty input to decisions is provided by the faculty members themselves or by representatives chosen by faculty members.
Direct supervision of a medical student	Direct supervision of a medical student by a licensed provider who is available in the facility at the time the student is providing care to any patient. For a procedure, the licensed provider must be credentialed to perform the procedure and in the room with

	the student throughout.
Distance education	<p>Education that uses one or more of the technologies listed in paragraphs (1) through (4) of this definition to deliver the entire course of instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and instructor, either synchronously or asynchronously. The technologies may include:</p> <ol style="list-style-type: none"> <li>1. The internet,</li> <li>2. One-way and two-way transmission through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices,</li> <li>3. Audio conferencing,</li> <li>4. Video cassettes, DVDs and CD-ROMs, if the cassettes, DVDs or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.</li> </ol>
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.
Diversity	Diversity refers to differences among people, encompassing age, race, ethnicity, nationality, socioeconomic status, gender, sexual orientation, life experiences, beliefs, talents, skills, and opinions.
Educational objectives	The broad, overarching statements, in measurable terms, skills, behaviours, and attitudes (typically linked to a statement of expected competencies) that a medical student is expected to exhibit as evidence of achievement of all programmatic requirements by the time of medical education programme completion. Programme objectives should be aligned with course and clerkship objectives.
Entrustable professional activities	The expectations of medical students entering residency training in the U.S. regardless of future career specialty.
Equivalent methods of assessment	Methods of medical student assessment that are closely comparable across all educational sites at which core curricular activities take place within a given discipline, but which may not occur in the same time-frame.
Equity	Equity refers to fair and just practices that ensure access, resources, and opportunities are provided for all to succeed and flourish.
Evaluation	Systematic use of a range of methods to collect, analyze, and information derived used to determine whether a programme is fulfilling its mission(s) and achieving its goal(s)
Faculty adequacy model	A comparison of the total number of faculty hours necessary and the number of total hours available to deliver the curriculum, participate in research and scholarly activity, and service. Service may be broad to include service to the school/department, administrative duties, clinical responsibilities, or other areas of faculty responsibility not included in delivery of the curriculum and research/scholarly activity.

<p>Faculty member</p>	<p>An individual who contributes in a full or part time manner to a COM/SOM in the areas of teaching, research/scholarly work, service or administrative responsibilities</p> <p>Full Time Faculty – A faculty member is determined to work full time for a COM or institution if he/she contributes at least forty hours per week of work, including responsibilities in the area of teaching, research/scholarly work, service or administrative responsibilities. In the faculty adequacy model, a faculty member meeting this definition may be considered full-time or 1.0 full time equivalent (FTE). Residents, clinical fellows, or faculty members who do not receive full-time remuneration from institutional sources (e.g., medical school, parent university, affiliated hospital, or healthcare organisation) should not be included as full-time.</p> <p>Part-Time Faculty – Faculty members working fewer hours or with contractual arrangements resulting in routine payments from sources other than the COM or institution are considered part-time and should be assigned the working percentage of a full time equivalent.</p> <p>Adjunct Faculty – faculty hired on a contractual basis, usually in part-time positions or without compensation and exempt from some responsibilities of faculty.</p>
<p>Fair and formal process for taking any action that may affect the status of a medical student</p>	<p>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 enrolment, and/or graduation of a medical student in a manner that ensures:</p> <ol style="list-style-type: none"> <li>1. 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,</li> <li>2. 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; the right to participate in and provide information or otherwise respond to participants in the proceedings; and an opportunity to appeal any adverse decision resulting from the proceedings.</li> </ol>
<p>Fair and timely summative assessment</p>	<p>Criterion-based or normative determination of the extent to which the student has achieved the learning objective(s). These assessments are (a) made judiciously after the conclusion of a curricular component (e.g., course/module, clinical clerkship/rotation), and (b) by individuals familiar with a medical student’s performance. The purpose of the assessment is for the student to use the information provided to improve future performance in the medical curriculum. These assessments are submitted within six (6) weeks after completion of the course or clinical rotation.</p>
<p>Final responsibility for accepting students to a medical school rests with a formally constituted admission committee</p>	<p>Ensuring the sole basis for selecting applicants for admission to the medical education programme are decisions made by the faculty committee charged with medical student selection in accordance with the approved selection criteria.</p>
<p>Focused/Limited site visit</p>	<p>A survey of a school that occurs between comprehensive site visits that reviews specific developments, changes, follow up on concerns identified by a comprehensive site visit, or other information received by CAAM-HP. If other matters of accreditation concern are observed during the focused/limited visit in the</p>

	course of the evaluation, these will be noted in the report.
Formative feedback	Information communicated to a medical student in a timely manner that is intended to modify the student's thinking or behaviour to improve subsequent learning and performance in the medical curriculum.
Fulltime equivalent	The number of hours worked by one employee on a full-time basis typically 40 hours or more.
Functional integration	Coordination of the various components of the medical school and medical education programme by means of policies, procedures, and practices that define and inform the relationships among them.
Healthcare disparities	Differences between groups of people, based on a range of factors including, but not limited to: race, ethnicity, residential location, sex, sexual orientation, gender identity, age, socioeconomic status, educational status, and disability status, that affect access to health care, the quality of the health care they receive, and the outcomes of their medical conditions
Health inequities	Avoidable differences in health status between different groups of people. The widespread differences that are often the result of unfair systems that negatively affect people's living conditions, access to healthcare, and overall health status.
Inclusion	Inclusion is involvement and empowerment, where the inherent worth and dignity of all people are recognised. An inclusive university promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members.
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.
International norms of accomplishment	Data sources that permit comparison of relevant medical school-specific medical student performance data to international data for all medical schools and medical students (e.g., USMLE scores, specialty certification rates).
Internship, Graduate	A professional learning experience that provides practical clinical work experience under the supervision of a licensed physician that is typically the first year after receiving a Doctor of Medicine degree (M.D. or MBBS); also known as a post-graduate year.
Internship, Undergraduate	A clinical training experience described in the programme requirements for the Doctor of Medicine degree.
Interprofessional education	Interprofessional education refers to events when students from two or more professions in health and social care learn with, from or about each other's roles as part of their professional training with the object of cultivating collaborative practice for providing client-/ patient- centered health care.
Learning objectives	A statement of the specific, observable, and measurable expected outcomes (i.e., what the medical students should be able to know/do) of each specific component (e.g., course, module, clinical clerkship, rotation) of a medical education programme that defines the content of the component and the assessment methodology and that is linked back to one or more of the medical education programme objectives.
Medical education programme objectives	Broad statements, in measurable terms, of the knowledge, skills, behaviours, and attitudes (typically linked to a statement of expected competencies) that a medical student is expected to demonstrate as evidence of achieving all programmatic



	requirements at the time of medical education programme completion.
Mental health services	A range of diagnostic, therapeutic, and rehabilitative services used in treating mental disability or emotional disorders.
Mission-appropriate diversity	The inclusion, within the student body, among its faculty and staff and based on the medical programme'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.
Narrative assessment	Written comments from faculty, whenever a faculty:student interaction permits, that assess student performance and achievement in meeting specific objectives of a course or clerkship, such as professionalism, clinical reasoning.
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.
Non-cognitive skills	Social and personal skills that are considered crucial to providing quality, safe, and effective patient care. Examples include leadership, empathy, conscientiousness, communication, teamwork, and professionalism.
Observer	A site team member who is an official from a country or state agency or a representative of any other organisation, who is not assigned a specific role on the site visit team.
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 behaviour)
Parallel curriculum	A parallel programme 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 programme objectives required of all medical students.
Personal counselling	Counselling (small-group or individual) for student(s) in difficulties dealing with relationships, personal concerns, or normal developmental tasks; this includes assisting students in identifying problems, causes, alternatives, and possible consequences to initiate appropriate action.
Pre-clerkship curriculum	The curriculum year(s) before the start of required clinical clerkships.
Principal academic officer at each campus with responsible to the dean:	The administrator identified by the dean or the dean's designee (e.g., associate or assistant dean, site director) with primary responsibility for implementation, management, and evaluation of the components of the medical education programme that occur at that campus.
Problem-solving	The generation of initial hypotheses that influences the subsequent gathering of information.
Progress report	A document submitted by a medical school for compliance monitoring purposes to demonstrate the school's compliance with accreditation standards the CAAM-HP has deemed not met.
Publishes	Communicates in hard-copy and/or on-line in a manner that is easily available to and accessible by the public.
Regional campus	An instructional site that is distinct from the central/primary administrative campus of the medical school, is owned and operated by the main administrative campus, and at which some students spend one or more complete curricular years. This does not



	include clinical programmes operated only through affiliation agreements or memorandums of understanding.
Regularly scheduled and timely feedback	Information communicated periodically and appropriately (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.
Requirement	Mandate for compliance with standards for accreditation.
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: <ol style="list-style-type: none"> <li>1. Identifying and defining a problem</li> <li>2. Accumulating relevant data</li> <li>3. Formulating a tentative hypothesis</li> <li>4. Conducting experiments to test the hypothesis</li> <li>5. Interpreting the results objectively, and</li> <li>6. Repeating the steps until an acceptable solution is found.</li> </ol>
Self-directed learning	Includes all of the following components as a single unified sequence that occurs over a relatively short time: <ol style="list-style-type: none"> <li>1. The medical student's self-assessment of his/her learning needs</li> <li>2. The medical student's independent identification, analysis, and synthesis of relevant information</li> <li>3. The medical student's appraisal of the credibility of information sources, and</li> <li>4. The facilitator's assessment of, and feedback to, the student on his/her information seeking skills.</li> </ol>
Self-Study	A self-assessment report submitted by a COM/SOM to CAAM-HP to demonstrate the medical school's compliance with CAAM-HP standards for accreditation.
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 will normally have faculty appointments, and for tracking purposes should only be counted in one category when completing tables.
Service-learning	Educational experiences that involve all of the following components: <ol style="list-style-type: none"> <li>1. Medical students' service to the community in activities that respond to community-identified concerns</li> <li>2. Student preparations, and</li> <li>3. Student reflection on the relationships among their participation in the activity, their medical school curriculum, and their roles as citizens and medical professionals.</li> </ol>
Show cause	A directive by the CAAM-HP to a medical school mandating the institution to produce information or evidence as to why the CAAM-HP should not take an adverse accreditation decision following information evidencing an institutional or programme's non-compliance with the accreditation standards, policies or procedures.
Site visit	The process through which the CAAM-HP examines, through an on-site review, a COM/SOM's level of compliance with all accreditation standards.

	Comprehensive Site Visit – A review that addresses all standards.
Site visit team	<p>A group of individuals each classified under certain specialty categories of on-site evaluators. The categories of on-site evaluators may include:</p> <p>Administrator – An individual who is currently or recently, and directly, engaged in a significant manner in post-secondary programme or institutional administration.</p> <p>Educator – An individual who is currently or recently, and directly, engaged in a significant manner in medical education in an academic capacity (e.g. professor, associate professor, academic dean).</p> <p>Academic – An individual who is currently or recently, and directly, engaged in a significant manner in health professions teaching and/or research.</p> <p>Practitioner – An individual who is currently or recently, and directly, engaged in a significant manner in the practice of the medical or other health professions.</p> <p>Observer – An individual permitted to monitor the process as a learning experience or to document CAAM-HP processes (e.g. WHO, LCME). Observers will only participate in the review process if they notice a potential finding or observation that they think the site visitor or CAAM-HP needs to know about.</p>
Sponsoring organisation	The entity (e.g., university, health system) associated with the functioning of the medical school.
Structural competency	Refers to the capacity for health professionals to recognise and respond to the role that social, economic, and political structural factors play in patient and community health.
Substantive change	A significant alternation to the educational programme, educational resources, or failure to notify CAAM-HP for other appropriate changes that may trigger a request for additional written information or an unplanned accreditation review or survey review.
Technical standards for the admission, retention, and graduation of applicants or medical students	<p>A statement by a medical school of the:</p> <ol style="list-style-type: none"> <li>1. Essential academic and non-academic abilities, attributes, and characteristics in the areas of intellectual-conceptual, integrative, and quantitative abilities,</li> <li>2. Observational skills</li> <li>3. Physical abilities</li> <li>4. Motor functioning</li> <li>5. Emotional stability,</li> <li>6. Behavioural and social skills, and</li> <li>7. Ethics and professionalism that a medical school applicant or enrolled medical student must possess / to acquire, with or without reasonable accommodation, to be admitted to, be retained in, and graduate from, the school's medical educational programme.</li> </ol>
Transfer	The permanent withdrawal of a medical student from one medical school followed by their enrolment (typically 2 <sup>nd</sup> or 3 <sup>rd</sup> year of the medical curriculum) in another medical school.

Translational research	Two areas of investigation: (i) discoveries generated during research in the laboratory and in preclinical studies are applied to the development of trials and studies in humans. (ii) The efficacy and cost-effectiveness of prevention and treatment strategies are studied to accelerate adoption of best practices in communities and populations
Types of campuses	<p>A campus location is the estates (grounds and buildings) that are owned or controlled by an entity (which may or may not be within the same geographic area) and used by the institution in direct support of its educational mission. A medical school may have variations on the type of campus.</p> <ul style="list-style-type: none"> <li>• A single geographic location where the entire curriculum is administered.</li> <li>• A geographically separate location that offers at least 50 percent of the educational programme but is administered under the same administrative structure. Students may be admitted to either campus. This may be referred to as an <i>additional</i> campus.</li> <li>• A geographically separate location that offers at least 50 percent of the educational programme that is administered by its own administrative and supervisory structure along with its own budget and hiring authority. This may be referred to as a <i>regional</i> or <i>branch</i> campus.</li> </ul> <p>Note that schools who contract with another agency through an affiliation agreement for clinical training should not consider these as geographically separate locations.</p>
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 enrolment from one school to the other.
Withdrawal (school)	The voluntary withdrawal of a medical school from the accreditation process.
Withdrawal (student)	The point at which a student elects to voluntarily end all learning, training, assessments, and other on-going engagements with the school.

## List of Abbreviations

AAMC	Association of American Medical Colleges
ACGME	American Council of Graduate Medical Education
AY	Academic Year
CAAM-HP	Caribbean Accreditation Authority for Education in Medicine and Other Health Professions
CAO	Chief Academic Officer
CARICOM	The Caribbean Community (a grouping of twenty countries: fifteen Member States and five Associate Members).
CFO	Chief Financial Officer
CME/CE	Continuing Medical Education, Continuing Education
COCA	Commission on Osteopathic College Accreditation
COM	College of Medicine
COO	Chief Operating Officer
CQI	Continuous Quality Improvement
ECFMG	Educational Commission for Foreign Medical Graduates
EPO	Educational Programme Objectives
ERAS	Electronic Residency Application Service
FY	Fiscal Year
FTE	Full time Equivalent
GME	Graduate Medical Education
GPA	Grade Point Average
ISA	Independent Student Analysis
ISS	Institutional Self-Study
LCME	Liaison Committee on Medical Education
MCAT	Medical College Aptitude Test
MSPE	Medical Student Performance Evaluation
NCFMEA	National Committee on Foreign Medical Education and Accreditation
OSCE	Objective Structured Clinical Examination
SOM	School of Medicine
T&F	Tuition and Fees
USMLE	United States Medical Licensing Examination