



Agency for accreditation of educational programs and organizations

REPORT

OF EXPERT COMMISSION ON THE INTERNATIONAL INSTITUTIONAL AND PROGRAM

«MD Program (Regular) - Doctor of Medicine - 5 years», « MD Program (Accelerated) - Doctor of Medicine - 4 years»

ACCREDITATION OF THE ST. MARTINUS UNIVERSITY N.V., CURACAO

- Chairman:** Durmanova Aigul Kalibaevna, Doctor of Sciences in Medicine, MD, PhD, Head of the General Therapy Program of the Department of Internal Medicine of «University Medical Center» Corporate Fund, The Republic of Kazakhstan.
- Deputy Chairman:** Iyazaliev Kubat Toktosunovich, Doctor of Sciences in Medicine, PhD, Head of the Department of Clinical Divisions at «Avicenna International Medical University», Bishkek, Member of the American Urological Association (Washington DC, USA), **The Kyrgyz Republic.**
- Commission members:** Tynalieva Ayizada Kadyrbekovna - 5-th year student with specialization «Stomatology», the Kyrgyz State Medical Academy named after I. Akhunbaev, Student society representative, **The Kyrgyz Republic.**
- Monitoring:** Ismailov Baktybek Iskakovich, Doctor of technical sciences, Professor, Honored worker of Education in the Kyrgyz Republic, Director of AAEPO, The Kyrgyz Republic..
- Referent:** Nasyrov Almaz Turusbekovich. Doctor of economic sciences, Docent, Advisor of the Director of AAEPO, The Kyrgyz Republic

Report date: September 18-20th, 2023



CONTENT		Стр.
1. The assessment results of accreditation standards and criteria implementation.		3
Standard 1: «Minimum requirements for the quality assurance policy».		3
* <i>Additional criterions to the AAEPO Accreditation Standard 1 for medical educational institutions.</i>		9
Standard 2: «Minimum requirements for the development, approval, monitoring and periodic evaluation of educational programs».		11
* <i>Additional criterions to the AAEPO Accreditation Standard 2 for medical educational institutions.</i>		24
Standard 3: «Minimum requirements to person-oriented learning and assessment of student performance».		26
* <i>Additional criterions to the AAEPO Accreditation Standard 3 for medical educational institutions.</i>		43
Standard 4: «Minimum requirements for student`s admissions, recognition of education results and graduation».		48
Standard 5: «Minimum requirements for faculty and support staff»		56
* <i>Additional criterions to the AAEPO Accreditation Standard 5 for medical educational institutions.</i>		65
Standard 6: «Minimum requirements for material, technical base and information resources».		66
* <i>Additional criterions to the AAEPO Accreditation Standard 1 for medical educational institutions.</i>		78
Standard 7: «Minimum requirements for financial resources planning and management of educational organization».		81
Standard 8: «Minimum requirements for financial resources planning and management of educational organization»..		86
2 Conclusion of the international expert commission for accreditation		93



1. THE ASSESSMENT RESULTS OF ACCREDITATION STANDARDS AND CRITERIA IMPLEMENTATION.

1.1. Standard 1: «Minimum requirements for the quality assurance policy».

Criterion 1.1.: The existence of a clearly formulated and accepted mission of the educational organization, developed on its basis and approved by the strategic and current plan, corresponding to the needs of interested parties. Availability of educational goals and expected learning outcomes developed and adopted based on the mission of the educational organization.

Mission is to provide a well-balanced, student-centric academic program in medicine that challenges the students to reach their maximum potential of academic success and to serve humanity with compassion, dignity, kindness, humility, at the highest level of ethical values."

But, mission is not concrete, not reflects uniqueness of the university, doesn't have implementation mechanism. It is necessary to change mission statement according to mentioned disadvantages.

St. Martinus University EDUCATIONAL GOALS:

1. To offer a well-tailored academic program supported by experienced faculty and staff to develop the students into well-rounded professionals in order to deal with the challenges that life has to offer.
2. To develop scholarly activities for students and faculty and a student-centric curriculum which will prepare them to lead a successful and rewarding profession.
3. To maintain an active relationship amongst students, faculty, staff and the community to help develop a passion for learning while embracing our cultural diversity and unique talents in a safe, challenging, respectful and nurturing environment.

These objectives and our approach to reach them, as well as our desired future position as a University are published on the school's University Management System (UMS), Student and Faculty Handbooks and on the school's website for the public. These are also continuously presented during student Orientation sessions and to the faculty during meetings. We recognize the importance of highlighting and reiterating them to all stakeholders of our institution.

Graduates of St. Martinus University Faculty of Medicine (SMUFOM) are expected to transition into the formal professional phase as physicians and adopt, comprise and embody the attributes and core values of Respect, Integrity, Leadership, Excellence and Selfless Service.

SMUFOM's "Committed to Excellence" MD educational program creates a committed and intense academic and clinical crucible which is student-centric with a defined pathway that leads to the development of a forged and competent physician whose goals are patient-centric. In order to achieve this, we have incorporated the American Council on Graduate Medical Education (ACGME) standards as the main framework of our curriculum.

By the end of the graduation the student should be able to:

1. Describe the anatomy, histology, genetics, pathology, pathophysiology, biochemical aspects and the pharmacologic influences on the human body as it relates to the individual organ systems and the normal structure.
2. Demonstrate and delineate medical knowledge as it relates to disease prevention, diagnosis, treatment, management, cure, and palliative care.
3. Describe the essential elements relating to a comprehensive patient history taking, physical examination, assessment skills and, developing a treatment and management plan.
4. Demonstrate the skills of conducting and recording a comprehensive medical history and physical examination and develop and substantiate a presumptive diagnosis and offer differential diagnoses.



Agency for accreditation of educational programs and organisations

5. Choose an appropriate treatment and management plan that includes diagnostic testing such as laboratory and radiologic testing and, ancillary adjunctive modalities and analysis of their results and the implementation of interventions.
6. Demonstrate an acumen and performance skills of medical and surgical procedures.
7. Demonstrate the capability to advise, counsel and educate patients, their families, and other caregivers relating treatment, management and preventing disease.
8. Demonstrate the ability to coordinate a multi-modality approach to patient care to include but not limited to social work, occupational and rehabilitative therapy, palliative care and custodial services.
9. Utilize appropriate and necessary healthcare resources to achieve optimal patient care.
10. Implement the principles of cost-effective medicine that addresses the organizational, financial and the healthcare delivery system.
11. Develop sensitivity to the cultural and belief systems as it impacts the perceptions of and responses to health and illness.
12. Implement ethical principles which apply to patient care and peer interactions.
13. Manifest and exhibit empathy and compassion and care towards others despite differences in race, culture, identity and beliefs.
14. Exhibit and exemplify leadership and integrity in all professional activities.
15. Master and exhibit the ability to present a coherent and cogent oral and written synopsis of a patient's clinical condition.
16. Exhibit the ability to integrate with health care professionals and care teams.
17. Demonstrate the ability to engage patients, their families and caregivers in the decision-making process with all of those involved.
18. Utilize and incorporate evidence-based medical strategies to educate colleagues, patients and the community with regards to patient care.
19. Evaluate and rate the validity, applicability, limitations and standard of care of medical literature and medical resources in order to provide the best practices of care to patients and society in general.
20. Self-examine and assessment of one's growth and professional development to pursue a track of lifelong learning which is in concert with personal and professional strengths and challenges.

Supporting documents:

1. *Website link: LCME*
2. *Standards, Publications, & Notification Forms - LCME*
3. *ACGME - Global Assets - Milestones*
4. *Faculty Senate (Meeting Minutes - Approval Mission and Vision) (10-MAR-2020)*

Criterion 1.1 is fulfilled with remarks

Criterion 1.2.: Annual monitoring of the implementation of strategic and ongoing plans, educational goals, learning outcomes, performance analysis and adjustment.

SMUFOM is continuously assessing its medical program as a whole including, but not limited to, its curriculum, teaching methodologies, student and staff satisfaction, and program results in order to make any required adjustments in an ordered and timely manner.

SMUFOM uses the Plan-Do-Study-Act (PDSA) method as a way to test changes that are implemented in different processes and procedures of the university. Going through the prescribed four steps guides the thinking process into breaking down the task into steps and then evaluating the outcome, improving on it, and testing again. This method ensures that we are constantly assessing, modifying, and improving the university.

SMUFOM's Continuous Quality Improvement Policy aims to ensure systematic evaluation of the educational program to promote efficiency, effectiveness, high quality delivery, and ongoing



enhancement. In addition, it aims to make certain that SMUFOM meets accreditation standards, specifically requiring ongoing planning and continuous quality improvement processes.

Continuous quality improvement activities include:

1. Ongoing monitoring of accreditation standards
2. Coordination of quality improvement initiatives that are associated with deficiencies in meeting accreditation standards.
3. Identification of risk areas based on evaluations and data reports.
4. Institutional strategic plan objectives that impact the education program, services provided by the University or resources.

As part of SMUFOM's commitment to the highest standards of excellence, the Quality Assurance and Enhancement Unit takes responsibility for ongoing quality assessment and quality management. The Quality Assurance and Enhancement Unit is responsible for the overview and internal auditing of the academic standards and quality assurance of the medical program at SMUFOM.

SMUFOM's annual monitoring process is critical for assessing the progress made towards achieving strategic and ongoing plans, educational goals, learning outcomes, and performance analysis. This process helps the university to identify strengths, weaknesses, opportunities, and threats to make necessary adjustments and improvements.

The monitoring process typically involves the following steps:

The university defines the objectives and indicators that will be used to measure the progress towards achieving strategic and ongoing plans, educational goals, learning outcomes, and performance analysis. The objectives and indicators should be specific, measurable, achievable, relevant, and time-bound. (NBME CBSE/USMLE Step 1; NBME Shelf Exams, OSCE, USMLE Step 2CK, Graduates, ECFMG certification, Other Postgraduate examinations)

The university should collect data on the defined indicators to assess the progress made towards achieving the objectives. The data is collected through surveys, assessments, evaluations, and other relevant means.

The university analyzes the collected data to identify trends, patterns, and areas of improvement. This analysis helps to identify areas where the university is performing well and where it needs to improve.

Based on the analysis, the university makes necessary adjustments and improvements to its plans, goals, outcomes, and performance. These adjustments include revising the strategic plan, adjusting educational goals, improving learning outcomes, and addressing performance issues.

The university reports the results of the monitoring process to the relevant stakeholders, including faculty, staff, students, and external partners. The report highlights the progress made towards achieving the objectives and the adjustments made to improve performance.

The data used to determine the effectiveness of SMUFOM as a medical university is gathered, analyzed, and presented to the Vice-Chancellor and university leadership who in turn will report to the SMUFOM Board of Trustees. Institutional directives are introduced at the Curaçao and U.S. campuses by the Council of Deans. It is stressed that the policy of a continuous annual review of data by these committees is key in the effectiveness of SMUFOM.

By following this process, St. Martinus University can ensure that it stays on track towards achieving its strategic and ongoing plans, educational goals, learning outcomes, and performance analysis. It can also identify opportunities for improvement and make necessary adjustments to ensure that it provides high-quality education and meets the needs of its stakeholders.

Additionally, to implementing, monitoring and tracking the SMUFOM strategic plan the administration utilizes a tracking program from Google sheets.

The administrative and academic leaders meet on at least a quarterly basis to discuss progress and provide substantive updates. The tracking program can be viewed via the link below.

Supporting documents:

1. *Continuous Quality Improvement Policy*
2. *Bylaws of Board of Trustees (2023)*



3. *Bylaws of Quality Assurance and Enhancement Unit*
4. *QA&EU (Meeting Minutes) (05-OCT-2022)*
5. *QA&E (Meeting Minutes) (27-FEB-2023)*
6. *Strategic Plan Tracking Program*
7. *Bylaws of Faculty Senate (2023)*
8. *Bylaws of Student Promotions and Evaluations Committee (2023)*
9. *Bylaws of Faculty Research and Scholarly Activities Committee*
10. *Bylaws of Admissions Committee*
11. *Bylaws of Curriculum Committee*
12. *Bylaws of the Disciplinary, Appeals and Grievances Committee*
13. *Bylaws of Quality Assurance and Enhancement Unit*
14. *Bylaws of Faculty Promotions and Tenure Committee*

Criterion 1.2. is fulfilled

Criterion 1.3.: *Participation of management, staff, students and stakeholders in the implementation, monitoring and revision of the quality assurance sys.*

The university's management participates by providing leadership and support for the quality assurance system. They are involved in establishing policies and procedures that promote quality, allocate resources for quality assurance activities, and communicate the importance of quality to all stakeholders.

The university's faculty members participate by implementing quality assurance practices in their respective areas. They ensure that the programs and services they provide meet the standards set by the university and the relevant regulatory bodies. Staff also participates in training and development opportunities to improve their knowledge and skills related to quality assurance.

Students participate by providing feedback on the quality of the programs and services provided by the university. They participate in surveys, evaluations, and other feedback mechanisms to help the university identify areas for improvement. Students are expected to follow the policies and procedures established by the university to promote quality. Students can also volunteer to be members of the many committees at SMUFOM that collect and analyze the assessments.

Stakeholders, including alumni, participate by providing feedback on the quality of the university's programs and services. They can participate in surveys and other feedback mechanisms to help the university identify areas for improvement. Stakeholders can also support the university's quality assurance efforts by promoting the university and its programs.

By involving management, staff, students, and stakeholders in the implementation, monitoring, and revision of the quality assurance system, SMUFOM can ensure that quality is embedded in its culture and operations. This involvement can also help the university to continuously improve its programs, services, and operations to meet the evolving needs of its stakeholders.

Supporting documents:

1. *Course and Instructor Evaluation Form (Student) (2023)*
2. *Course and Instructor Evaluation (Results) (Anatomy & Embryology - Summer 2022)*
3. *Student Evaluation of Clinical Preceptor*
4. *Student Satisfaction Survey*
5. *SMUFOM Alumni Survey*
6. *Bylaws of Faculty Senate (2023)*

Criterion 1.3. is fulfilled

Criterion 1.4.: *Implementation of a quality assurance system in education using a documented education quality management system.*

Here are some steps that the university follows to implement an EQMS:



1. *Identify quality objectives:* The university identifies its quality objectives, which may include improving the quality of education, enhancing student learning outcomes, and increasing stakeholder satisfaction.
2. *Develop quality policies and procedures:* The university develops quality policies and procedures that provide guidance on how to achieve the identified quality objectives. These policies and procedures cover all aspects of the university's educational services, including curriculum development, teaching, learning, assessment, and student support services.
3. *Establish quality roles and responsibilities:* The university establishes quality roles and responsibilities to ensure that everyone involved in the educational services is aware of their responsibilities towards quality assurance.
4. *Monitor and measure quality performance:* The university establishes a system for monitoring and measuring the performance of the EQMS. This is achieved through regular audits, evaluations, and assessments.
5. *Take corrective actions:* If any non-conformance is identified in the EQMS, the university takes corrective actions to address the issue and prevent its recurrence.
6. *Continuously improve the EQMS:* The university continuously improves the EQMS by analyzing performance data and making necessary improvements to policies, procedures, and processes.

By implementing an EQMS, SMUFOM ensures that it provides high-quality education that meets the needs of its students and stakeholders. It also helps to promote transparency and accountability and build trust and confidence in the university's educational services.

But, in fact education quality management system is not fully completed. Moreover, subsystems of quality management system are existing. It is necessary to complete development and implementation of modern education quality management system, which meets requirement of ISO standards.

Supporting documents:

1. *Continuous Quality Improvement Policy*

Criterion 1.4. is fulfilled with remarks

Criterion 1.5.: Availability of responsible persons (services) of the educational organization responsible for implementing the quality assurance system using the documented education quality management system.

The Chancellor and Vice Chancellor work together to coordinate the administrative, operational and academic affairs of the two campuses.

The Deans are responsible for the administration of their offices and report directly to the Chancellor and Vice-Chancellor. They are required to submit a bi-annual report of the objectives, accomplishments, issues, and recommendations. They ensure that the policies, procedures, and guidelines are followed correctly and that quality standards are met. They may also evaluate the performance of individual staff members, departments, or programs to identify areas for improvement. Also be responsible for conducting audits and evaluations to ensure that the system is meeting its objectives.

The reports are submitted to the Vice-Chancellor for review, evaluation, and to inform the planning for iterative improvements in the next academic year.

Student affairs activities that provide learning and development opportunities. Helping develop and support extra-curricular activities aligned with the Institutional Learning Outcomes. Working directly with the Director of Administration and Student Services in overseeing the development, implementation and evaluation of policies and regulations pertaining to student life, especially those related to student conduct and student residences. Promoting and maintaining a high level of



accessible student services and providing effective support for special needs and international students. Overseeing the institutional response to student crisis situations, working with appropriate departments and staff members as needed [Job Description \(Dean of Clinical Science\)](#), [Job Description \(Director of Administration and Student Services\)](#), [Job Description \(Registrar\)](#).

The above mentioned units will be participants in the Quality Assurance unit. But there is not responsible special unit for development and implementation of quality management system, which requires ISO standards.

Supporting documents:

1. *Job Description (Chancellor)*
2. *Job Description (Vice-Chancellor)*
3. *Dean's Report (Academic Affairs) (2022)*
4. *Dean's Report (Clinical Sciences) (2022)*
5. *Dean's Report (Student Affairs) (2022)*
6. *Job Description (Dean of Faculty Affairs & Development)*
7. *Job Description (Dean of Academic Affairs)*
8. *Job Description (Dean of Student Affairs)*
9. *Job Description (Dean of Clinical Science)*
10. *Job Description (Director of Administration and Student Services)*
11. *Job Description (Registrar)*

Criterion 1.5. is fulfilled with remarks

Criterion 1.6.: *Availability of the mission, strategic and current plans, educational goals, learning outcomes and quality management system published on the educational organization's website and accessible to all interested parties.*

On university website are published the mission, strategic and current plans, educational goals, learning outcomes and quality management system and provide enough access to all interested parties to take related information.

The university take an attempt to provide all interested parties with updated and correct information.

Supporting documents:

1. *St. Martinus University*
2. *Mission and Vision*
3. *Expected Learning Outcomes*
4. *Latest News*

Criterion 1.6. is fulfilled

Criterion 1.7.: *Educational organizations of secondary and higher professional education, in addition to the criteria provided for in paragraph 4 of these Minimum Requirements, take actions to improve their academic reputation and ensure academic freedom.*

Develop and enforce clear policies that protect academic freedom allowing faculty and students to engage in open discourse, research and teaching without fear of censorship or reprisal.

Emphasize ethical behavior and professional conduct in medical education, ensuring students are well-prepared to uphold the highest standards of medical practice. Guidance is given to students and faculty in the respective handbooks as well as the SMUFOM Student Honor Code and the Compact between Instructors and Students of Medicine.

Effectively communicate the institution's achievements, faculty expertise, research contributions and student success stories through various media channels.

University ensure academic freedom.

On the other hand, there is no plan for strengthening of academic reputation. It is requiring to develop a plan for strengthening of academic reputation.

Supporting documents:



1. *Student Handbook*
2. *Faculty Handbook*
3. *Honor Code*
4. *Compact Between Instructors and Students of Medicine*
5. *Contributors List (The Misdiagnosis Casebook in Clinical Medicine)*
6. *SMUFOM Organizational Chart*
7. *Continuous Quality Improvement Policy*

Criterion 1.7. is fulfilled with remarks

Additional criterion 1.8.: *The stated mission reflects the uniqueness and peculiarity of the educational organization.*

The mission statement of St. Martinus University not reflects the university's commitment to producing graduates who are not only highly skilled and knowledgeable in their field, but who also possess the qualities necessary to be compassionate, ethical, and effective healthcare providers.

Supporting documents:

1. *Mission and Vision*

Additional criterion 1.8. is not fulfilled

Additional criterion 1.9.: *Whether a statement has been published that sets out the values, priorities and goals of the educational organization?*

Mission and vision statements, St. Martinus University has also outlined specific educational goals that further articulate the institution's priorities and values. These goals include offering a well-tailored academic program supported by experienced faculty and staff, developing scholarly activities for students and faculty, and maintaining an active relationship amongst students, faculty, staff, and the community.

Overall, the publication of these statements is an important way for St. Martinus University to communicate its values, priorities, and goals to stakeholders and to hold itself accountable to its commitments. These statements provide a clear framework for the institution's educational programs and activities, and help to ensure that St. Martinus University remains focused on its mission of providing a high-quality education that prepares students to serve humanity with compassion, dignity, and ethical values.

These valuable statements are published in the official website (www.martinus.edu), in both the Faculty and Student SMUFOM handbooks, University brochure, at the entrance of the main campus and any other used marketing material.

Supporting documents:

1. *Student Handbook*
2. *Faculty Handbook*
3. *SMUFOM Brochure*
4. *SMUFOM Website*

Additional criterion 1.9. is fulfilled

Additional criterion 1.10.: *What stakeholders were involved in its development and how?*

SMUFOM's Charter was awarded in 2001 by the government of the Netherland Antilles. It conferred on the university the authority to establish a faculty of medicine with the right to confer the Degree of Doctor of Medicine. After receiving the charter all interested parties were involved in the development of the Mission and Vision statements, along with educational goals. These Mission, Vision and Educational Goal statements were revisited and revised upon carrying out discussions with the management, teaching staff and student representatives in 2020.



The final approval of minor changes to demonstrate adequate enhancements and target goals was carried out in the faculty senate meeting that took place on March 10, 2020. The changes were in accordance with the Charter, and the need to highlight strategic focus, that underlines the uniqueness of SMUFOM. This approval was based on an open voting and the end result was a unanimous approval to the new and modified statements. The new statements were updated on all published material and it was openly communicated to all students via email, and verbal communication. These are continuously presented and reminded throughout daily activities of the educational institution SMUFOM Charter, Faculty Senate (Meeting Minutes - Approval Mission and Vision) (10-MAR-2020).

Supporting documents:

1. *SMUFOM Charter*
2. *Faculty Senate (Meeting Minutes - Approval Mission and Vision) (10-MAR-2020)*

Additional criterion 1.10. is fulfilled

Strength:

1. High motivation of the whole St. Martinus University team to improve the quality of education.

Weaknesses:

1. Mission is not concrete, not reflects uniqueness of the University, doesn't have implementation mechanism.
2. Education quality management system is not fully completed. Moreover, subsystems of quality management system are existing.
3. There is no responsible special unit for development and implementation of quality management system, which requires ISO standards.
4. There is no plan for strengthening of academic reputation.

Recommendations:

1. Up to 31.12.2023 to change mission statement according to mentioned disadvantages.
2. Within two years to complete development and implementation of modern education quality management system, which meets requirement of ISO standards.
3. Up to 01.10.2024 create a special unit for development and implementation of quality management system, which requires ISO standards with annual analysis of the results of unit's activity.
4. Up to 31.12.2023 to develop and implement a plan for strengthening of academic reputation with annual analysis of the results.

STANDARD 1 is fulfilled with remarks



1.2. Standard 2: «Minimum requirements for the development, approval, monitoring and periodic evaluation of educational programs».

Criterion 2.1.: The presence of a clearly formulated, consonant with the mission of the educational organization and meeting the requirements of educational standards, the educational goal of the educational program.

St. Martinus University - Faculty of Medicine (SMUFOM) offers a 4-year Medical Program which consists of 2 years of Basic Sciences and 2 years Clinical Sciences (clerkships) [Curriculum Map \(MD Program - Regular\) \(Student Edition\)](#). The University emphasizes an integration of the basic sciences with clinical medicine during its Basic Sciences Curriculum with exposure to clinical settings early in students' training.

The mission of the MD Program at SMUFOM was discussed and approved by the Board of Trustees and the Faculty Senate taking into account the opinions of all interested parties (management, employees, teaching staff, employers, representatives of practical healthcare and other partners) and are publicly available on our website, brochures, presentations, etc.

Graduates of SMUFOM are expected to transition into the formal professional phase as physicians and adopt, comprise, and embody the attributes and core values of Respect, Integrity, Empathy, Leadership, Excellence, and Selfless Service. SMUFOM's "Committed to Excellence" MD educational program creates a committed and intense academic and clinical crucible which is student-centric with a defined pathway that leads to the development of a forged and competent physician whose goals are patient-centric. To achieve this, the University has incorporated the American Council on Graduate Medical Education (ACGME) standards as the main framework of our curriculum [ACGME - Global Assets - Milestones](#).

According to the mission of SMUFOM, the goals and objectives of the ACGME, the expected learning outcomes (ELO) are grouped into six areas (educational goals):

1. Medical Knowledge;
2. Patient Care;
3. System-based Practice;
4. Professionalism;
5. Interpersonal and Communication Skills;
6. Practice-based Learning and Improvement.

Supporting documents:

1. [Curriculum Map \(MD Program - Regular\) \(Student Edition\)](#)
2. [Expected Learning Outcomes \(MD Program - Regular\)](#)
3. [Remedial Exam Policy](#)
4. [Reporting of Remedial Exams](#)

Criterion 2.1. is fulfilled

Criterion 2.2.: Availability of expected learning outcomes developed with the participation of representatives of professional, industrial and service organizations that reflect the labor market and meet the goals of the educational program and formulated in universal and professional terms.

Graduates of St. Martinus University Faculty of Medicine (SMUFOM) are expected to transition into the formal professional phase as physicians and adopt, comprise and embody the attributes and core values of Respect, Integrity, Empathy, Leadership, Excellence and Selfless Service.

SMUFOM's "Committed to Excellence" MD educational program creates a committed and intense academic and clinical crucible which is student-centric with a defined pathway that leads to the development of a forged and competent physician whose goals are patient-centric [Expected Learning Outcomes Map \(MD Program - Regular\)](#).



In order to achieve this, we have incorporated the standards of the American Council on Graduate Medical Education (ACGME) as the main framework of curriculum [ACGME - Global Assets - Milestones](#).

Supporting documents:

1. *Expected Learning Outcomes (MD Program - Regular)*

Criterion 2.2. is fulfilled

Criterion 2.3.: *Availability of a clearly defined and relevant educational standards training load in the educational program.*

The curriculum is the main document regulating the educational process at SMUFOM. The teaching load for SMUFOM’s MD Program is carried out in accordance with LCME Guidelines. It is very important to not only follow this model, but to also account for course load in terms of its direct correlation with student success. A university program should be feasible and pragmatic and we have slowly and consistently worked to make sure our curriculum is just that. SMUFOM’s MD Program (Regular), which lasts for 5 years, offers a total of 194 weeks of instruction consisting of 120 weeks in the Basic Sciences Phase and 74 weeks of clerkships in the Clinical Science Phase. SMUFOM meets and surpasses the LCME’s standards which require a minimum of 130 weeks of instruction [Standards, Publications & Notification Forms - LCME](#).

SMUFOM pays careful attention to the overall impact that the program and course loads have on students. To ensure that students have the optimal environment for success, we take scheduling and frequency of examinations into consideration in addition to the regular required work from every course.

The Curriculum Committee is in charge of evaluating, not only the quality of the courses at SMUFOM, but also the class schedule, lecture timings, learning environment, time available for individual study, frequency of assessments, and timing of the tests. In order to accomplish this, the Curriculum Committee receives the results of the course and instructor evaluation by the student during the 18th week of every semester.

Upon analyzing the results of these evaluations, The Curriculum Committee carefully assesses what changes, if any, should be made to the curriculum and submits their report to the Faculty Senate for review and approval [Curriculum Committee \(Meeting Minutes\) \(27-JAN-2023\)](#), [Curriculum Committee \(Meeting Minutes\) \(30-JAN-2023\)](#).

The Faculty Senate discusses the report and approves necessary changes. If needed, the Faculty Senate can make additional suggestions for the Curriculum Committee to consider. The final changes to be implemented are communicated to the Vice-Chancellor, Dean of Academic Affairs, Dean of Student Affairs, and other departmental heads.

This multi-level, inclusive evaluation process helps us ensure a thorough and well-thought out process of analysis and that any changes are agreed upon and approved by all professors.

The labor intensity required to master the MD Program by a student is 333 credits (credit units) for the entire period of study of the MD Program. These credits are distributed in the following manner:

CREDIT DISTRIBUTION OVERVIEW	
Basic Sciences	185 credits (credit units)
Clinical Sciences	148 credits (credit units)
TOTAL (MD Program)	333 credits (credit units)

In addition to our MD Program credits and curriculum, SMUFOM also provides professional training for foreign citizens, in this regard, additional disciplines are provided in accordance with the requirements of the National Medical Commission (NMC) of India and the Pakistani Medical Council (PMC).



When designing the curriculum, SMUFOM took several factors into consideration when determining the course load of the program. In doing so, we factored in:

1. Teaching Hours (Class time);
2. Class Preparation (Reading of materials to be covered in class and preparing questions);
3. Assignments;
4. Self-Study.

The curriculum provides for a uniform weekly load of the student during the entire period of study by all types of classes. The curriculum was therefore designed to be delivered by a hybrid method of didactic lectures, small group discussions, problem-based learning activities, case presentations and case discussions.

Supporting documents:

1. *Curriculum Committee (Meeting Minutes) (27-JAN-2023)*
2. *Curriculum Committee (Meeting Minutes) (30-JAN-2023)*
3. *Curriculum Map (MD Program - Regular) (Teacher's Edition)*
4. *Curriculum Map (MD Program - Regular) (Student Edition)*
5. *Class Schedule (SPRING 2023)*
6. *Family Medicine Syllabus*
7. *Internal Medicine Syllabus*
8. *OB/GYN Syllabus*
9. *Pediatrics Syllabus*
10. *Psychiatry Syllabus*
11. *Surgery Syllabus*
12. *Clerkship Sequence Schedule*
13. *Clinical Sciences Phase (Core Case Exposures)*
14. *SOAP Notes*

Criterion 2.3. is fulfilled

Criterion 2.4.: *Conducting a periodic assessment of the expectations, needs and satisfaction of students and employees in order to improve the educational program.*

SMUFOM has developed several committees and working units to ensure that the university is continuously evolving with the times in order to provide the highest quality medical education and remain competitive in the medical education sector. As medical technologies and teaching methodologies advance, SMUFOM needs to be aware of these changes and find ways to adapt.

St. Martinus University's annual monitoring process is critical for assessing the progress made towards achieving strategic and ongoing plans, educational goals, learning outcomes, and performance analysis. This process helps the university ensure that it stays on track and to identify strengths, weaknesses, opportunities, and threats to make necessary adjustments and improvements to ensure that it provides high-quality education and meets the needs of its stakeholders.

The monitoring process typically involves the following steps:

defines the objectives and indicators that will be used to measure the progress towards achieving strategic and ongoing plans, educational goals, learning outcomes, and performance analysis. The objectives and indicators should be specific, measurable, achievable, relevant, and time-bound. SMUFOM's indicators include all required certification exams as determined by the university and the ECFMG (NBME CBSE/USMLE Step 1; NBME Shelf Exams, OSCE, USMLE Step 2CK, Graduates, ECFMG certification, Other Postgraduate examinations).

The university collects data on the defined indicators to assess the progress made towards achieving the objectives. The data is collected through surveys, assessments, evaluations, and other relevant means. SMUFOM uses various methods to collect data from students, faculty, staff, and administrators in order to compile ample and multilateral evaluations and perspectives.

In the Basic Sciences Phase, this evaluation is conducted at the end of each semester (week 18) and provides the university with the student's perspective on the courses they took and the instructor



[Course and Instructor Evaluation Form \(Student\) \(2023\)](#), [Course and Instructor Evaluation \(Results\) \(Anatomy & Embryology - Summer 2022\)](#).

In the Clinical Sciences Phase, this evaluation is conducted after every clerkship. Students are able to evaluate the preceptor facility, the content of the clerkship and the preceptors themselves [Preceptor Course Evaluation Form](#).

Once a year, students are asked to fill out a Student Satisfaction Survey. This is completely anonymous in order to guarantee the most honest answers. The survey is done through Google Form and available to students through UMS [Student Satisfaction Survey](#).

Once a student has completed the MD Program, they are asked to provide feedback on their overall experience. [SMUFOM Alumni Survey](#).

1. Interviews (Student and Promotions Committee);
2. Open-Door-Policy - Approachability - Faculty Office Hours;
3. Suggestion Box (anonymous) - Opened once a month.

The university analyzes the collected data to identify trends, patterns, and areas of improvement. This analysis helps to identify areas where the university is performing well and where it needs to improve.

Based on the analysis, the university makes necessary adjustments and improvements to its plans, goals, outcomes, and performance. These adjustments include revising the strategic plan, adjusting educational goals, improving learning outcomes, and addressing performance issues.

The university reports the results of the monitoring process to the relevant stakeholders, including faculty, staff, students, and external partners. The report highlights the progress made towards achieving the objectives and the adjustments made to improve performance.

SMUFOM includes various committees and departments in this process including:

1. Board of Trustees;
2. The Faculty Senate;
3. The Council of Deans;
4. The Curriculum Committee;
5. The Quality Assurance and Enhancement Unit;
6. Student Promotions and Evaluations Committee.

SMUFOM's policy is to hold an annual Board of Trustees meeting to determine the effectiveness of the program and ensure that the medical education is conducted at a high and appropriate standard. This standard is reflected by student's regular advancement, performance in graduation and national exams, and workforce placement. This supports the overall objectives of the University.

Supporting documents:

1. [Course and Instructor Evaluation Form \(Student\) \(2023\)](#);
2. [Course and Instructor Evaluation \(Results\) \(Anatomy & Embryology - Summer 2022\)](#);
3. [Preceptor Course Evaluation Form](#);
4. [Student Satisfaction Survey](#);
5. [SMUFOM Alumni Survey](#);
6. [Continuous Quality Improvement Policy](#);
7. [Bylaws of Quality Assurance and Enhancement Unit](#).

Criterion 2.4, is fulfilled

Criterion 2.5.: *Provision of places by the educational program for all types of practical training provided for in the curriculum.*

The curriculum is delivered by a hybrid method of didactic lectures and small group discussions and integrated clinical medicine courses that begin from Day 1.

During the Basic Sciences students are exposed to simulation exercises like standardized patients and role playing where they recognize the role of nurses, lab technicians, and patient relatives. They



also receive 2 years of Integrated Clinical Medicine (ICM), participate in health fairs, and do volunteer work at hospitals and local events.

During the didactic lectures the teacher provides the basic concepts along with clinical scenarios. The students solve the clinical scenario in the same class and identify the gaps, which are formatted as questions. The students search different resources (AMBOSS, Access Medicine, journals, textbooks, and other online resources etc.) and prepare notes. In the following class the students present their notes and solve the clinical scenario.

The Clinical Case Discussions are conducted as small group discussions and case presentations. This is integrated within every course as it is considered an essential part of active clinical learning and training. The teacher assigns a topic to each student. The student synthesizes the Basic Sciences concept and applies to the clinical scenario of the case. A presentation of 8-10 minutes is prepared by the student and is presented in the class. A question hour of 3 minutes is allotted for each presentation. The teacher and peers provide immediate feedback. The teacher assesses the student.

The teacher presents a case to the class. As the case is progressively disclosed the teacher puts forward the clinical aspects for open discussion. The students discuss among themselves and answer the questions put forward by the teacher. Any gaps in the knowledge will be formatted as learning objective questions and is given as homework. The students will research and answer the problem in the succeeding class. Immediate feedback is provided by the teacher.

The students critically analyze the data presented during the clinical case discussions, problem solving exercises, and problem based learning sessions. Eg: The students formulate a learning objective of why troponin I is used in the diagnosis of acute coronary syndrome and what is the timeline of the cardiac marker and how the management plan differs according to the result obtained. The students research and present the evidence for using cardiac markers and their role in the management plan.

The skills of critical judgment based on evidence are further refined during the introduction to the research course. The students form groups with 3 students in a group. The group chooses a scientific article from a peer reviewed journal. The teacher approves the article. The students work in a group to critically evaluate the article using the principles of evidence based medicine and present to the teacher. The teacher evaluates the group and provides feedback.

During the Integrated Clinical Medicine (ICM) course, the teacher explains the skills of history taking, physical examination in didactic lectures. The students practice the skills of peers. The ICM department uses trained standardized patients to improve and assess the skills of history taking, communication, examination and patient education.

The standardized patients are trained as actors. Eg: A standardized patient is trained as a respiratory case. The students sequentially obtain the history, perform physical examination, diagnose, and educate the patient and relatives. The teacher observes the process and assesses the knowledge, skills, attitude, behavior, and professionalism with checklists. Immediate feedback is provided to the students.

During the problem-based learning sessions the facilitator sequentially discloses a case with chief complaint, history, physical examination and lab investigations. The facilitator guides the group to identify the gaps and formulates the learning objectives. The group performs individual research, study and presentations during phase 2. The group returns during phase 3 to discuss the presentations and solve the problem. The group summarizes the solved problem and immediate feedback is provided. The facilitator assesses the group.

SMUFOM prides itself in its ability to give back to the local community that has embraced us so much. Every year, SMUFOM, in association with the Student Government Association, organizes Health Fairs at local supermarkets, malls, and in the heart of Downtown Punda where our students offer free basic medical check-ups to hundreds of people. During these Health Fairs, students check heart pressure, BMI, and blood glucose level among other basic exams.

During the health fairs the students work in collaboration with lab technicians and nurses. The goal of the interprofessional collaborative skills is mentioned in learning objectives ICS 2 and ICS 3. The



goal is to make the student demonstrate the skills in recognizing the role of and collaborating with medical and paramedical staff in the health care delivery. This not only allows SMUFOM to give back to the community, but it also gives our students first-hand experience.

In addition to Health Fairs, our student groups also do a lot of charity work on the island with underprivileged families and orphanages. The Christian Medical and Dental Association works hard every semester to raise funds for these groups. They also take time out of their busy schedules to travel to the local orphanages to play with the children. Despite its name, students from all religions join these efforts.

Additionally, SMUFOM has been requested to take part in events of companies such as KLM during their annual marathon where students volunteer at the main marathon area providing BP and glucose level tests. They also work assisting members of the Curaçao Red Cross along the marathon route to provide basic medical attention to any runners in need [KLM Fun Run 2022 \(1\)](#), [KLM Fun Run 2022 \(2\)](#), [KLM Fun Run 2022 \(3\)](#).

Supporting documents:

1. *ICM-1 Syllabus (Spring 2023)*
2. *ICM-2 Syllabus (Spring 2023)*
3. *ICM-3 Syllabus (Spring 2023)*
4. *ICM-4 Syllabus Spring (2023)*
5. *Problem Based Learning (PBL) Session Introduction*
6. *PBL Session Description*
7. *PBL Session Abdomen (MD4) (Spring 2023)*
8. *PBL Session Schedule (ICM-3) (Spring 2023)*
9. *PBL Session Schedule (ICM-4) (Spring 2023)*
10. *ICM Lab (Photos)*
11. *Micro / Histo / Path Lab*
12. *Anatomy Lab*
13. *KLM Fun Run 2022 (1)*
14. *KLM Fun Run 2022 (2)*
15. *KLM Fun Run 2022 (3)*
16. *Clinical Student Evaluation Form*
17. *Core Case Exposures*
18. *Family Medicine Syllabus*
19. *Internal Medicine Syllabus*
20. *OB/GYN Syllabus*
21. *Pediatrics Syllabus*
22. *Psychiatry Syllabus*
23. *Surgery Syllabus*
24. *CIBNP Medical Research and Publishing Course Syllabus*
25. *PGH Student Center*
26. *Pontiac General Hospital (PGH)*

Criterion 2.5. is fulfilled

Criterion 2.6.: *Implementation by an educational organization of monitoring and annual assessment of the content of specific disciplines, taking into account the latest achievements in science and technology, to ensure its relevance.*

At SMUFOM, all courses are reviewed, evaluated, assessed, and modified (if needed) every semester. This process includes course content, syllabi, teaching methodologies, assessment exams and assignments, and educational resources. This is done to ensure that all courses are taking into account the latest in medical and educational breakthroughs to fulfill its commitment to provide the highest quality medical education to its students. The Curriculum Committee, along with the Dean of Academics, the Dean of Clinical Affairs, department directors, faculty, and students all come together to take part in this process.



SMUFOM believes that it is imperative to take student feedback when assessing all academic processes of the university. A student's perspective can offer unique insight into the strengths and weaknesses of an educational institution. As students, they are the default "users" of the university's program, including curriculum, faculty, administration, student services, infrastructure as well as educational and technological tools.

At the end of the semester, students are asked to fill out the [Course and Instructor Evaluation Form](#). This form allows students to provide feedback on the course (i.e. adherence to learning objectives, quality of the course content and assessments) as well as the instructors themselves (i.e. instructor's abilities, knowledge, assessments, organization, course content, etc.). This evaluation allows the university to get global feedback from the student's perspective [Course and Instructor Evaluation Form \(Student\) \(2023\)](#), [Course and Instructor Evaluation Report \(Anatomy & Embryology - Summer 2022\)](#).

The feedback of SMUFOM's faculty is also a highly valued resource when it comes to monitoring and assessing the medical program. They have direct knowledge of the effectiveness of the program and the university as a whole. Faculty can provide key insight as to student knowledge and preparation, strengths and weaknesses within the program, and university services and infrastructure, among others. [Faculty Self-Evaluation Form \(Basic Sciences\)](#), [Preceptor Self Evaluation Form \(Clinical Science\)](#).

The Curriculum Committee also oversees important evaluations carried out by both faculty and students titled, "Curriculum evaluations" that were introduced in order to help provide feedback for assessment of appropriate teaching methods in line with educational objectives [Faculty Curriculum Evaluation Questionnaire](#), [Student Curriculum Evaluation Questionnaire](#).

The [Curriculum Committee](#) plays a major role in the assessment of the program by conducting periodic evaluations of the relevance, overloading, redundancy of the content, and alignment of the content of each discipline with institutional objectives. The curriculum is discipline-based and horizontally and vertically integrated. The integrated clinical medicine course and problem-based learning sessions are a part of the vertical integration. The Curriculum Committee continuously monitors the integration at all levels of the program to meet the best evidence of medical education [Bylaws of Curriculum Committee](#).

Supporting documents:

1. [Course and Instructor Evaluation Form \(Student\) \(2023\)](#)
2. [Course and Instructor Evaluation \(Results\) \(Anatomy & Embryology - Summer 2022\)](#)
3. [Faculty Self-Evaluation Form \(Basic Sciences\)](#)
4. [Preceptor Self Evaluation Form \(Clinical Science\)](#)
5. [Faculty Curriculum Evaluation Questionnaire](#)
6. [Student Curriculum Evaluation Questionnaire](#)
7. [Bylaws of Curriculum Committee](#)
8. [Curriculum Committee \(Meeting Minutes\) \(14-March-2022\)](#)
9. [Curriculum Committee \(Meeting Minutes\) \(17-June-2022\)](#)

Criterion 2.6. is fulfilled

Criterion 2.7.: The implementation of monitoring:

- *workload, academic achievement and graduation of students;*
- *effectiveness of their assessment procedures;*
- *expectations, needs and satisfaction of students and employers with the educational program;*
- *educational environment and support services and their compliance with the goals of educational program;*
- *employment of graduates in order to establish the adequacy and increase the effectiveness of educational services provided.*



Agency for accreditation of educational programs and organisations

At the end of the semester, students are asked to fill out the [Course and Instructor Evaluation Form](#). The [Curriculum Committee](#) reviews the evaluations, analyzes the results and proceeds to share their findings with the Dean of Faculty Affairs who then meets with professors on a one-on-one basis to discuss the results, provide feedback, and make suggestions.

Based on the results of the evaluation, and also taking into consideration the recent developments and changes in the course content the course professors will modify the syllabus and submit to the curriculum committee. The curriculum committee reviews the syllabus and approves [Course and Instructor Evaluation Form \(Student\) \(2023\)](#), [Bylaws of Curriculum Committee](#).

The Student Promotions and Evaluations Committee (SPEC) is delegated authority by the Vice-Chancellor and is responsible for monitoring the academic progress and achievement of students. It is also assigned with developing and implementing promotion policies and procedures; evaluating medical student performance during the course of the curriculum; granting student promotion from one semester to the next; identifying and recommending management of academic deficiencies; recommending students for placement on probation, suspension or dismissal; allowing or denying re-examination; recommending re-admission; addressing particular situations dealing with ethical misconduct. The Committee reports directly to the Dean of Academic Affairs but may involve the Dean of Student Affairs, if deemed necessary, in order to attain satisfactory resolution on particular issues. The committee will report and provide recommendations on promotion policies and procedures to the Faculty Senate [Bylaws of Student Promotions and Evaluations Committee \(2023\)](#). SMUFOM Faculty is requested to send their grade sheets to the Registrar after every summative test. SMUFOM has 3 high-stakes summative tests per semester (Block 1 Exam, Block 2 Exam and Block 3 Exam) as well as additional summative quizzes. In addition, faculty members are asked for student information regarding attendance. The chair of the SPEC will then prepare a spreadsheet of the progress of each and every student. [SPEC Report \(Block 2 - Spring 2023\)](#).

SPEC meetings occur after every exam to discuss the progress of each student. Students with GPA less than 2 are counseled individually by the committee member and the Dean of Basic Sciences. The parents are included in the counseling session with consent form the student. The professor of the course is informed about the academic status of the student and advised to meet the student for academic counseling. [SPEC Report \(End-of-Semester - Summer 2022\)](#).

Follow-up of the students will be conducted by the course professor in subsequent quizzes and by SPEC in the subsequent summative exams. The students who are not showing progress will be put on academic probation for special attention. The students who are showing progress will be encouraged by appreciation.

At appropriate times during a semester (e.g. after exam periods or when early evaluations have been received), the Student Promotions and Evaluations Committee will receive a report from the Registrar with the grades from the latest summative assessment. The SPEC will then create a list with the names of the students who are at risk for failing a course or clerkship. Based on the student's semester level and on all the factors involved, the Student Promotions and Evaluations Committee will make their recommendations to the appropriate Dean. The Dean or Associate Dean will meet with each student individually to discuss the decision after the student has received written notification. At that time if the determination is to continue the course or clerkship, the appropriate Dean will assist the student by arranging the appropriate tutoring or support.

Upon assessment and recommendations of the Student Promotions and Evaluations Committee, students are fully informed of their deficits and whether they have been categorized in Academic Probation. If such an action is taken, Professors of such a student are informed prior to the start of the semester so that they can provide individualized attention if deemed necessary and follow up of each case is carried out by the Student Promotions and Evaluations Committee throughout the semester.

In order to address these issues, the Dean of Academic Affairs and the Dean of Student Affairs organize workshops in coordination with the Licensed Mental Health Counselor.



Any adverse academic action will undergo detailed assessment by the Student Evaluations and Promotions Committee and recommendations will be passed on and discussed with the Dean of Academic Affairs or the Dean of Clinical Sciences. In all cases where there is recommendation of an adverse academic action, the faculty member involved will be introduced to the discussion to understand the details of the case. The Dean will summon the student in order to inform them of the adverse academic action and obtain details from the student's perspective before moving forward with the procedure. The student will be informed of the process and of the three stages in the academic grievance resolution process. These are clearly delineated in the Student Handbook [SPEC Guidelines \(Academic Action\)](#), [SPEC Reporting Form \(Student Meeting\)](#), [SPEC Committee Form](#), [SPEC Committee Form \(Filled\)](#), [Student Performance Evaluation Form](#).

Every semester, SMUFOM hands out Certificates to the most active students on campus. These awards are not only given to the most academically outstanding students but also to the ones who have contributed the most to the university, campus life, and student groups and activities. The awards given are as follows:

1. Certificate of Merit: For outstanding contributions to students as Campus Life Leaders.
2. Certificate of Merit: For outstanding contribution to SMUFOM as Class Representative.
3. Certificate of Academic Excellence: For outstanding academic achievement and performance.

Supporting documents:

1. *Course and Instructor Evaluation Form (Student) (2023)*
2. *Bylaws of Curriculum Committee*
3. *Bylaws of Student Promotions and Evaluations Committee (2023)*
4. *SPEC Report (Block 2 - Spring 2023)*
5. *SPEC Report (End-of-Semester - Summer 2022)*
6. *SPEC Guidelines (Academic Action)*
7. *SPEC Reporting Form (Student Meeting)*
8. *SPEC Committee Form*
9. *SPEC Committee Form (Filled)*
10. *Student Performance Evaluation Form*
11. *Mentorship Program Overview*
12. *Mentorship Program Form*
13. *Mentorship Program Report*
14. *Job Description (Registrar)*
15. *Bylaws of Curriculum Committee*
16. *Expected Learning Outcomes Map (MD Program - Accelerated)*
17. *Course and Instructor Evaluation Form (Student) (2023)*
18. *Course and Instructor Evaluation - Anatomy & Embryology - Summer 2022*
19. *Preceptor Course Evaluation Form*
20. *Faculty Curriculum Evaluation Questionnaire*
21. *Anatomy & Embryology Syllabus (Spring 2023)*
22. *EXCERPT: Faculty Handbook (Academic Policies and Procedures)*
23. *Certificate (ESME) (Dr. Ravi Vintha)*
24. *Certificate (ESME) (Dr. Vasu Alluri)*
25. *Certificate (ESMEA) (Dr. Ravi Vintha)*
26. *Workshop (Learning Objectives)*
27. *Workshop (NBME Item Writing Guide)*
28. *Workshop (The Core Concepts in Medical Education)*
29. *Alumni Satisfaction Survey*
30. *Alumni Contact Information Form - Google Forms*
31. *Bylaws of Quality Assurance and Enhancement Unit*

Criterion 2.7. is fulfilled

Criterion 2.8.: *Identify processes and responsible persons (services) for monitoring and periodic evaluation.*



Agency for accreditation of educational programs and organisations

St. Martinus University's annual monitoring process is critical for assessing the progress made towards achieving strategic and ongoing plans, educational goals, learning outcomes, and performance analysis. This process helps the university to identify strengths, weaknesses, opportunities, and threats to make necessary adjustments and improvements.

By following this process, St. Martinus University can ensure that it stays on track towards achieving its strategic and ongoing plans, educational goals, learning outcomes, and performance analysis. It can also identify opportunities for improvement and make necessary adjustments to ensure that it provides high-quality education and meets the needs of its stakeholders.

SMUFOM uses various methods to collect data from students, faculty, staff, and administrators in order to compile ample and multilateral evaluations and perspectives.

1. Course and Instructor Evaluation;
2. Student Satisfaction Survey;
3. Alumni Survey;
4. Interviews (Student and Promotions Committee);
5. Open-Door-Policy - Approachability - Faculty Office Hours;
6. Suggestion Box (anonymous) - opened once a month;
7. Mentorship Program.

The university analyzes the collected data to identify trends, patterns, and areas of improvement. This analysis helps to identify areas where the university is performing well and where it needs to improve [Course and Instructor Evaluation \(Results\), \(Anatomy & Embryology - Summer 2022\)](#)

Based on the analysis, the university makes necessary adjustments and improvements to its plans, goals, outcomes, and performance. These adjustments include revising the strategic plan, adjusting educational goals, improving learning outcomes, and addressing performance issues.

The university reports the results of the monitoring process to the relevant stakeholders, including faculty, staff, students, and external partners. The report highlights the progress made towards achieving the objectives and the adjustments made to improve performance.

SMUFOM's policy is to hold an annual Board of Trustees meeting to determine the effectiveness of the program and ensure that the medical education is conducted at a high and appropriate standard. This standard is reflected by student's regular advancement, performance in graduation and national exams, and workforce placement. This supports the overall objectives of the University.

Supporting documents

1. *Course and Instructor Evaluation Form (Student) (2023)*
2. *Course and Instructor Evaluation (Results) (Anatomy & Embryology - Summer 2022)*
3. *Preceptor Course Evaluation Form*
4. *Student Satisfaction Survey*
5. *Alumni Satisfaction Survey*
6. *Mentorship Program Form*
7. *Mentorship Program Overview*
8. *Mentorship Program Report*
9. *Course and Instructor Evaluation (Results) (Anatomy & Embryology - Summer 2022)*
10. *Bylaws of Board of Trustees (2023)*
11. *Bylaws of Faculty Senate (2023)*
12. *Bylaws of Curriculum Committee*
13. *Continuous Quality Improvement Policy*
14. *Bylaws of Quality Assurance and Enhancement Unit*

Criterion 2.8. is fulfilled

Criterion 2.9.: Analyze and discuss the results of monitoring and periodic evaluation with the involvement of interested parties and use it to improve the organization of the educational process.



There are many ways that SMUFOM analyzes and discusses the results of assessments, both academic as well as in terms of satisfaction. The main units that address these results and actively proposes changes for adoption are the following:

The [Curriculum Committee](#) plays a major role in the assessment of the program by conducting periodic evaluations of the relevance, overloading, redundancy and alignment of the content of each discipline with institutional objectives. The Curriculum Committee continuously monitors the integration at all levels of the program to meet the best evidence of medical education. [Bylaws of Curriculum Committee](#)

In 2019, the Curriculum Committee met and voted to restructure the curriculum at the time and break from the systemic approach that had been adopted in 2016 but did not provide the university with the results it was expecting [Curriculum Committee \(Meeting Minutes - Curriculum Change\) \(2019\)](#), [Curriculum Map \(MD Program - Regular\) \(Teacher's Edition\)](#)

Addition of OSCE Exams as a requirement as well as the addition of a Elective Research Clerkship with California Institute of Behavioral Neurosciences and Psychology (CIBNP) [Curriculum Committee \(Meeting Minutes - OSCE and Research Clerkship\) \(2020\)](#), [CIBNP Medical Research and Publishing Course Syllabus](#).

Every semester, the committee reviews the latest course syllabi and assesses whether the learning objectives are aligned with the institutional learning outcomes, course content reflects recent advances, and ensures all required tools and materials are available to the professor to ensure optimal learning conditions. Any syllabi that do not meet the requirements are sent back to the teacher with notes for review and resubmission [Curriculum Committee \(Meeting Minutes - Syllabus Review\) \(30-JAN-2023\)](#).

Additionally, the committee reviews any changes in ECFMG, ACGME, and LCME requirements including modifications to the NBME and USMLE exams. Any changes in these requirements must be considered as they may have an effect on the course syllabi and curriculum as a whole. Upon reassessment, the USMLE Policy, which was changed during the COVID Pandemic, was once again changed back to the original policy.

1. Reinstatement of the original USMLE Policy after temporary modifications were made during the COVID pandemic in an attempt to protect student's ability to continue their studies [Curriculum Committee \(Meeting Minutes - USMLE Policy Review\) \(12-APR-2023\)](#);
2. Addition of NBME Shelf Exams as a required objective and summative assessment for all clinical students upon completion of relevant clerkship [Curriculum Committee \(Meeting Minutes - New Academic Policies - NBME Shelf Exams - USMLE\) \(30-NOV-2020\)](#);
3. Modification of the NBME Score requirements when grading rubric was changed from a three (3) digit score to a two (2) digit score [Curriculum Committee \(Meeting Minutes - ECFMG/USMLE/NBME Policy Review\) \(14-MAR-2022\)](#).

Lastly, the Curriculum Committee reviews the feedback submitted by students and faculty and reports from the Student Promotions and Evaluations Committee regarding student performance [Curriculum Committee \(Meeting Minutes\) \(17-JUN-2022\)](#), [Curriculum Committee \(Meeting Minutes - Curriculum Evaluation\) \(27-JAN-2023\)](#)

In 2022, SMUFOM created The Quality Assurance and Enhancement Unit to replace the Council of Deans with its duties related to the ongoing quality assessment and quality management. The QA&EU was also tasked with establishing priorities for Continuous Quality Improvement (CQI) efforts at SMUFOM which are conducted through a systematic evaluation of the educational program to promote efficiency, effectiveness, high quality delivery, and ongoing enhancement.

All Deans are expected to submit a report on their department in a timely manner. These reports are used to measure the effectiveness of the department and its service to the university and its student body [Dean's Report \(Academic Affairs\) \(2022\)](#), [Dean's Report \(Clinical Sciences\) \(2022\)](#), [Dean's Report \(Student Affairs\) \(2022\)](#)



Agency for accreditation of educational programs and organisations

Each Dean is also individually evaluated by the Vice-Chancellor through a one-to-one meeting as well as an evaluation form [Evaluation Form \(Dean Annual Performance\)](#).

The Quality Assurance and Enhancement Unit had its first meeting in October 2022 where it reviewed the by-laws, responsibilities and expectations of the unit. It was agreed that the data collected from students and stakeholders will be used to analyze the trajectory of the university and its adherence to the strategic plan [QA&EU \(Meeting Minutes\) \(05-OCT-2022\)](#), [Bylaws of Quality Assurance and Enhancement Unit, SMUFOM Report \(NBME - USMLE\) \(2022\)](#).

The Student Promotions and Evaluations Committee (SPEC) is responsible for monitoring the academic progress and achievement of students. It is also assigned with developing and implementing promotion policies and procedures; evaluating medical student performance during the course of the curriculum; granting student promotion from one semester to the next; identifying and recommending management of academic deficiencies; recommending students for placement on probation, suspension or dismissal; allowing or denying re-examination; recommending re-admission; addressing particular situations dealing with ethical misconduct.

After every summative assessment, the SPEC collects academic data and monitors student progress. At the end of the year, SPEC analyzes all student performance and determines actions to take which are reflected in the Annual (End-of-semester) report [Bylaws of Student Promotions and Evaluations Committee \(2023\)](#), [SPEC Report \(End-of-Semester - Summer 2022\)](#).

Supporting documents:

1. [Bylaws of Curriculum Committee](#)
2. [Curriculum Committee \(Meeting Minutes - Curriculum Change\) \(2019\)](#)
3. [Curriculum Map \(MD Program - Regular\) \(Teacher's Edition\)](#)
4. [Curriculum Committee \(Meeting Minutes - OSCE and Research Clerkship\) \(2020\)](#)
5. [CIBNP Medical Research and Publishing Course Syllabus](#)
6. [Curriculum Committee \(Meeting Minutes - Syllabus Review\) \(30-JAN-2023\)](#)
7. [Curriculum Committee \(Meeting Minutes - USMLE Policy Review\) \(12-APR-2023\)](#)
8. [Curriculum Committee \(Meeting Minutes - New Academic Policies - NBME Shelf Exams - USMLE\) \(30-NOV-2020\)](#)
9. [Curriculum Committee \(Meeting Minutes - ECFMG/USMLE/NBME Policy Review\) \(14-MAR-2022\)](#)
10. [Curriculum Committee \(Meeting Minutes\) \(17-JUN-2022\)](#)
11. [Curriculum Committee \(Meeting Minutes - Curriculum Evaluation\) \(27-JAN-2023\)](#)
12. [Dean's Report \(Academic Affairs\) \(2022\)](#)
13. [Dean's Report \(Clinical Sciences\) \(2022\)](#)
14. [Dean's Report \(Student Affairs\) \(2022\)](#)
15. [Evaluation Form \(Dean Annual Performance\)](#)
16. [QA&EU \(Meeting Minutes\) \(05-OCT-2022\)](#)
17. [Bylaws of Quality Assurance and Enhancement Unit](#)
18. [SMUFOM Report \(NBME - USMLE\) \(2022\)](#)
19. [Bylaws of Student Promotions and Evaluations Committee \(2023\)](#)
20. [SPEC Report \(End-of-Semester - Summer 2022\)](#)

Criterion 2.9. is fulfilled

Criterion 2.10.: *Compliance of the educational and methodological support of the educational program with educational goals, educational standards.*

The educational and methodological support of the program corresponds to the educational goals and learning outcomes and objectives of the program. The internal document that defines the norms, procedures and rules, diagnostic and evaluation procedures that ensure the assessment of the conformity of the educational and methodological support of the educational program is the SMUFOM Student and Faculty Handbooks.

The curriculum committee periodically reviews the learning outcomes of the program, learning objectives, content, assessment procedures, work load, and learning methods of each course. By doing so, the Curriculum Committee is able to monitor whether the course content is aligned with the university's mission, learning outcomes, and educational goals. The committee also ensured that



the assessment procedures are in line with the course's learning objectives and overall educational goals or not, and determine whether they are achieved by the end of the course.

SMUFOM ensures that faculty and teaching methodologies are periodically evaluated through assessment results, achievement of learning objectives, compliance with learning outcomes and through student and faculty evaluations. The Curriculum Committee, based on its assessments, advises the professors of any modification of educational methods to meet the educational standards. Members of the Faculty Senate also periodically review teachers by attending their classes and providing feedback and advice if needed.

Supporting documents:

1. *ICM-1 Syllabus (Spring 2023)*
2. *ICM-2 Syllabus (Spring 2023)*
3. *ICM-3 Syllabus (Spring 2023)*
4. *ICM-4 Syllabus Spring (2023)*
5. *Problem Based Learning (PBL) Session Introduction*
6. *PBL Session Abdomen (MD4) (Spring 2023)*
7. *PBL Session Description*
8. *PBL Session Schedule (ICM-3) (Spring 2023)*
9. *PBL Session Schedule (ICM-4) (Spring 2023)*

Criterion 2.10. is fulfilled

Criterion 2.11.: *An educational organization of higher professional education, in addition to the criteria provided for in paragraph 8 of these Minimum Requirements, uses the results of its scientific research in the educational process.*

The basis of scientific efforts is to foment research work that is carried out under the guidance of the teaching staff of the departments with the objective of:

1. Improving the quality of training and education.
2. Creatively apply scientific, technical, technological and cultural knowledge in practical activities allowing students to:
 - a. Master the scientific method of cognition
 - b. Master educational material in a profound and creative way
 - c. Master the methodology and means of independent solution of scientific and technical problems;
 - d. Acquire skills for working in research teams
 - e. Become familiarized with the methods of organizing scientific work.

But, there are no evidences of using of scientific research results in educational process. Needs to be created plan of using of scientific research results in educational process.

Supporting documents:

1. *Introduction to Research (ITR) Syllabus (Spring 2023)*
2. *Bylaws of Faculty Research and Scholarly Activities Committee*

Criterion 2.11. is fulfilled with remarks

Additional criterion 2.12.: *Who determines and approves the content of the curriculum?*

The curriculum is a set of normative documents that defines the goals, defines the goals, learning outcomes, content, learning methods, learning environment, assessment, evaluation of the program in alignment with the university's mission and educational objectives. The overall responsibility of the curriculum and its contents falls under the purview of SMUFOM's Curriculum Committee which is delegated authority by the Vice-Chancellor and has accountability for oversight of learning objectives, curriculum implementation, and evaluation procedures for the curriculum.



Each program, both Basic Sciences and Clinical Sciences, have their designated Curriculum Committees. The Basic Sciences Curriculum Committee reports to the Faculty Senate while the Clinical Sciences Curriculum Committee reports to the Faculty Senate [Bylaws of Curriculum Committee](#).

The development of the content of the curriculum is executed through a collective process at SMUFOM. Even though the overall responsibility of curriculum is held by the Curriculum Committee, the adoption of decisions on making changes and additions to the package of documents is widely discussed at all levels, starting with faculty, department heads, students, and stakeholders. SMUFOM believes in an inclusive environment when it comes to providing feedback, advice or opinions so that all voices are heard and for growth to be a community effort.

Once the Curriculum Committee has received feedback from students, faculty, and stakeholders, they proceed to begin their assessment of the current curriculum. In this assessment, the committee not only takes feedback into consideration, but they also analyze the curriculum's alignment with the university's learning outcomes and objectives as well as the grades and results of students during the exam periods. They then discuss which modifications, if any, are necessary in order to ensure that all learning and educational goals are met and are aligned with SMUFOM's mission.

If any change is deemed necessary, the Basic Sciences Curriculum Committee then sends them to the Faculty Senate for review, discussion, and approval. The Faculty Committee has the right to approve, refuse, and modify proposed changes. On the other hand, the Clinical Sciences Curriculum Committee provides its findings to the Office of the Dean of Clinical Sciences who then implements the approved changes to the curriculum [Curriculum Committee \(Meeting Minutes\) \(30-JAN-2023\)](#).

Supporting documents:

1. [Bylaws of Curriculum Committee](#)
2. [Curriculum Committee \(Meeting Minutes\) \(30-JAN-2023\)](#)

Additional criterion 2.12. is fulfilled

Additional criterion 2.13: How is the content of the curriculum determined?

The curriculum is the main document regulating the educational process at SMUFOM and the Curriculum Committee is in charge of evaluating, monitoring and adjusting it to ensure its alignment with the university's mission. The SMUFOM MD Program curriculum was created in accordance with LCME guidelines and is guided by the university's learning outcomes which are based on ACGME milestones and aligned with the mission and educational goals. Specific disciplines of the curriculum, as well as their individual learning objectives, and assessment procedures are determined by learning outcomes.

The content of the curriculum satisfies the licensing bodies and accreditation agencies continuously updating the content in alignment with the recent advances and licensing exams (i.e. workload, course content, assessment criteria, etc.).

Supporting documents:

1. [Website link: LCME](#)
2. [Standards, Publications, & Notification Forms - LCME](#)
3. [ACGME - Global Assets - Milestones](#)
4. [Preceptor Course Evaluation Form](#)
5. [Course and Instructor Evaluation Form \(Student\) \(2023\)](#)
6. [Course and Instructor Evaluation \(Results\) \(Anatomy & Embryology - Summer 2022\)](#)
7. [Faculty Curriculum Evaluation Questionnaire](#)
8. [Curriculum Committee \(Meeting Minutes\) \(30-JAN-2023\)](#)

Additional criterion 2.13. is fulfilled

Strength:



1. Most of St. Martinus University graduates successfully pass the professional exam in the United States.

Weaknesses:

1. There are no evidences of using of scientific research results in educational process.

Recommendations:

1. Up to 31.12.2023 create a plan of using of scientific research results in educational process.

STANDARD 2 is fulfilled with remarks



1.3. Standard 3: «Minimum requirements to person-oriented learning and assessment of student performance».

Criterion 3.1.: Using regular student feedback to assess and adjust pedagogical methods, educational forms and technologies.

SMUFOM has developed several committees and working units to ensure that the university is continuously evolving with the times in order to provide the highest quality medical education and remain competitive in the medical education sector. As medical technologies and teaching methodologies advance, SMUFOM needs to be aware of these changes and find ways to adapt.

St. Martinus University's monitoring process is critical for assessing the progress made towards achieving strategic and ongoing plans, educational goals, learning outcomes, and performance analysis. This process helps the university ensure that it stays on track and to identify strengths, weaknesses, opportunities, and threats to make necessary adjustments and improvements to ensure that it provides high-quality education and meets the needs of its stakeholders.

The university collects data on the defined indicators to assess the progress made towards achieving its objectives. The data is collected through surveys, assessments, evaluations, and other relevant means. SMUFOM uses various methods to collect data from students, faculty, staff, and administrators in order to compile ample and multilateral evaluations and perspectives.

The university reports the results of the monitoring process to the relevant stakeholders, including faculty, staff, students, and external partners. The report highlights the progress made towards achieving the objectives and the adjustments made to improve performance.

SMUFOM includes various committees and departments in this process including:

1. Board of Trustees;
2. The Faculty Senate;
3. The Curriculum Committee;
4. The Quality Assurance and Enhancement Unit;
5. Student Promotions and Evaluations Committee.

SMUFOM's policy is to hold an annual Board of Trustees meeting to determine the effectiveness of the program and ensure that the medical education is conducted at a high and appropriate standard. This standard is reflected by student's regular advancement, performance in graduation and national exams, and workforce placement. This supports the overall objectives of the University [Dean's Report \(Student Affairs\) \(2022\)](#), [Dean's Report \(Clinical Sciences\) \(2022\)](#), [Report - Student Survey](#), [Report - Dean of Faculty Affairs \(Summer 2021\)](#) [SMUFOM Report \(NBME - USMLE\) \(2022\)](#) [SPEC Report \(End-of-Semester - Summer 2022\)](#).

The latest survey results show that 68% of students are satisfied or very satisfied with the Educational Program at SMUFOM, with 20.4% not having an opinion and only 10% showing dissatisfaction. Over 72% of students were satisfied with the teaching methods, evaluations, and quality of education in the Basic Sciences Program. In total, over 68% of students are satisfied or very satisfied with the Library and Learning Resources offered at SMUFOM, with 20.4% not having an opinion and only 10% showing dissatisfaction. Most students, 68% - 70% are satisfied with the procedures for promotion, disciplinary action, and the handling of students records. Almost 70% of students have shown satisfaction regarding the adequacy of space.

Nevertheless, SMUFOM noticed that relaxation space received the highest results of “no opinion” indicating lack of use or awareness of the spaces provided. It was recommended that SMUFOM look into promoting and improving the relaxation spaces on campus and have since then created a student lounge, gym, and meeting rooms. [Report - Student Survey](#).

The latest surveys and assessments have revealed around 76% of students are either satisfied or very satisfied with SMUFOM and its MD Program overall. 84% of students believe that the SMUFOM MD Program prepared them for their licensing exams and 81% said they would make the same



decision of joining SMUFOM again. 76% of students said that SMUFOM met their expectations. Report - Alumni Satisfaction Survey (2023).

Supporting documents:

1. Course and Instructor Evaluation Form (Student) (2023)
2. Course and Instructor Evaluation (Results) (Anatomy & Embryology - Summer 2022)
3. Preceptor Course Evaluation Form
4. Student Satisfaction Survey
5. SPEC Reporting Form (Student Meeting)
6. SMUFOM Alumni Survey
7. Mentorship Program Overview
8. Mentorship Program Form
9. Mentorship Program Report
10. Dean's Report (Student Affairs) (2022)
11. Dean's Report (Clinical Sciences) (2022)
12. Report - Student Survey
13. Report - Dean of Faculty Affairs (Summer 2021)
14. SMUFOM Report (NBME - USMLE) (2022)
15. SPEC Report (End-of-Semester - Summer 2022)
16. Report - Alumni Satisfaction Survey (2023)
17. Report - Student Survey

Criterion 3.1. is fulfilled

Criterion 3.2.: Possession of assessors (examiners) in the methods of testing students' knowledge and continuous professional development in this area.

SMUFOM places a very high value in having a stable, prepared and highly professional team with an understanding of our model of life-long learning. Faculty are encouraged to participate in any and all activities that result in enhancing their ability to complete their tasks. The Office of Faculty Affairs & Development is in charge of providing staff and faculty with access and information about courses that will help their professional development.

The proficiency of evaluating persons (examiners) in methods of testing students' knowledge is assessed by reviewing teaching materials, discussing assessment methods at departmental meetings, mutual visits to teaching staff classes, control visits to classes by heads of departments, the quality management department, Vice-rector for educational work, etc.

SMUFOM uses a point-rating system and grading rubric to assess student knowledge.

The student's final grade is calculated and displayed as a grade and mark on SMUFOM's University Management System (UMS). SMUFOM requires a minimum of 70% passing rate for all courses and clerkships.

Grade	Notation
A	≥ 90%
B	≥ 80 – 89.5%
C	≥ 70 – 79.5%
F	≤ 69.5%
I	Incomplete due to missing work
W	Withdrawal from school/class
TCG	Transfer Credit Granted

The main ways of assessing knowledge are:

- o 3 summative Block Exams (USMLE clinical vignette with single best answer format);
- o Internal Assessments (Quizzes, Assignments, Projects).



Agency for accreditation of educational programs and organisations

All SMUFOM courses are required to have summative Block Exams (the final amount is relative to the length of the course). Internal assessments typically vary from 10% - 20% of the final grade. All assessment procedures are reflected in the teaching materials, work program and syllabus and are brought to the student's attention during the course orientation in the first week of class [Anatomy & Embryology Syllabus \(Spring 2023\)](#).

The grading scale for the Clinical Sciences Phase is the same as the Basic Sciences Phase.

RANGE	LETTER GRADE	POINTS
90 - 100	A	4.0
80 - 89	B	3.0
70- 79	C	2.0
0 - 69	F	0

The final grade in the core clerkship represents a semi-quantitative average of five components including subjective and objective assessments:

ASSESSMENT	WEIGHT
Appropriate Medical Knowledge	20%
Clinical Skill Performance	20%
Professional Behavior	20%
Communication Skills	10%
NBME Clinical Subject Exam Grade	30%

ASSESSMENTS. At the beginning of each clinical clerkship, precepting physicians are given electronic access to the SMUFOM's University Management System (UMS) and an evaluation form for the student is auto-populated with the student's photo and identification information. The precepting physician fills out the student evaluation form with relevant and descriptive information of the student as she/he relates to the four grading criteria. Comments are required as the comments will be used in the student's MSPE form.

The precepting physician has the entire clerkship to evaluate the student based on the following four (4) categories:

Appropriate Medical Knowledge (20%). A student should demonstrate a level that reflects their current timeline in the medical school process. It should be apparent that a student is actively involved and progressing in the relevant study and retention of knowledge to become a competent physician.

1. Knowledge and application of performing an appropriate history and physical examination;
2. Clinical diagnosis, judgment and problem solving;
3. Treatment and involved implementation;
4. Up to date with relevant medical reading via textbook, journal, internet databases.

Clinical Skill Performance (20%). A student should demonstrate a level that reflects their current timeline in the medical school process. It should be apparent that the student can navigate in a hospital or clinical setting as a functioning member of a medical team's patient care.

1. Chart work, patient notes;
2. Psychomotor skills for doing procedures and examinations;
3. Case presentation and ability to synthesize data;
4. Ability to interpret laboratory data;
5. Active participation in rounds and conferences.

Professional Behavior (20%). A student should demonstrate behavior that is becoming of a physician. HIPAA regulations, hospital guidelines, appearance and social norms must be followed.

1. Attendance and promptness;
2. Professional interest while on the clerkship service;



3. Professional attire and grooming;
4. Self-motivation, study habits and preparedness.

Communication Skills (10%). A student should demonstrate the ability to function in a medical team and with patients. Empathy, knowledge, thoughtfulness and honesty should be demonstrated in all interactions.

1. Ability to communicate with physicians, residents, hospital staff and patients;
2. Interpersonal relationships and skills;
3. Data organization and presentation.

OBJECTIVE ASSESSMENTS. A student should demonstrate sufficient mastery of knowledge in the relevant core clinical clerkship. It should be demonstrated that a student is progressing in medical acumen as well as showing the ability to digest and retain medical knowledge. The lifelong attribute of continued learning must be demonstrated. The best predictor of future USMLE and licensure exams success is demonstrated by NBME scores.

NBME Clinical Subject Exam Grade (30%). The students take the NBME Clinical Subject Exam during the final week of their clerkship. This exam makes up 30% of the student’s grade for the clerkship. Scheduling of the exams is done by the SMUFOM exam registrar in the Office of the Dean of Clinical Sciences. Exams are either taken at a Parametric center or at the SMUFOM testing center depending on availability.

The Office of the Dean of Clinical Sciences receives the scores from the NBME and uploads them to the SMUFOM UMS system for students to monitor. It is mandatory to sit for the NBME exam on the scheduled date and a student cannot progress to their next clinical clerkship unless it is completed.

NBME Grading Scale. The NBME Clinical Subject Exams will be graded as follows:

RANGE	LETTER GRADE	POINTS
75 or greater	A+	5.0
65 - 74	A	4.0
55 – 64	B	3.0
45 – 54	C	2.0
35 - 44	D	1.0
34 or below	F	0

Supporting documents:

1. *Employee Code of Conduct*
2. *Faculty Orientation Guide (Basic Sciences Phase)*
3. *Faculty Orientation Guide (Clinical Sciences Phase)*
4. *Faculty Handbook*
5. *Clinical Clerkship Grading Rubric*
6. *SMUFOM Organizational Chart*
7. *Student Handbook*
8. *EXCERPT: Faculty Handbook (Academic Policies and Procedures)*
9. *Certificate (ESME) (Dr. Ravi Vintha)*
10. *Certificate (ESME) (Dr. Vasu Alluri)*
11. *Certificate (ESMEA) (Dr. Ravi Vintha)*
12. *Workshop (NBME Item Writing Guide)*
13. *Workshop (The Core Concepts in Medical Education)*
14. *Workshop (Learning Objectives)*
15. *Anatomy & Embryology Syllabus (Spring 2023)*
16. *Family Medicine Syllabus*
17. *Curriculum Committee (Meeting Minutes - Syllabus Review) (30-JAN-2023)*
18. *Curriculum Committee (Meeting Minutes - Curriculum Evaluation) (27-JAN-2023)*

Criterion 3.2. is fulfilled



Criterion 3.3.: The publication by the educational organization on its website of assessment criteria and methods that are adequate in relation to the expected learning outcomes that students must achieve, as well as demonstrating the level of student achievement of the planned learning outcome.

The SMUFOM website offers information to prospective students and active students regarding assessment criteria, expected learning outcomes, and student achievement through the Student Handbook which is available for download. The Student Handbook can be found on the Quick Links section of the Homepage (top right corner). Direct Access to SMUFOM University Management System can be found next to it [St. Martinus University](#).

SMUFOM's Student Handbook provides students with all the most important information to know. Students are required to read the handbook before beginning their studies. Within the handbook, students will find the following information:

1. Curriculum Map ([Expected Learning Outcomes](#));
2. Grading Rubric (Basic Sciences);
3. Grading Rubric (Clinical Sciences);
4. Core Case Exposure (Clinical Sciences);
5. Assessment Criteria;
6. Expected Learning outcomes;
7. Transfer Policy;
8. Academic Suspension and Expulsion Policy;
9. Research Work;
10. Student Promotions and Evaluations Committee;
11. Disciplinary, Appeals, and Grievances Committee;
12. Appeals Committee;
13. Graduation Requirements.

Supporting documents:

1. [Student Handbook](#)
2. [Anatomy & Embryology Syllabus \(Spring 2023\)](#)

Criterion 3.3. is fulfilled

Criterion 3.4.: Ensuring the objectivity and transparency of the assessment procedure, including extenuating circumstances and a formal procedure for appeal of the assessment results.

All examinations are created using single patient-centered vignette format, the most frequently used single best answer question format, which reflects the question structure of ECFMG Certification Exams. Students are also offered additional services and rights when it comes to extenuating circumstances, students with disabilities, and formal appeals procedures.

SMUFOM makes sure to inform students of the assessment procedures, grading structure, and all other important academic policies on many occasions and through many sources.

SMUFOM's website contains the Student Handbook with all information students need to know to succeed. The Student Handbook is also available in the University Management System (UMS). Additionally, students receive information during the Orientation held at the beginning of every semester as well as by professors on the first day of class and is also contained within the course syllabus [Anatomy & Embryology Syllabus \(Spring 2023\)](#), [Family Medicine Syllabus](#), [Orientation Session \(Spring 2023\)](#), [Orientation Packet \(Clinical Sciences\) Agenda - Program Orientation \(Year 1\) \(Spring 2023\)](#), [Agenda - Program Orientation \(Year 2\) \(Spring 2023\)](#),

In the Basic Sciences, a minimum of 80% of the students evaluations in each course are based on objective assessments such as standardized Block Exams and in-class quizzes and the rest is based on subjective assessments like class projects, assignments, class participation, etc. Formative assessments are incredibly useful within our methodology as it allows the student, instructor and



Agency for accreditation of educational programs and organisations

university to receive constant feedback and provides the opportunity for all parties to discuss and implement early corrective measures.

ASSESSMENT	WEIGHT
Block 1 Exam	15%
Block 2 Exam	15%
Mid module 2 assessment	10%
Block 3 Exam	20%
Internal Assessment	12 Quizzes (36%) Discussions (1%) Oral (practical) presentation (3%)

In the Clinical Sciences, the final grade in the core clerkship represents a semi-quantitative average of five components. Four (4) of those components (70%) are subjective assessments from the preceptor and the remaining component (30%) corresponds to their grade on the NBME Shelf Exam and is considered an objective assessment.

ASSESSMENT	WEIGHT
Appropriate Medical Knowledge	20%
Clinical Skill Performance	20%
Professional Behavior	20%
Communication Skills	10%
NBME Clinical Subject Exam Grade	30%

In order to assist students in practicing and preparing for the NBME and USMLE examinations, all the test items of Block Exams and quizzes have to be in single patient-centered vignette format. This is the traditional, most frequently used single best answer question format on the examination. Faculty at SMUFOM have received special training in this style of exam questions. Students are also taught test-taking strategies recommended by USMLE to prepare them [Workshop \(NBME Item Writing Guide\)](#).

SMUFOM ensures that the assessment procedures are aligned to the learning objectives. The course directors prepare the blueprint according to the learning objectives of the course and make the blueprint available to the students [Blueprint \(Pharmacology 1 - Block 3\)](#).

The University uses both formative and summative assessments. Formative assessments allow the university to diagnose any deficiencies or identify any issues early in the course. This allows the university to take action, give students or faculty feedback, and implement corrective measures. Summative assessments allow the university to evaluate student learning at the end of an instructional unit.

Immediate constructive feedback is provided to the students after the formative assessments, summative assessments, OSCE, standardized patient encounters. This will provide the student an opportunity to revisit the concepts, improve the performance. After each summative test (block exam), the test is reviewed in the class. The student queries about the test items will be answered during the review session. The students are prohibited to record any type of test material in any form. SMUFOM's Remedial Exam Policy offers students the opportunity to retake their Block 3 (Final) Exam in cases where students have failed the exam, or the course as a whole, as well as due to excused absences.

1. Students can only have one (1) failed final exam. Students with more than one (1) failure will be required to retake the failed courses.
2. The student's final score must be at least 65%. Students with scores below 65% must retake the course [Remedial Exam Policy](#).

SMUFOM is committed to providing equitable access to learning opportunities for all students and does not discriminate against qualified applicants with disabilities. Any student who is requesting



disability accommodations must follow stipulated procedures and meet requirements outlined in the policy. These services apply to both university exams as well as certification exams such as the NBME. Examples of Accommodations:

1. Accessible classrooms, laboratories and study facilities;
2. Additional time for exams;
3. Alternate setting for exams;
4. Use of audio or video recording devices during lectures.

SMUFOM has provisions for students who wish to appeal an assessment. These are usually complaints or appeals against academic decisions. They include but are not limited to:

1. Academic progress decisions;
2. Assessment matters;
3. A decision of a member of academic staff that affects an individual or groups of students;
4. Selection or admission decisions;
5. Content or structure of academic programs, nature of teaching, or assessment.

The Student Promotions and Evaluations Committee is responsible for continuous maintenance of academic standards and ensures fairness in academic decisions. An adverse academic action will undergo detailed assessment by the Student Promotions Committee and recommendations will be passed on and discussed with the Dean of Academic Affairs or the Dean of Clinical Sciences. Both the student and faculty member will participate in the process by giving statements.

Students are encouraged to seek to resolve any issues or concerns directly with the faculty member before initiating a formal appeals process. If this does not lead to an equitable resolution, the student may file a formal appeal by filling out the Appeal Request Form which is available on SMUFOM's UMS. This form must be submitted within 10 working days of the alleged act or omission.

The respective Dean will then take hands in the matter and meet with both parties to attempt to resolve the appeal. If the Dean decides that the Appeal Request has no merit, the student has the option of requesting convocation of a special Ad-Hoc Appeals, Grievances and Disciplinary Committee. This committee will be composed of two (2) members of SMUFOM Staff and one (1) student member and shall be convened within 5 calendar days. The committee will be asked to review materials obtained during enquiry and make a final decision on the matter [Bylaws of the Disciplinary, Appeals and Grievances Committee](#).

Supporting documents:

1. *Anatomy & Embryology Syllabus (Spring 2023)*
2. *Orientation Session (Spring 2023)*
3. *Orientation Packet (Clinical Sciences)*
4. *Agenda - Program Orientation (Year 1) (Spring 2023)*
5. *Agenda - Program Orientation (Year 2) (Spring 2023)*
6. *Clinical Clerkship Grading Rubric*
7. *Workshop (NBME Item Writing Guide)*
8. *Blueprint (Pharmacology 1 - Block 3)*
9. *Remedial Exam Policy*
10. *Student Disabilities Services (SDS) (Faculty Guidelines)*
11. *NBME Accommodation Letter*
12. *Appeal Request Form*
13. *Bylaws of the Disciplinary, Appeals and Grievances Committee*

Criterion 3.4. is fulfilled

Criterion 3.5.: Fully informing students about the procedure used for their assessment, about the expected types of control (exams, tests, defense of diploma theses, etc.), about the requirements for students, about the criteria used to assess their knowledge.



Fully informing students about the assessment policies of SMUFOM is a huge priority for the university as it increases student's chances of doing well on their university assessments and all required ECFMG examinations.

During the orientation program the evaluation criteria is explained to the students by the dean of academics. The schedule of the summative assessment is in the academic calendar and the same is explained to the students. The remedial exam policy is also explained. In addition to this the students are informed about the timing and weightage of the external assessments (NBME CBSE, CBSSA, CCSE, Subject exams, Shelf exams) in advance. The requirements for the advancement (Promotion) of the student at different levels of the program is also explained to the students by the Student Promotions and Evaluations Committee (SPEC) chair during the orientation. [Orientation Session \(Spring 2023\)](#), [Orientation Packet \(Clinical Sciences\)Agenda - Program Orientation \(Year 1\) \(Spring 2023\)](#)[Agenda - Program Orientation \(Year 2\) \(Spring 2023\)](#).

All information regarding the assessment, advancement, and graduation of students and procedures for disciplinary action are published in the Student Handbook, which is available on SMUFOM's website and on SMUFOM's University Management System (UMS). During the Orientation session the importance of the reading and revising these policies provided in the Student Handbook is emphasized. [Student Handbook](#).

Supporting documents:

1. [Orientation Session \(Spring 2023\)](#)
2. [Orientation Packet \(Clinical Sciences\)](#)
3. [Agenda - Program Orientation \(Year 1\) \(Spring 2023\)](#)
4. [Agenda - Program Orientation \(Year 2\) \(Spring 2023\)](#)
5. [Anatomy & Embryology Syllabus \(Spring 2023\)](#)
6. [Family Medicine Syllabus](#)
7. [Student Handbook](#)

Criterion 3.5. is fulfilled

Criterion 3.6.: *Analysis of the reasons for the dropout of students and taking measures to improve their academic performance and retain students..*

SMUFOM strives to provide its students with all the academic and emotional guidance options to ensure to limit and control any impediments that stand in their way. The university has established a system of monitoring and support to enable them to assess students throughout the semester and preemptively detect any potential threats early-on before they become bigger problems. This process is a combination of objective and subjective assessments like examinations and direct observation by faculty and staff. This process is mainly handled by the Student Promotions and Evaluations Committee (SPEC) with support from all faculty and staff members.

Students at SMUFOM have the option of Withdrawing at any time and for any reason. Nevertheless, SMUFOM understands that some circumstances are beyond the control of the university or the students and that circumstances can change! Therefore, we also offer students the ability to request a Leave of Absence (LOA) which allows students a maximum of 6 months to take a break from SMUFOM and hopefully return if and when circumstances change. This allows students to return directly where they left off. In the past year, SMUFOM has received seventeen (17) Withdrawal Forms from students from both phases of the program.

The main reason for withdrawals have been:

1. Financial (unable to cover the costs of tuition and expenses)
2. Personal/Family (personal or family issues)
3. Career Change (students realize they are meant to study something else) [Leave of Absence Form \(LOA\)](#)

The Student Promotions and Evaluations Committee (SPEC) is delegated authority by the Vice-Chancellor and is responsible for monitoring the academic progress and achievement of students. It



is also assigned with developing and implementing promotion policies and procedures; evaluating medical student performance during the course of the curriculum; granting student promotion from one semester to the next; identifying and recommending management of academic deficiencies; recommending students for placement on probation, suspension or dismissal; allowing or denying re-examination; recommending re-admission; addressing particular situations dealing with ethical misconduct.

The Committee reports directly to the Dean of Academic Affairs but may involve the Dean of Student Affairs, if deemed necessary, in order to attain satisfactory resolution on particular issues. The committee will report and provide recommendations on promotion policies and procedures to the Faculty Senate [Bylaws of Student Promotions and Evaluations Committee \(2023\)](#)

SMUFOM Faculty is requested to send their grade sheets to the Registrar after every summative test. SMUFOM has 3 high-stakes summative tests per semester (Block 1 Exam, Block 2 Exam and Block 3 Exam) as well as additional summative quizzes. In addition, faculty members are asked for student information regarding attendance. The chair of the SPEC will then prepare a spreadsheet of the progress of each and every student [SPEC Report \(Block 2 - Spring 2023\)](#).

SPEC meetings occur after every exam to discuss the progress of each student. Students with GPA less than 2 are counseled individually by the committee member and the Dean of Basic Sciences. The parents are included in the counseling session with consent form from the student (forms filled as evidence). The professor of the course is informed about the academic status of the student and advised to meet the student for academic counseling [SPEC Report \(End-of-Semester - Summer 2022\)](#).

Follow-up of the students will be conducted by the course professor in subsequent quizzes and by SPEC in the subsequent summative exams. The students who are not showing progress will be put on academic probation for special attention. The students who are showing progress will be encouraged by appreciation.

At appropriate times during a semester (e.g. after exam periods or when early evaluations have been received), the Student Promotions and Evaluations Committee will receive a report from the Registrar or the Dean of Academic Affairs or Clinical Sciences with the names of the students who are at risk for failing a course or clerkship. Based on the student's semester level and on all the factors involved, the Student Promotions and Evaluations Committee will make their recommendations to the appropriate Dean. The Dean or Associate Dean will meet with each student individually to discuss the decision after the student has received written notification. At that time if the determination is to continue the course or clerkship, the appropriate Dean will assist the student by arranging the appropriate tutoring or support.

Upon assessment and recommendations of the Student Promotions and Evaluations Committee, students are fully informed of their deficits and whether they have been categorized in Academic Probation. If such an action is taken, Professors of such a student are informed prior to the start of the semester so that they can provide individualized attention if deemed necessary and follow up of each case is carried out by the Student Promotions and Evaluations Committee throughout the semester.

Any adverse academic action will undergo detailed assessment by the Student Evaluations and Promotions Committee and recommendations will be passed on and discussed with the Dean of Academic Affairs or the Dean of Clinical Sciences. In all cases where there is recommendation of an adverse academic action, the faculty member involved will be introduced to the discussion to understand the details of the case. The Dean will summon the student in order to inform them of the adverse academic action and obtain details from the student's perspective before moving forward with the procedure. The student will be informed of the process and of the three stages in the academic grievance resolution process. These are clearly delineated in the Student Handbook.

COUNSELING AND DEVELOPMENT. In order to address these issues, the Dean of Academic Affairs and the Dean of Student Affairs organize workshops in coordination with the Licensed Mental Health Counselor.



These services are provided by the mental health counselor, Shruti J. Tekwani, LMHC, NCC. She is available to help students with psychological, professional and interpersonal development issues that may be affecting academic performance. She has vast and diverse experience counseling college students with a variety of problems including anxiety, stress management, and behavioral concerns in similar settings. Her capability and qualifications are best observed by reviewing her resume. The objective of the mentorship program is to partner with students to create meaningful education plans. A faculty mentor is assigned to each new student from the first term of admission. Students are required to meet with their mentor at least three times during each semester of the Basic Sciences. Each advising session is documented by the mentor and becomes a permanent part of the student's file [Mentorship Program Form](#), [Mentorship Program Overview](#), [Mentorship Program Report](#).

Supporting documents:

1. *Leave of Absence Form (LOA)*
2. *Bylaws of Student Promotions and Evaluations Committee (2023)*
3. *SPEC Report (Block 2 - Spring 2023)*
4. *SPEC Report (End-of-Semester - Summer 2022)*
5. *SPEC Guidelines (Academic Action)*
6. *SPEC Reporting Form (Student Meeting)*
7. *SPEC Committee Form*
8. *Student Performance Evaluation Form*
9. *CV (Shruti Tekwani LMHC, NCC)*
10. *Client Satisfaction Survey (Counseling Services)*
11. *Client Satisfaction Survey (Results)*
12. *Mentorship Program Form*
13. *Mentorship Program Overview*
14. *Mentorship Program Report*

Criterion 3.6. is fulfilled

Criterion 3.7.: *Availability of developed and implemented procedures for responding to student complaints.*

SMUFOM is committed to mutual respect among all constituents of the university community. This commitment includes students, faculty, staff, and administration alike. SMUFOM's expectations of students and staff are delineated in the Student Handbook and Faculty Handbook as well as the Student Honor Code and Compact between Instructors and Students of Medicine [Student Handbook](#), [Faculty Handbook](#), [Honor Code](#), [Compact Between Instructors and Students of Medicine](#).

In all concerns about fair treatment, we seek to work together to understand and address those concerns without having to resort to formal grievance procedures. When that is not possible, we are, at all levels, committed to a fair and reasonable resolution of issues through a formal grievance process guided by the information and documentation provided in the process.

The student grievance resolution procedures of the University are based on the following principles:

1. The procedures used to review and resolve complaints or grievances are fair;
2. Confidentiality will be respected for all parties, unless the use of the information is authorized by law;
3. The staff involved in resolving complaints or grievances will always act fairly and ensure that conclusions will be based on a fair hearing of each point of view;
4. There will be no reprisals or any disadvantage arising as a result of a student making a complaint or grievance in good faith;
5. The complaints or grievances are handled in a timely manner with achievable deadlines specified for each stage in the resolution process;
6. Any student who makes a complaint or grievance on any staff member or student on whom the complaint or grievance has a direct impact is regularly informed of the progress of the matter;



7. Where the complainant is not satisfied with the outcome proposed by the decision-maker, the student is entitled to seek a review, either on procedural or substantive grounds, from a higher internal body or an appropriate external agency.

SMUFOM handles two types of grievances, those of an academic nature and those of an ethical and conduct-based nature. Grievances can be filed against other students, faculty, and members of staff. These are usually complaints or appeals against academic decisions. They include but are not limited to:

1. Academic progress decisions;
2. Assessment matters;
3. A decision of a member of academic staff that affects an individual or groups of students;
4. Selection or admission decisions;
5. Content or structure of academic programs, nature of teaching, or assessment.

These relate to decisions and actions associated with administrative or academic services. They include but are not limited to:

1. Administration of policies, procedures and rules by the University, student support groups, faculty, and departments;
2. A decision by an administrative staff member that affects an individual or groups of students.
3. Access to University resources and facilities;
4. Discrimination on the grounds of gender, race, disability, age, career status, gender identity, parental status, political belief or activity, lawful sexual activity, breastfeeding, industrial activity, sexual orientation, marital status, physical features, religious belief or activity, pregnancy, or sex;
5. Sexual Harassment;
6. Bullying.

Without limiting the circumstances which may give rise to a complaint or grievance, a student has valid grounds for making a complaint or grievance or lodging an appeal against a decision made in relation to a complaint or grievance, where the student considers he or she has been adversely affected by one or more of the following:

1. Improper, irregular, or negligent conduct by a university staff member;
2. Failure by a University staff member to act fairly;
3. A decision that has been made without enough consideration to facts, evidence or circumstances of specific relevance to the student;
4. Failure by the University to decide within a timely manner;
5. A penalty that, where applied, is or would be too harsh.

Recommendations regarding suspension, dismissal, or withdrawal will be forwarded to the Dean of Academic Affairs and the Student Evaluation and Promotions Committee for consideration, and the final decision will be made by the Dean. Non-academic recommendations will be sent to the Dean of Student Affairs or the Chancellor for consideration and the final decision will be made.

Supporting documents:

1. *Student Handbook*
2. *Faculty Handbook*
3. *Honor Code*
4. *Compact Between Instructors and Students of Medicine*
5. *Report (Incident)*
6. *Report (Misconduct)*
7. *Appeal Request Form*
8. *Bylaws of the Disciplinary, Appeals and Grievances Committee*
9. *Student Handbook*

Criterion 3.7. is fulfilled



Criterion 3.8.: *The use of innovative educational and methodological resources, pedagogical methods, forms and technologies by an educational organization in order to improve the quality of education.*

SMUFOM strives to provide the most innovative educational and methodological resources to ensure the highest quality education. To achieve this, the university is constantly updating its technology on campus, promoting research and professional development for faculty, reviewing course content and teaching methods, as well as improving its facilities.

In recent years, SMUFOM has adopted new technologies to ensure access to lectures, coursework, and resources by using systems like Zoom, TopHat, SMUFOM's University Management System, Access Medicine, and AMBOSS.

SMUFOM has recently Integrated clinical medicine (ICM), Clinical skills laboratory [ICM Laboratory \(Photos\)](#), Microbiology, Histology and pathology laboratory [Microbiology, Histology, & Pathology Lab \(Photos\)](#), Anatomy laboratory [Anatomy Lab \(Photos\)](#) and moved to a new campus which is better suited for its needs and has invested in state-of-the-art facilities.

Supporting documents:

1. [ICM Laboratory \(Photos\)](#)
2. [Microbiology, Histology, & Pathology Lab \(Photos\)](#)
3. [Anatomy Lab \(Photos\)](#)
4. [Bylaws of Faculty Research and Scholarly Activities Committee](#)
5. [ICM-1 Syllabus \(Spring 2023\)](#)
6. [ICM-2 Syllabus \(Spring 2023\)](#)
7. [ICM-3 Syllabus \(Spring 2023\)](#)
8. [ICM-4 Syllabus Spring \(2023\)](#)
9. [Problem Based Learning \(PBL\) Session Introduction](#)
10. [PBL Session Description](#)
11. [PBL Session Schedule \(ICM-3\) \(Spring 2023\)](#)
12. [PBL Session Schedule \(ICM-4\) \(Spring 2023\)](#)
13. [PBL Session Abdomen \(MD4\) \(Spring 2023\)](#)

Criterion 3.8. is fulfilled

Criterion 3.9.: *Identification by the educational organization of the needs of various groups of students and their satisfaction through additional courses, electives.*

The needs of various groups at SMUFOM are identified through a combination of methods that involve active communication, assessment, feedback, and data analysis. SMUFOM aims to address the diverse requirements of students to ensure an effective and supportive educational environment. SMUFOM assesses the needs of the university, program and students in several ways.

SMUFOM conducts surveys and distributes questionnaires to gather feedback from students. These surveys can cover various aspects such as curriculum, facilities, support services, and overall experiences. Regular evaluations, course feedback, and suggestions from students help identify their educational and support needs. These could include teaching methods, curriculum adjustments, academic resources, and well-being services.

SGA and other student organizations at SMUFOM often advocate for specific needs and interests. Engaging with these groups offer insights into student experiences beyond the classroom.

Faculty and staff members interact with students on a daily basis and through class interaction, or programs such as Mentorship program, may provide ideas regarding needs of students. As such they provide valuable insight into possible needs of various student groups.

By employing a combination of these methods, SMUFOM can systematically identify the needs of various groups and tailor their educational programs, services, and resources to create a more supportive and effective learning environment.

Allowing students the possibility and flexibility to include clinical electives as part of the SMUFOM clinical sciences phase curriculum is a clear example that SMUFOM student needs are considered



Agency for accreditation of educational programs and organisations

and attended to. At the completion of a student's third year, they submit a request to the Office of the Dean of Clinical Sciences, in writing, with the elective clerkships they are interested in. The Office of the Dean of Clinical Sciences assigns all student clerkships and works to accommodate a student's elective clerkship requests.

Electives enable students to explore different medical specialties and subspecialties. This exposure assists them in making informed decisions about their future career paths by allowing them to experience a variety of clinical contexts. While elective courses allow students to explore and enhance their comprehension of medical specialties aligned with their career preferences, at St. Martinus University we uphold that it should also create chances for students to follow their personal academic pursuits. There are additional benefits to the clinical electives; they allow students to build relationships with practicing physicians and other healthcare professionals. These connections can provide mentorship, guidance, and potential future career opportunities.

Students also can do clinical clerkships at other hospitals in Canada and the United States with prior approval of the Office of the Dean of Clinical Sciences. For approval, students must submit in writing the elective clerkship they wish to complete as well as the proposed precepting faculty and hospital credentialing information. Approval is based upon the hosting site's ability to facilitate the Learning Objectives of SMUFOM. If approved for the clerkship the Office of the Dean of Clinical Sciences submits the student's paperwork to the elective clerkship site/coordinator. The Office of the Dean of Clinical Sciences may approve a student to spend 12 weeks (3 clerkships) outside the SMUFOM affiliated hospital/faculty locations for elective clerkships.

ELECTIVE CLINICAL CLERKSHIPS (31 total)	
ALLERGY AND IMMUNOLOGY	NEPHROLOGY
AMBULATORY CARE	NEUROLOGY
ANESTHESIOLOGY / PAIN MANAGEMENT	OBSTETRICS
CARDIOLOGY	OCCUPATIONAL MEDICINE
CRITICAL CARE	ONCOLOGY
DERMATOLOGY	OPHTHALMOLOGY
EMERGENCY MEDICINE	ORTHOPEDIC SURGERY
ENDOCRINOLOGY AND METABOLISM	OTORHINOLARYNGOLOGY
FAMILY MEDICINE	PATHOLOGY
GASTROENTEROLOGY	PEDIATRICS
GERONTOLOGY	PREVENTIVE MEDICINE
GYNECOLOGY	PULMONOLOGY
INFECTIOUS DISEASE	RADIOLOGY
INTERNAL MEDICINE	REHABILITATION & PREVENTIVE MEDICINE
MEDICAL RESEARCH & PUBLISHING	RHEUMATOLOGY
NEONATOLOGY	

SURGICAL SUBSPECIALTY ELECTIVES	
ANESTHESIOLOGY	PEDIATRIC
NEUROSURGERY	PLASTIC SURGERY
OPHTHALMOLOGY	THORACIC SURGERY
ORTHOPEDIC	TRAUMA
OTORHINOLARYNGOLOGY	UROLOGY

SMUFOM's evaluation and feedback process lead to the discovery of the need to increase research in the clerkships. Now, clinical clerks have the opportunity to join research projects with the resident physicians. They are able to be contributing authors on posters and to present at conferences along with their resident physician mentors. Clinical Clerks also have the opportunity to take a Medical Research and Publishing elective clerkship rotation. During this clerkship, clerks are assigned a



mentor that helps them to develop proper research techniques and paper writing. The mentor also helps with submission to peer reviewed journals for publication [CIBNP Medical Research and Publishing Course Syllabus](#).

Aspiring SMUFOM students are offered two programs that adapt to their educational background as well as to the certification requirements of their home countries or the nation in which they plan on practicing medicine.

Supporting documents:

1. CIBNP Medical Research and Publishing Course Syllabus

Criterion 3.9. is fulfilled

Criterion 3.10.: *Implementation of educational programs by an educational organization that take into account the needs of various groups of students, provide opportunities for the formation of individual learning opportunities.*

At SMUFOM there are a wide range of elective courses, allowing students to tailor their learning based on their interests and career goals. This includes specialized electives in different medical specialties, and research-focused electives.

The university assigns each student a mentor who guides them throughout their introduction and progression in the program. Mentors help students identify their strengths and areas for improvement, set learning goals, and navigate their academic journey (Mentorship program) [Mentorship Program Overview](#), [Mentorship Program Form](#), [Mentorship Program Report](#).

The university academic regulations consider and recognize that students have varying learning styles and paces. Thus the Student Promotions and Evaluations committee upon making recommendations and following promotions policies will accommodate individual preferences and circumstances. Members of the SPEC committee hold regular meetings with students and discussions are carried out to converse regarding workload and when opportunities arise, allowing students to choose a decreased workload or increased workload without compromising the prerequisites of the core curriculum, these are analyzed and considered [Bylaws of Student Promotions and Evaluations Committee \(2023\)](#).

The university integrates adaptive learning technologies into its curriculum. These technologies assess students' strengths and weaknesses and deliver personalized content, assignments, and assessments tailored to their needs. Tophat allows professors in each of the courses in the Basic Sciences phase to make use of this technology.

The university's academic support services, such as tutoring, counseling, and disability services, are designed to address the individual needs of students, ensuring they receive the necessary assistance for their success.

These examples demonstrate how SMUFOM implements educational programs that cater to the diverse needs of students and foster individualized learning opportunities, ultimately creating a more inclusive, effective, and supportive learning environment [Student Disabilities Services \(SDS\) \(Faculty Guidelines\)](#).

Supporting documents:

1. [Mentorship Program Overview](#)
2. [Mentorship Program Form](#)
3. [Mentorship Program Report](#)
4. [Bylaws of Student Promotions and Evaluations Committee \(2023\)](#)
5. [Student Disabilities Services \(SDS\) \(Faculty Guidelines\)](#)

Criterion 3.10. is fulfilled

Criterion 3.11.: *The use by the educational organization of flexible options for the provision of educational services (including the use of electronic, distance learning).*



Agency for accreditation of educational programs and organisations

Since the COVID Pandemic, SMUFOM has established a system of provisions to enable distance learning. This has allowed students who are unable to arrive on campus to continue their studies uninterrupted. The most common causes have been due to immigration issues, health constraints, and family/personal problems.

These provisions provide students with the technology they need to attend classes as well as access all required educational resources online. Our University Management System (UMS) also allows faculty and students to access the many services available and interact seamlessly.

SMUFOM has strived to reduce its carbon footprint as well as to make medical education more affordable for all. To achieve this, SMUFOM has transitioned towards the use of online medical resources instead of the traditional textbooks. This allows our students to access information from hundreds of authors and sources instead of limiting them to one textbook.

When COVID began, SMUFOM was quick to act by not only ensuring that its students were safe but by also creating an alternative educational system that would allow them to continue their medical studies. Since then, Zoom has been a big part of our teaching model, allowing students to begin their education from a distance, if needed, in order for geography to not be an impediment in their educational journey. Zoom has proved to be an incredibly efficient and interactive way to achieve our learning goals and engage students in a positive way. Zoom has also been used to give students their orientation sessions and ensure that they receive all the relevant information if they are unable to make it to the campus on time.

Since the COVID Pandemic, SMUFOM has established a system of provisions to enable distance learning. This has allowed students who are unable to arrive on campus to continue their studies uninterrupted. The most common causes have been due to immigration issues, health constraints, and family/personal problems. On-campus students also have access to these provisions and may also request Zoom links to their classes in situations where they are unable to make it to class for a few days due to illness or other reasons [Guidelines \(Faculty - Online Session participation\)](#)[Guidelines \(Students - Online Session Participation\)](#).

At SMUFOM, we have chosen Access Medicine as our main online resource. Students are required to register on Access Medicine as part of their studies. Access Medicine, from McGraw Hill Medical, is a comprehensive online medical resource that provides a complete spectrum of knowledge from the best minds in medicine, with essential information accessible anywhere. Access Medicine provides students with hundreds of resources including the latest editions of the world's most respected medical textbooks. In addition, it contains an extensive multimedia library, a differential diagnosis tool, practice guidelines, infographics, case file reviews, diagnosis tests, and more [Access Medicine - About Us](#), [Access Medicine \(Agreement - SMUFOM\)](#).

The subscription to Access Medicine also provides access to the extensive McGraw Hill First Aid Test Prep eBook Collection, encompassing more than 20 books designed to aid in clerkship review and test preparation for Basic Science exams, clerkship exams, and board exams. Within this collection, there are e-books enriched with valuable mnemonics, integrated cases, concise summary boxes packed with high-yield information, and expert tips on excelling in the clerkship setting. Students can enjoy the flexibility of accessing these e-books from their laptop or mobile device.

The entire McGraw Hill First Aid Test Prep eBook Collection is available to both faculty and students on SMUFOM's UMS which allows students to quickly and efficiently access all books wherever they may be. The collection includes the following books: [Clinical Judgment USMLE Step 3 Review](#), [First Aid Cases for the USMLE Step 1, Fourth Edition](#), [First Aid Cases for the USMLE Step 1, Third Edition](#), [First Aid Cases for the USMLE Step 2 CK, Second Edition](#), [First Aid for the USMLE Step 1 2018](#), [First Aid for the USMLE Step 1 2019](#), [Twenty-ninth edition](#), [First Aid for the USMLE Step 1 2020](#), [Thirtieth edition](#), [First Aid for the USMLE Step 1 2021](#), [First Aid for the USMLE Step 2 CK, Ninth Edition](#), [First Aid for the USMLE Step 2 CK, Tenth Edition](#), [First Aid for the USMLE Step 2 CS, Fifth Edition](#), [First Aid for the USMLE Step 2 CS, Sixth Edition](#), [First Aid for the USMLE Step 3, Fifth Edition](#), [First Aid for the USMLE Step 3, Fourth Edition](#), [First Aid for the USMLE Step 3, Third Edition](#), [First Aid Q&A for the USMLE Step 1, Third Edition](#), [First Aid Q&A for the](#)



[USMLE Step 2 CK, Second Edition, Internal Medicine Correlations and Clinical Scenarios \(CCS\)](#)
[USMLE Step 3, USMLE Pharmacology Review Flash Cards, USMLE Road Map Pathology.](#)

SMUFOM highly recommends, but does not require, that all students register for and take advantage of the many benefits it offers. AMBOSS is a medical learning platform that helps students around the world to study smarter and score higher in their exams. Designed and curated by over 60 international physicians, AMBOSS uses intelligent learning features to guide you through your studies and into your medical career.

AMBOSS combines education and clinical reference all in one - the ideal medical companion for students, residents, and faculty. All faculty members at SMUFOM have full access to AMBOSS which is regularly used and contributes to teaching course content in the classroom setting [AMBOSS](#). SMUFOM fully satisfies the needs of students and teaching staff in information systems with 24h access to unlimited, high-speed internet. Laptops are available computers in the study room. Since the pandemic, SMUFOM began using TopHat as a main resource for test-taking as it offers Proctorio, the only remote proctoring software that puts test-taker privacy and convenience first offering a robust suite of customizable Identity Verification, Automated and Live Proctoring, Plagiarism Detection, and Content Protection services to fit exam administrator's needs, no matter the size or level of the course or exam.

TopHat also serves as an engagement platform that allows faculty to deliver interactive and personalized learning. It allows for each course professor to personalize content provided to students, foster collaboration and critical thinking by posing questions and discussion prompts for students to answer during class time. It contributes to student engagement by allowing professors to make use of different questions types to produce quizzes and/or assessments of different quality. The possibility of interactive assignments and integration of multimedia allows for formative and summative assignments throughout the diverse courses [Features | Top Hat](#).

University Management System (UMS). SMUFOM's University Management System (UMS) has been in use since the pandemic as well. After years of working to design a management system that fit the university's specific needs, UMS has now united our administration, faculty, and students at a global scale. UMS serves as an academic resource for students who receive their course information, grades, assignments, class materials, financial information, and more [UMS - Admin Dashboard \(Important Reminders\)](#), [UMS - Admin Dashboard](#), [UMS - Faculty Dashboard](#), [UMS - Student Dashboard](#).

Supporting documents:

1. [Classroom Photos](#)
2. [Access Medicine - About us](#)
3. [Access Medicine \(Agreement - SMUFOM\)](#)
4. [AMBOSS](#)
5. [Features | Top Hat](#)
6. [UMS - Admin Dashboard \(Important Reminders\)](#)
7. [UMS - Admin Dashboard](#)
8. [UMS - Faculty Dashboard](#)
9. [UMS - Student Dashboard](#)

Criterion 3.11. is fulfilled

Criterion 3.12.: *Ensuring, when organizing the educational process, effective interaction between teachers and students in the field of education and research aimed at developing a dynamic educational environment, supporting individual achievements of students.*

As mentioned in SMUFOM's Mission and Vision statements, the curriculum is student-centered with interactive learning. As a small university, SMUFOM strives to foster an intimate environment where students are more than just a number but are instead able to create genuine connections with faculty and staff. As such, it is very common for students to have daily interactions with faculty and administrators that go beyond the classroom. Even though all faculty members have set office hours,



this kind of approachability allows students to comfortably address any concerns directly with the university team at any time.

Faculty and students also interact with each other in the Mentorship Program. The objective of the mentorship program is to partner with students to create meaningful education plans. A faculty mentor is assigned to each new student from the first term of admission. Students are required to meet with their mentor at least three times during each semester of the Basic Sciences. Each advising session is documented by the mentor and becomes a permanent part of the student's file [Mentorship Program Overview](#), [Mentorship Program Form](#), [Mentorship Program Report](#).

The course faculty will continuously interact with the students during the delivery of the course. The faculty interacts with the students during the case discussions, problem based learning sessions, and provides and accepts immediate constructive feedback.

The students' opinions are given consideration while scheduling the formative and summative assessments, class scheduling.

SGA representatives and students-at-large serve in many SMUFOM committees (curriculum committee, grievances committee) as members and interact with the faculty and staff while taking part in the decision-making process and development of the university. The involvement of students in the assessment process is of great importance to SMUFOM.

Supporting documents:

1. [Mentorship Program Overview](#)
2. [Mentorship Program Form](#)
3. [Mentorship Program Report](#)
4. [Bylaws of Quality Assurance and Enhancement Unit](#)
5. [Bylaws of Curriculum Committee](#)
6. [SGA Constitution](#)
7. [Course and Instructor Evaluation Form \(Student\) \(2023\)](#)
8. [Candidate Lecture Evaluation Form](#)
9. [Alumni Satisfaction Survey](#)
10. [Student Evaluation of Clinical Preceptor](#)
11. [Student Satisfaction Survey](#)
12. [Community Outreach \(Health Fairs, Events\)](#)
13. [AMAZON: Misdiagnosis Casebook in Clinical Medicine](#)
14. [Contributors List \(The Misdiagnosis Casebook in Clinical Medicine\)](#)
15. [Certificate - Medical Community](#)

Criterion 3.12. is fulfilled

Criterion 3.13.: The presence in educational programs of the necessary types of practices, internships, and other types of training outside the walls of a higher educational institution for the acquisition of practical experience related to teaching students.

Responsible for creating liaison across the SMUFOM community to facilitate research and scholarly activity. The committee shall provide guidance upon revision of research proposals and encourage potential opportunities, it shall provide feedback on research activities, and recommend the allocation of funding. The committee shall encourage the demonstration of active and consistent dissemination of scholarship. The committee will be responsible for the organization of workshops to enable consistent dissemination of scholarly activity related to the mission of SMUFOM.

The master project worksheet is disseminated to the students and a “call for research assistants” is announced. Students who express interest in participating in a project are interviewed by the respective professor who is in charge of the project. During the interview the professor reviews the research model to be employed and discusses the ethical and professional aspects. Importantly, during the discussion conflicts of interest and plagiarism issues are reviewed. When the student joins the research team appropriate documents are completed and a team meeting is called to commence the project [Bylaws of Faculty Research and Scholarly Activities Committee](#).



A perfect example of collaborative work and scholarly activity was a writing project to produce a medical textbook authored by SMUFOM faculty and students under the guidance of Dr. Larry Barrata, former Dean of Student Affairs and Chair of the Faculty Research and Scholarly Work Committee. The book title is the Misdiagnosis Casebook in Clinical Medicine, 1st edition. The manuscript was submitted to the publisher in October 2022 and went through the production phase and has been published in both eBook format and hardcover in June 2023. This was an amazing collaboration of dedication and hard work that resulted in a great production providing personal and professional satisfaction to various individuals of SMUFOM [Amazon: Misdiagnosis Casebook in Clinical Medicine](#), [Contributors List \(The Misdiagnosis Casebook in Clinical Medicine\)](#), [Certificate - Medical Community](#).

SMUFOM prides itself in its ability to give back to the local community that has embraced us so much. Every year, SMUFOM, in association with the Student Government Association, organizes Health Fairs at local supermarkets, malls, and in the heart of Downtown Punda where our students offer free basic medical check-ups to hundreds of people. During these Health Fairs, students check heart pressure, BMI, and blood glucose level among other basic exams.

During the health fairs the students work in collaboration with lab technicians and nurses. The goal of the interprofessional collaborative skills is mentioned in learning objectives ICS 2 and ICS 3. The goal is to make the student demonstrate the skills in recognizing the role of and collaborating with medical and paramedical staff in the health care delivery. This not only allows SMUFOM to give back to the community, but it also gives our students first-hand experience.

In addition to Health Fairs, our student groups also do a lot of charity work on the island with underprivileged families and orphanages. The Christian Medical and Dental Association works hard every semester to raise funds for these groups. They also take time out of their busy schedules to travel to the local orphanages to play with the children. Despite its name, students from all religions join these efforts.

Additionally, SMUFOM has been requested to take part in events of companies such as KLM during their annual marathon where students volunteer at the main marathon area providing BP and glucose level tests. They also work assisting members of the Curaçao Red Cross along the marathon route to provide basic medical attention to any runners in need [Community Outreach \(Health Fairs, Events\)](#).

Supporting documents:

1. [Bylaws of Faculty Research and Scholarly Activities Committee](#)
2. [AMAZON: Misdiagnosis Casebook in Clinical Medicine](#)
3. [Contributors List \(The Misdiagnosis Casebook in Clinical Medicine\)](#)
4. [Certificate - Medical Community](#)
5. [Community Outreach \(Health Fairs, Events\)](#)

Criterion 3.13. is fulfilled

Additional criterion 3.14: What principles underlie the choice of teaching methods?

The choice of teaching methods at SMUFOM is guided by several key principles that aim to provide effective and comprehensive education for future healthcare professionals. These principles take into account the unique nature of medical education and the need to prepare students for the challenges they will face in clinical practice.

Some of the fundamental principles underlying the teaching methods at SMUFOM include: Active learning, Student centered learning, Clinical relevance, Interdisciplinary Approach, Problem-based learning, Integration of basic and clinical sciences, Hands-on experience, Feedback and assessment, Ethical and professional development, Technology integration.

Supporting documents:

1. [Workshop \(Learning Objectives\)](#)
2. [PBL Session Abdomen \(MD4\) \(Spring 2023\)](#)
3. [Community Outreach \(Health Fairs, Events\)](#)



4. *Problem Based Learning (PBL) Session Introduction*
5. *PBL Session Description*
6. *PBL Session Schedule (ICM-3) (Spring 2023)*
7. *PBL Session Schedule (ICM-4) (Spring 2023)*
8. *PBL Session Abdomen (MD4) (Spring 2023)*
9. *Curriculum Map (MD Program - Regular) (Teacher's Edition)*
10. *ICM Laboratory (Photos)*
11. *Microbiology, Histology, & Pathology Lab (Photos)*
12. *Anatomy Lab (Photos)*
13. *Honor Code*
14. *Medical Ethics Syllabus (Spring 2023)*
15. *Compact Between Instructors and Students of Medicine*

Additional criterion 3.14. is fulfilled

Additional criterion 3.15: What clinical disciplines should students gain practical experience in?

SMUFOM has set forth a structured map and syllabus for the clinical clerkship years based on the Clinical Sciences Learning Objectives and has implemented a core case, diagnosis and symptom list based on the AAMC guidelines that SMUFOM students must be exposed to during their clinical clerkship years. A list of core cases, symptoms, diagnoses that students must be exposed to was compiled in accordance with the “AAMC Recommendation for Clinical Skills Curricula for Undergraduate Medical Education” [Clerkship Sequence Schedule](#), [Core Case Exposures](#), SMUFOM’s Clinical phase contains six (6) core rotations as well as many elective rotations:

1. Family Medicine (6 weeks)
2. Pediatrics (6 weeks)
3. Internal Medicine (12 weeks)
4. Surgery (12 weeks)
5. OB/GYN (6 weeks)
6. Psychiatry (6 weeks)

Clerkship syllabi outline the goals and measurable learning objectives for each discipline and identify “representative” cases that each student should work through [Family Medicine Syllabus](#), [Internal Medicine Syllabus](#), [OB/GYN Syllabus](#), [Pediatrics Syllabus](#), [Psychiatry Syllabus](#), [Surgery Syllabus](#). The SMUFOM administration understands the responsibility to prepare physicians with the mastery of the skills and abilities to be successful in any professional trajectory they pursue. Physicians must have a command of clinical knowledge and skills as well as the ability to reason, analyze, assess and plan for patient care based on up to date scientific and medical standards. Therefore, our continued aim is to have students graduate with the experience necessary to contribute to a professional medical team.

Clinical clerkship courses / clerkships are structured based on the following five learning components to ensure students are well rounded and prepared to become a medical professional:

1. Appropriate medical knowledge
2. Clinical skill performance
3. Professional behavior
4. Communication skills
5. Examinations

Supporting documents:

1. [Clerkship Sequence Schedule](#)
2. [Core Case Exposures](#)
3. [Family Medicine Syllabus](#)
4. [Internal Medicine Syllabus](#)
5. [OB/GYN Syllabus](#)
6. [Pediatrics Syllabus](#)
7. [Psychiatry Syllabus](#)



Additional criterion 3.15. is fulfilled

Additional criterion 3.16: How and why is the academic load of students distributed during clinical practice?

A comprehensive medical education consists of input from our faculty as well as the national licensing exam (USMLE) topics that are consistently tested. The Office of the Dean of Clinical Sciences has set forth a structured map and syllabus for the clinical clerkship years based on the Clinical Sciences Learning Objectives. The syllabi include core cases that students must be exposed to. Clerkship syllabi outline the goals and measurable learning objectives for each discipline and identify “representative” cases that each student should work through [Family Medicine Syllabus](#), [Internal Medicine Syllabus](#), [OB/GYN Syllabus](#), [Pediatrics Syllabus](#), [Psychiatry Syllabus](#), [Surgery Syllabus](#).

Supporting documents:

1. [Family Medicine Syllabus](#)
2. [Internal Medicine Syllabus](#)
3. [OB/GYN Syllabus](#)
4. [Pediatrics Syllabus](#)
5. [Psychiatry Syllabus](#)
6. [Surgery Syllabus](#)
7. [Clinical Student Evaluation Form](#)
8. [Clerkship Sequence Schedule](#)
9. [Clinical Sciences Phase \(Core Case Exposures\)](#)
10. [SOAP Notes](#)

Additional criterion 3.16. is fulfilled

Additional criterion 3.17: How does an educational organization provide students with sufficient access to clinical institutions offering medical care in the required range of clinical practice?

SMUFOM has an agreement with Pontiac General Hospital (PGH) in Michigan USA where all of our students go to complete their rotations. In addition, the university has agreements with multiple clerkship sites to ensure that students have access to all the clerkships that are required to complete their degree [Agreement \(SMUFOM & PGH\) \(2016\)](#).

Pontiac General Hospital (PGH) is an ACGME certified hospital that caters to multi-specialties as well as provides urgent healthcare services to the community. PGH is an independent organization continuing to revolutionize its service offerings with a focus on providing cost-effective, high quality care while, at the same time, intentionally and innovatively developing niche services that fill the gaps that exist for treatment of highly complex patients.

Over the past couple of years, the hospital’s workforce has grown by more than 25 percent and service offerings have expanded to include:

- *Intensive Care (ICU)* - 20 beds, 4 Office(s) for doctors and residents, 6 Post for nurses on duty.
- *Medical Inpatient Services* - 15 equipped examination rooms, 266 equipped treatment rooms (155 Acute Care + 111 Psychiatry), 6 diagnostic rooms, 10 offices for doctors.
- *Surgery* - 7 operating rooms, 2 sterilization rooms.
- *Diagnostic Imaging* - Radiology services including Magnetic Resonance Imaging.
- *Laboratory* - Analysis Lab, Storage room for biomaterials, NOTE: PGH is in the process of partnering up with a bigger reference lab which will lead to expansion of laboratory services.
- *Psychiatry* - 111 treatment room.
- *Endoscopy*.



o *Pharmacy.*

Innovative Services. PGH also strives to be leaders in the medical field by tackling, in a meaningful and innovative way, two of the industry’s most complex challenges – the continuing shortage of emergent behavioral health services and the rampant opioid addiction crisis. PGH has partnered in the development of an advanced opioid detox program that induces withdrawals while patients are sedated. This cutting-edge procedure dramatically reduces the length of treatment and is more successful than traditional methods of opioid detoxification. This exposes SMUFOM to cutting-edge treatments and medical procedures that add a great deal of value to their education.

Over the past several years, Pontiac General has invested up to \$5 million in capital improvements including:

1. Updated hospital interior
2. Remodeled cafeteria
3. New equipment and technology (radiology, surgery and laboratory)
4. New heating and cooling (HVAC) system.

PGH student center (OSCE exam rooms). Apart from having access to the latest technologies and healthcare practices at PGH, SMUFOM has a wing of the hospital which has been designated towards the SMUFOM Student Center. Students have 24hr access to these facilities that provide them with:

1. WIFI
2. Conference rooms
3. Study spaces
4. Medical library
5. Computers
6. Restrooms
7. Meeting rooms
8. Dining area
9. Specially designed examination rooms with manikins

These examination rooms are maintained as fully functional so that students have a realistic environment to practice and take exams in. These rooms also act as a simulation center for OSCE exams equipped with training simulators to form the development of practical skills in training in specialties (surgery, internal medicine, obstetrics and gynecology, anesthesiology, resuscitation and intensive care) [PGH Student Center, Pontiac General Hospital \(PGH\)](#).

Clerkship sites (clerkships and capacity).

#	LOCATION	CLERKSHIP OFFERED	STUDENT CAPACITY
1	Airport Family Medicine	Family Medicine	2
2	Ascension Hospital	Surgery	2
3	CiBNP	Medical Research & Publishing	8
4	Dr. Khalifa Ob/Gyn	Ob/Gyn	5
5	Dr. Nenad Serafimovski Cardio	Cardiology	2
6	Farmbrook Radiology	Radiology	2
7	Honor Clinic	Family Medicine	4
8	NEU Clinic	Urgent Care	2
9	Pontiac General Hospital	Internal Medicine	2
		Gastroenterology	6
		Surgery	9
		Psychiatry	6
10	St. Joseph's Hospital	Plastic Surgery	3
		Nephrology	2
		Pediatrics	4
11	White Lake Family Medicine	Family Medicine	4
		Internal Medicine	4



Supporting documents:

1. *Agreement (SMUFOM & PGH) (2016)*
2. *PGH Student Center*
3. *Pontiac General Hospital (PGH)*

Additional criterion 3.17. is fulfilled

STANDARD 3 is fulfilled



1.4. Standard 4: «Minimum requirements for student`s admissions, recognition of education results and graduation».

Criterion 4.1.: The use of impartial and objective methods and procedures for the selection and admission of students, as well as the elimination of unreasonable barriers to the admission of potential students.

All the information regarding admissions requirements is available for students on the SMUFOM website at the following links: [SMUFOM Website: Basic Sciences - Admissions Requirements](#), [SMUFOM Website: Clinical Sciences - Admissions Requirements](#).

The SMUFOM website also offers a quick and convenient link for applicants with information of the required documents: [SMUFOM Website: Apply Now](#).

SMUFOM has a marketing strategy that combines various pathways to ensure an international presence and reach a diversity of countries and cultures.

These pathways include:

1. Social Media ([Facebook](#), [Instagram](#), [LinkedIn](#), [Twitter](#))
2. [Video Commercials](#)
3. [Brochures](#)
4. [University Fairs](#)
5. Consultants in India ([SMUFOM Brochure](#), [Indian Consulting Firms](#)).

St. Martinus University Faculty of Medicine (SMUFOM) is committed to providing equitable access to learning opportunities for all students and does not discriminate against qualified applicants with disabilities. The medical school welcomes qualified students with disabilities (e.g., mental health, attentional, learning, chronic health, sensory, or physical) who meet the technical standards of the program, with or without reasonable accommodations.

It is the policy and practice of SMUFOM to utilize an approach that is founded in the Americans with Disabilities Act as appropriate and practical in Curacao. For example, a qualified individual with a disability will be granted access and participation to all services, programs and activities of the university, subject to the limitations imposed by circumstances and availability of facilities.

SMUFOM provides information about disability services for potential and admitted students in the following venues.

1. [Application Form - Apply Now - SMUFOM Website](#)
2. [Student Services - SMUFOM Website](#)
3. Admissions Advisors
4. Acceptance Letters ([Acceptance Letter \(Basic Science Phase - Regular Acceptance\)](#), [Acceptance Letter \(Basic Science Phase - Transfer \(no USMLE\)](#), [Acceptance Letter \(Clinical Science Phase - Transfer \(with USMLE\)](#))
5. Orientation Session [Agenda - Program Orientation \(Year 1\) \(Spring 2023\)](#), [Agenda - Program Orientation \(Year 2\) \(Spring 2023\)](#)
6. Course Syllabus [Anatomy & Embryology Syllabus \(Spring 2023\)](#)

Applicants and students with disabilities should disclose any physical or learning disability to the admissions counselor during the admissions process and are encouraged to contact the SMUFOM Office of Student Affairs, Student Disabilities Services (SDS) for information and assistance. When the notification is received, a “Request for Disability Accommodation Form” will be emailed to the student.

SMUFOM has a diverse student body because it recruits internationally as opposed to focusing in one geographic area. Many countries including Great Britain, the Netherlands, Iraq, Iran, Syria, Pakistan, Lebanon, Ireland, Sri Lanka, Nepal, India, Nigeria, Cameroon, Syria, Australia, the Bahamas, the U.S. and Canada are represented. It is also important to note that SMUFOM has almost 50% female enrollment. In order to increase exposure to the international market, SMUFOM also focuses on its social media platforms by posting content frequently and using Google Analytics and



ads as a way to extend the university's reach.

SMUFOM makes it simple and easy for students to apply online (link below). Once an application has been received, The Admissions Office immediately assigns an Admissions Advisor to provide information and assistance to all applicants during the entire process. With the recent incorporation of SMUFOM's custom-designed University Management System (UMS), the Admissions Committee is fully aware of the stage of all applications and is automatically notified as the application process proceeds from stage to stage [SMUFOM - Apply Now](#).

All documents received by the Admissions Office are promptly uploaded to the UMS and the status of the applicant is regularly updated. This allows for real-time interaction between all involved parties for an efficient and transparent process. The stages of the Admissions process and details regarding them are outlined on our website, marketing materials, and other content given to applicants.

Supporting documents:

1. [SMUFOM Brochure](#)
2. [Indian Consulting Firms](#)
3. [Acceptance Letter \(Basic Science Phase - Regular Acceptance\)](#)
4. [Acceptance Letter \(Basic Science Phase - Transfer \(no USMLE\)\)](#)
5. [Acceptance Letter \(Clinical Science Phase - Transfer \(with USMLE\)\)](#)
6. [Agenda - Program Orientation \(Year 1\) \(Spring 2023\)](#)
7. [Agenda - Program Orientation \(Year 2\) \(Spring 2023\)](#)
8. [Anatomy & Embryology Syllabus \(Spring 2023\)](#)
9. [Request Form \(Disability Accommodation\)](#)
10. [NBME Accommodation Letter](#)
11. [Academic Calendar \(2022 - 2023\)](#)
12. [SGA Constitution](#)
13. [Admissions - Document Checklist - UMS](#)
14. [Transcript Evaluation Request Form](#)
15. [Candidate Admissions Evaluation Form](#)
16. [SMUFOM Prerequisite Verification Form](#)
17. [Curriculum Map \(MD Program - Regular\) \(Student Edition\)](#)

Criterion 4.1. is fulfilled

Criterion 4.2.: Transparent and consistent application of rules, process and criteria for student admission.

All the information regarding admissions requirements is available for students on the SMUFOM website at the following links: [SMUFOM Website: Basic Sciences - Admissions Requirements](#), [SMUFOM Website: Clinical Sciences - Admissions Requirements](#).

The SMUFOM website also offers a quick and convenient link for applicants with information of the required documents: [SMUFOM Website: Apply Now](#).

SMUFOM's Admissions Committee is delegated authority by the Vice-Chancellor and is responsible for selecting academically successful, diverse and community-minded individuals with interest in committing to become a physician. The rules and regulation of the Admissions Committee guarantees that SMUFOM is applying transparent and consistent rules, processes, and criteria for all applicants [Bylaws of Admissions Committee](#).

Members of the Admissions Committee are required to attend an orientation session to familiarize themselves with information and requirements of Admission committee membership, including elements of how to effectively interview candidates. The orientation program utilizes a toolkit for each member as their primary resource. [Orientation Program \(Admissions Committee\)](#).

The number of students offered admission is based on the factors below:

1. Adequate faculty to maintain a 1:8.
2. Proper educational instruction space, including labs.
3. Suitable study space in the library supporting a conducive learning environment.



4. Adequate space in training facilities in the ambulatory and inpatient settings.
5. Satisfying recreational areas for the students.
6. Financial Resources- Sufficient resources to fulfill the mission of the University
7. Human Resources- Acceptable personnel in support services (dining, housekeeping, security, administrative support)
8. SMUFOM resides in a stand-alone campus that includes the teaching facilities as well as housing for up to 80 students ([Bylaws of Admissions Committee](#), [Orientation Program \(Admissions Committee\)](#)).

Criterion 4.2. is fulfilled

Criterion 4.3.: Obtaining complete and timely information and advice to the learner (student) on the chosen educational trajectory, as well as academic mobility programs and career opportunities.

SMUFOM works to ensure that students receive all the information they need to be successful. Admissions Advisors work tirelessly to convey all the most important information as well as to advise students regarding their academics, application process, and educational options. Once students are admitted, SMUFOM offers students the following information sessions and support services to make sure that they continue to be informed.

1. [Orientation Session](#)
2. [Mentorship Programs](#)
3. [Student Development Presentations](#)
4. [Student Organizations](#)

SMUFOM offering counseling and support for students to help them adjust to the demands of medical school and to living abroad and far from their countries, culture, and loved ones. In order to ameliorate this transition, SMUFOM offers the following:

1. [Mental Health Counseling](#)
2. [Academic Counseling](#)
3. [Career Counseling](#)

Before the first day of class, an on-site orientation is held for new and old students to assist them in their transition to medical school and life in Curacao. The orientation is made up of several sessions to provide information on academic policies, faculty and staff resources, security and safety on the island, healthcare resources (physical and mental), banking resources and insurance policies. Two workshops are held throughout the day specifically geared to help students transition into the academic environment they will commence with; Study skills and study strategies workshop and How to navigate UMS workshop [Agenda - Program Orientation \(Year 1\) \(Spring 2023\)](#), [Agenda - Program Orientation \(Year 2\) \(Spring 2023\)](#), [Orientation Session \(Spring 2023\)](#), [Orientation Session \(Summer 2022\)](#), [Orientation Presentation \(Study Strategies\)](#).

A faculty mentor is assigned to each new student from the first term of admission. Students are required to meet with their mentor at least three times during each semester of the Basic Sciences. Each advising session is documented by the mentor and becomes a permanent part of the student's file [Mentorship Program Overview](#) [Mentorship Program Form](#).

The role of a CMS is that of servant leadership and mentoring. They mentor fellow students and act as a liaison between the medical students and the faculty. If a student is having difficulty adjusting to life as a clinical clerk, the CMS may offer counsel and help. If a faculty member notices that a student is struggling to grasp the four evaluating points, they may be referred to the CMS for guidance. The CMS also oversees new student orientation to help the new student navigate the hospital/clinical facility.

The CMS does not officially participate in matters concerning grades, eligibility status, finances, clerkship schedules, leave of absence, housing, immigration, exam scheduling or disciplinary action.



SMUFOM provides mentoring and academic advising for students at all stages of their medical education. Both campuses offer students a Mentorship Program aimed at partnering students with faculty and student leaders to create meaningful education plans and provide guidance through the educational process. For more information: [Mentorship Program](#).

An important component of the system of academic advising falls under the purview of the Office of Academic Counseling for NBME/USMLE examinations. Students presenting academic queries or difficulties in study techniques and/or approaches in preparation for certifying exams (NBME/USMLE Step exams) have the option of contacting members of this office. The counseling will entail both educational and administrative guidance that students need in preparation for their exams and in necessary administrative arrangements. Suggestions for study resources, study timelines and test taking strategies are provided to students during meetings with the Academic Advisor. The job description for the Academic advisor clearly delineates what falls under the purview of that position. [Job Description \(Academic Examination Advisor\)](#).

A member of the Office of the Dean of Clinical Sciences visits the Basic Sciences Campus every semester, either in person or online, and holds a one-on-one session with all the 4th semester students to talk to them about their clinical interest and guides them to explore their areas of interest. This member receives help from other Department Clinical Chairs and/or Preceptors if deemed necessary. The Office of the Dean of Clinical Sciences, in cooperation with the Dean of Student Affairs, is involved in providing individualized sessions on essential composition of applications (formatting, style, depth, how to accurately present experience, aspiration, etc.), and the personal statement [Counseling Session \(2024 US Residency Match\)](#).

Supporting documents:

1. [Agenda - Program Orientation \(Year 1\) \(Spring 2023\)](#)
2. [Agenda - Program Orientation \(Year 2\) \(Spring 2023\)](#)
3. [Orientation Session \(Spring 2023\)](#)
4. [Orientation Session \(Summer 2022\)](#)
5. [Orientation Presentation \(Study Strategies\)](#)
6. [Mentorship Program Overview](#)
7. [Mentorship Program Form](#)
8. [CV \(Shruti Tekwani LMHC, NCC\)](#)
9. [Client Satisfaction Survey \(Counseling Services\)](#)
10. [Client Satisfaction Survey \(Results\)](#)
11. [Job Description \(Academic Examination Advisor\)](#)
12. [Counseling Session \(2024 US Residency Match\)](#)

Criterion 4.3. is fulfilled

Criterion 4.4.: *Availability of clear procedures and tools for collection, monitoring and follow-up actions based on information about academic achievements of students.*

The academic success of every student is considered a top priority at SMUFOM. SMUFOM has worked hard to pinpoint the most common causes of academic difficulty and provide services to assist students in overcoming them. SMUFOM makes every effort to identify students who are experiencing academic difficulty as early as possible in order to take steps to help the student immediately. SMUFOM focuses on offering preventative measures and services to ensure, to the best of our ability, that students in need receive help during the semester to help them avoid failing classes and affecting their academic progress.

SMUFOM's newest tool is the University Management System (UMS) which was custom-made and developed with SMUFOM's specific needs in mind. Incorporated within UMS is an automated control and reporting system that provides us with immediate information regarding attendance, academic progress, grades, and feedback on assessments. This allows staff to not only input information quickly but it also allows university administrators to monitor students and identify any problems that may arise.



Upon admission, each student is assigned a personal login and password, which allows access to the student's personal page in the UMS system, where students have access to monitor their educational achievements. Students can control their educational achievements and make decisions to improve the quality of knowledge. The personal page of the student is constantly available, including from abroad, this allows you to receive the necessary information freely and on time.

It is a fundamental responsibility of the faculty and administration of SMUFOM to determine whether students are making adequate progress toward promotion and graduation. The Student Promotions and Evaluation Committee is organized to maintain academic standards and ensure fairness and consistency in decisions, especially with regards to students with academic difficulties. The Student Promotions and Evaluation Committee is delegated authority by the Vice-Chancellor and is responsible for developing and implementing promotion policies and procedures; evaluating medical student performance during the course of the curriculum; granting student promotion from one semester to the next; identifying and recommending management of academic deficiencies; recommending students for placement on probation, suspension or dismissal; allowing or denying re-examination; recommending re-admission; addressing particular situations dealing with ethical misconduct. The Committee reports directly to the Dean of Academic Affairs but may involve the Dean of Student Affairs, if deemed necessary, in order to attain satisfactory resolution on particular issues. The committee will report and provide recommendations on promotion policies and procedures to the Faculty Senate.

SMUFOM Faculty is requested to send their grade sheets to the Registrar after every summative test. SMUFOM has 3 summative tests per semester (Block 1 Exam, Block 2 Exam and Block 3 Exam. In addition, faculty members are asked for student information regarding attendance. The Registrar, along with the help of the chair of the SPEC, will then prepare a Master spreadsheet of the progress of each and every student. SPEC meetings occur after every exam to discuss the progress of each student. The SPEC is not only there to address students who fail courses or exams but acts as a preventative measure to ensure that any deficiencies are detected and dealt with before the student fails the course [Master Grades Spreadsheet \(Spring 2023\)](#).

Follow-up of the students will be conducted by the course professor in subsequent quizzes and by SPEC in the subsequent summative exams. The students who are not showing progress will be put on academic probation for special attention. The students who are showing progress will be encouraged by appreciation [SPEC Report \(End-of-Semester - Summer 2022\)](#), [SPEC Report \(Block 2 - Spring 2023\)](#).

At appropriate times during a semester (e.g. after exam periods or when early evaluations have been received), the Student Promotions and Evaluation Committee will receive a report from the Registrar or the Dean of Academic Affairs or Clinical Sciences with the names of the students who are at risk for failing a course or clerkship. Based on the student's semester level and on all the factors involved, the Student Promotions and Evaluation Committee will make their recommendations to the appropriate Dean. The Dean will meet with each student individually to discuss the decision after the student has received written notification. At that time if the determination is to continue the course or clerkship, the appropriate Dean will assist the student by arranging the appropriate tutoring or support.

Upon assessment and recommendations of the Student Promotions and Evaluation Committee, students are fully informed of their deficits and whether they have been categorized in Academic Probation. If such an action is taken, Professors of such a student are informed prior to the start of the semester so that they can provide individualized attention if deemed necessary and follow up of each case is carried out by the Student Promotions and Evaluation Committee throughout the semester.

Any adverse academic action will undergo detailed assessment by the Student Promotions and Evaluation Committee and recommendations will be passed on and discussed with the Dean of Academic Affairs or the Dean of Clinical Sciences. In all cases where there is recommendation of an adverse academic action, the faculty member involved will be introduced to the discussion to



understand the details of the case. The Dean will summon the student in order to inform them of the adverse academic action and obtain details from the student's perspective before moving forward with the procedure. The student will be informed of the process and of the three stages in the academic grievance resolution process. These are clearly delineated in the Student Handbook.

In order to address these issues, the Dean of Academic Affairs and the Dean of Student Affairs organize workshops in coordination with the Licensed Mental Health Counselor [SPEC Guidelines \(Academic Action\)](#), [Bylaws of Student Promotions and Evaluations Committee \(2023\).pdf](#), [Curriculum Committee \(Meeting Minutes\) \(12-APR-2023\)](#), [SPEC Report \(Block 2 - Spring 2023\)](#), [SPEC Report \(End-of-Semester - Summer 2022\)](#).

Every semester, SMUFOM hands out Certificates to the most active students on campus. These awards are not only given to the most academically outstanding students but also to the ones who have contributed the most to the university, campus life, and student groups and activities. The awards given are as follows:

1. *Leadership Award*: For outstanding contribution to SMUFOM, to both students and Campus Life.
2. *Academic Achievement Award*: Highest GPA of each semester batch in the Basic Sciences Phase.
3. *Academic Excellence Award*: Highest GPA (yearly) in all of Basic Sciences Phase.
4. *Academic Distinction Award*: Highest USMLE Step 2 Score of the year. Merit II (if on first attempt)
5. *Community Outreach Award*: For students who go above and beyond to contribute the most to SMUFOM's community outreach programs.
6. *Recognition Award*: For outstanding contributions to the medical field.

Supporting documents:

1. *Master Grades Spreadsheet (Spring 2023)*
2. *SPEC Report (End-of-Semester - Summer 2022)*
3. *SPEC Report (Block 2 - Spring 2023)*
4. *SPEC Reporting Form (Student Meeting)*
5. *SPEC Committee Form*
6. *SPEC Guidelines (Academic Action)*
7. *Bylaws of Student Promotions and Evaluations Committee (2023).pdf*
8. *Curriculum Committee (Meeting Minutes) (12-APR-2023)*
9. *SPEC Report (Block 2 - Spring 2023)*
10. *SPEC Report (End-of-Semester - Summer 2022)*
11. *Bylaws of Quality Assurance and Enhancement Unit*
12. *Continuous Quality Improvement Policy*
13. *Remedial Exam Policy*
14. *Reporting of Remedial Exams*

Criterion 4.4. is fulfilled

Criterion 4.5.: *Providing an educational organization with objective recognition of qualifications and periods of study of prior education in order for students to achieve expected learning outcomes and promote their academic mobility.*

Transfer students are only admitted into the Basic Sciences Phase or the first year of the Clinical Sciences Phase. The admissions offer of transfer students will depend on the requirements met in adherence to structure of the curriculum map (link below). Requirements may vary depending on the prospective transfer student's program stage [Curriculum Map \(MD Program - Regular\) \(Student Edition\)](#).

The Admissions Requirements for transfer students are as follows:

1. All MD Program Admissions Requirements
2. Official Transcripts



Unofficial transcripts and/or grade reports will be acceptable for initial evaluation, pending receipt of the official transcript. Students must provide an official transcript by the end of their first semester at SMUFOM. Students cannot progress to the next semester until this process is complete.

1. *Transcript Evaluation Form.* A student must fill and complete the Transcript Evaluation Request Form and it will be added to the rest of the Admissions required documents.

Upon the deliberations of the Admissions Committee, the students' transcripts are reviewed to confirm appropriate credits required for admission. SMUFOM utilizes the LCME standards for all transfer students. It is the responsibility of the Director of Admissions to inform the student of their course placement Website link: [LCME Transcript Evaluation Request Form](#).

2. *USMLE Step 1.* Students requesting specific transfer into Year 3 (first clinical year) are specifically required to show passing USMLE Step 1 exams as well as meet all other requirements set forth by the SMUFOM Curriculum. Without this specific requirement, no student is allowed to transfer into Year 3 (first clinical year). Additionally, SMUFOM does not admit transfer students into Year 5 of the MD Program: [Admissions Routes](#), [Admissions Process](#), [Admissions Requirements](#), [Transfer Students](#).

St. Martinus University accepts transfer students wishing to enter any of the program stages. Nevertheless, SMUFOM does not admit applicants into Year 4 of the program. Requirements may vary depending on the prospective transfer student's program stage. Transfer students will be evaluated on a case-by-case basis provided that they have previously attended a Doctor of Medicine Program listed in The World Directory of Medicine and approved by ECFMG. Transfer students must undergo the same interview process as all applicants and the Admissions Committee makes a decision based on the same criteria required of all SMUFOM students. The Admissions Committee does not offer admission to any candidates who cannot be reliably compared to the delineated standards for current students (at the same level).

Prior to enrolling in SMUFOM, some students may have successfully completed Basic Science courses at another medical school (LCME listed) or equivalent LCME listed program. Transfer credits may be accepted for these courses. Transfer students are only eligible to receive credit for courses that meet SMUFOM curriculum requirements. In order to obtain credit from SMUFOM, the student must have scored a 70% or higher in the course and provide an official transcript proving that the course was taken in its entirety at the previous institute(s) attended by the student.

The decision to accept transfer credits will be made by the Admissions Committee, and the decision must be approved by the Dean of Academic Affairs (Basic Sciences) and/or Dean of Clinical Sciences. If the decision is made to grant the student's transfer credits, a formal record of the decision will be sent to the student and a copy will be placed in the student's academic file. The student's transcript will list the grade as Credit for the courses in which the student has received transfer credits. Grades from transfer courses will be included in the student's overall GPA calculation.

Supporting documents:

1. *Curriculum Map (MD Program - Regular) (Student Edition)*
2. *Transcript Evaluation Request Form*

Criterion 4.5. is fulfilled

Criterion 4.6.: To provide the educational organization of students who have completed the educational programme and achieved the expected results with a certificate of education confirming the qualifications obtained, including the results achieved, as well as the content and status of education received and certificates of completion.

All information regarding the assessment, advancement, and graduation of students and procedures for disciplinary action are published in the Student Handbook, available on SMUFOM's website and in the student information system, UMS. As the knowledge and understanding of these standards and procedures are of extreme importance for all SMUFOM students, at the starting of each semester during the orientation session a member of the Student Promotions and Evaluations committee along



Agency for accreditation of educational programs and organisations

with the Dean of Academic Affairs present the most important features relating to this topic for new and existing students. During the Orientation session the importance of the reading and revising these policies provided in the Student Handbook is emphasized [Student Handbook - Standards and procedures](#).

In addition to completing the medical curriculum, students must pass the USMLE Step 1, Step 2 CK, and any other exams required by ECFMG in order to graduate. The Office of the Dean handles the details and arrangements of the graduation ceremony.

The degree of Doctor of Medicine may be conferred on a candidate who fulfills these criteria:

1. Must be at least 21 years old.
2. Has successfully completed the first two years of the Basic Sciences Phase.
3. Has passed Step 1 of the United States Medical Licensure Examination (USMLE).
4. Has successfully completed 74 weeks of clerkships in both their third and fourth year of medical education.
5. Successfully completed Objective Structured Clinical Examination (OSCE) examination.
6. Has passed Step 2 of the United States Medical Licensure Examination (USMLE).
7. Successfully completed all certification exams required by ECFMG.
8. Has paid all tuition incurred plus any additional fees owed to St. Martinus University.
9. Has been recommended for the Doctor of Medicine degree by the Student Promotions and Evaluation Committee, the Dean, Vice President, President and approved by the Board of Trustees of the University.
10. Has submitted all required documents, exam results, certificates and evaluations to the Office of the Registrar. These items are uploaded and stored on SMUFOM's UMS. [Diploma Requirements \(UMS\)](#).

Once students have graduated from SMUFOM, they automatically receive the following documents: Official Transcript [Transcript](#), Diploma [Diploma](#). Additionally, students may request any of the following documents if required for their academic or professional progression:

1. Clerkship Certificate [Clerkship Certificate](#)
2. NOC (No Objection Certificate) [NOC \(No Objection Certificate\)](#)
3. Provisional Certificate [Provisional Certificate](#)
4. Final Clearance Certificate [Final Clearance Certificate](#)
5. Medical Student Performance Evaluation (MSPE) [Medical Student Performance Evaluation \(MSPE\)](#)

Supporting documents:

1. *Student Handbook - Standards and procedures*
2. *Diploma Requirements (UMS)*
3. *Transcript*
4. *Diploma*
5. *Clerkship Certificate*
6. *NOC (No Objection Certificate)*
7. *Provisional Certificate*
8. *Final Clearance Certificate*
9. *Medical Student Performance Evaluation (MSPE)*

Criterion 4.6. is fulfilled

Strength:

1. Number of newly accepted students increases annually, education quality of students and motivation to learn increasing.

STANDARD 4 is fulfilled



1.5. Standard 5: «Minimum requirements for faculty and support staff».

Criterion 5.1.: The use by the educational organization of transparent and objective criteria for the admission of teaching and educational support staff to work, promotion in accordance with the labor legislation.

The University faculty and/or administrative recruitment processes and procedures can include candidates internally and/or externally, always striving to attain the most inclusive and most culturally diverse members. SMUFOM understands that our staff, both faculty and administration, play an integral role in the guidance and support of our students and are a key factor in their success. As a small university, SMUFOM strives to foster an intimate environment where students are more than just a number but are instead able to create genuine connections with faculty and staff [Faculty policies \(Excerpts from Faculty Handbook\)](#).

Faculty recruitment at SMUFOM is a comprehensive process, which integrates the roles of different key stakeholders. SMUFOM relies on transparent recruitment procedures to ensure the competence of its faculty staff. During this process, there are different levels of evaluation to certify if the applicant will be an asset to the University and has the potential to develop within the existing team. The main driver of the process is the Dean of Faculty Affairs & Development, who will take the time and be detailed in the process in order to ascertain the quality of the applicant's skills and expertise [Faculty Recruitment At A Glance, Recruiting Candidate Attributes \(Skills to Seek\)](#).

The Dean of Faculty Affairs and Development conducts an initial screening interview to evaluate important criteria of the applicant including, but not limited to:

1. Leadership skills
2. Management and planning skills
3. Personal attributes
4. Communication skills
5. Applicants strengths that may support the University goals and objectives [Candidate Screen Interview Evaluation Form](#).

If the candidate passes the screening process, a guest lecture will be organized via online and a new evaluation will be conducted at this point which will allow feedback and gathering of opinions from both students and guest faculty members, allowing them to provide constructive feedback in response to the lecture attended [Candidate Lecture Evaluation Form, Dr. Sizzle Vanterpool Lecture Evaluation](#).

A compilation and review of all the gathered information from the start of the recruitment process, along with a thorough assessment by the Dean of Faculty Affairs & Development will lead to a decision as to whether or not to extend an offer to the applicant. The Dean of Faculty Affairs & Development will complete the Faculty Candidate Evaluation sheet summarizing the process and results [Faculty Candidate Evaluation Sheet](#).

Faculty members are notified of the terms and conditions of employment, benefits and compensation via:

1. A meeting with the Chancellor / Vice Chancellor in which all final conditions are discussed.
2. The SMUFOM Appointment Letter is provided to the new faculty member to move forward with the recruitment process and once this letter is signed and returned, confirmation of acceptance of appointment is formalized. For description of each faculty appointment [Faculty Appointment Letter, Guidelines for Appointment of Academic Faculty \(Ranks\)](#)
3. At present, SMUFOM is hiring faculty members and employees on a contract-competitive basis in accordance with an employment contract. An employment contract is provided which delineates all the terms of the agreement between the employee and the employer, which establishes their mutual rights and obligations. Requirements of educational



support, administrative and managerial and other personnel are defined in job descriptions. Additionally, in the contract, clauses state what the faculty member's compensation plan will be. The employment contract is guided by the Labor Code of Curacao. [Job Description \(Faculty\)](#), [Faculty Contract](#), [Curaçao Laws - Labor](#).

4. An Orientation Session which is offered to all new faculty members will be arranged "New Faculty Orientation Program" [Faculty Orientation Guide \(Basic Sciences Phase\)](#), [Faculty Orientation Guide \(Clinical Sciences Phase\)](#).

Supporting documents:

1. *Faculty policies (Excerpts from Faculty Handbook)*
2. *Faculty Recruitment At A Glance*
3. *Recruiting Candidate Attributes (Skills to Seek)*
4. *Candidate Screen Interview Evaluation Form*
5. *Candidate Lecture Evaluation Form*
6. *Dr. Sizzle Vanterpool Lecture Evaluation*
7. *Faculty Candidate Evaluation Sheet*
8. *Faculty Appointment Letter*
9. *Guidelines for Appointment of Academic Faculty (Ranks)*
10. *Job Description (Faculty)*
11. *Faculty Contract*
12. *Curaçao Laws - Labor*
13. *Employee Code of Conduct*
14. *Faculty Orientation Guide (Basic Sciences Phase)*
15. *Faculty Orientation Guide (Clinical Sciences Phase)*
16. *Faculty Handbook*
17. *Clinical Clerkship Grading Rubric*
18. *SMUFOM Organizational Chart*
19. *Student Handbook*

Criterion 5.1. is fulfilled

Criterion 5.2.: *Compliance with the educational program being implemented and the requirements of the educational process of the composition, qualifications, education and experience of the teaching and educational support staff.*

The University's organizational structure is designed to meet the academic requirements and.

The University's organizational structure is designed to meet the academic requirements and optimize administrative, business services, and support services, as well as the general needs of the students on both the Basic Sciences and Clinical Sciences. The attached University organizational chart is a diagrammatic representation of the depth and breadth of the functional structure that supports each and every student [SMUFOM Organizational Chart](#)

The institutional teaching staff is composed of highly professional individuals. At the moment the student/teacher ratio at SMUFOM is 4:1. For the most updated resumes of all the faculty members refer to [Faculty CV](#). The SMUFOM website offers details of its faculty members for review by the public. ([St. Martinus University | faculty](#)), [SMUFOM: Faculty](#), [Faculty CV](#).

SMUFOM encourages enhancement of professional development through demonstration of professional and academic activity and continuous acquired experience. Faculty may be promoted in rank as acknowledgement of advancement in professional maturity, scholarly contributions and professional performance. As resources permit, promotion in rank could be accompanied by a commensurate increase in compensation.

The promotion to a higher rank is based on achievement but it is important to point out that as stated in the promotion policy, in order to be considered to the next higher rank, a faculty member is expected to serve a minimum of three years in a rank before being promoted to the next higher rank. An important element of the procedure for applying for promotion in rank is the appointment and involvement of an Ad-Hoc Faculty Promotion and Tenure Committee. In general faculty should meet or exceed all of the required qualifications for the position as delineated in the narrative under



Guidelines for appointment of Academic faculty to individual ranks [Bylaws of Faculty Promotions and Tenure Committee/](#)

In the Faculty Handbook, an Appendix is provided titled, Qualifications of Ranks and there is delineation of: Examples of activities and accomplishments that may contribute to faculty promotion rank. It is a table that lists different activities that may satisfy guidelines for qualifications for rank and promotion. It is a simple but valuable guide to better understand what would support a request for promotion [Qualifications for ranks](#).

SMUFOM is supportive of its faculty members and strives to provide support for their growth and development. The renewal of appointments and promotions is sought out as a benefit for the entire University. Details regarding faculty promotion can be found in the SMUFOM Faculty Handbook and can be requested for review upon visiting the Office of Dean of Faculty Affairs and Development [Faculty Promotion At A Glance](#), [Faculty Promotion Policy](#).

Faculty promotions are typically based on a combination of achievements and their verification. The specific criteria for faculty promotions may vary, but some common factors considered include:

1. *Research and Scholarly Achievements:* The quality and impact of the research as well as the significance of the contributions to the field are often assessed.
2. *Service and Leadership:* Active involvement in institutional, and community service is often taken into account. This can include serving on committees, participating in academic organizations, contributing to the development of academic programs, and engaging in outreach activities.
3. *Professional Development:* Continuous professional development, such as attending conferences, workshops, and seminars, as well as participating in training programs, is often valued. Staying updated with the latest advancements in the field and demonstrating a commitment to lifelong learning is important.
4. *Teaching Effectiveness:* The ability to effectively teach and mentor students is an important factor in faculty promotions. Feedback from students, peer evaluations, teaching evaluations, and evidence of innovative teaching methods or curriculum development may be considered. For this the Dean of Faculty of Affairs and Development has introduced the Portfolio Evaluation System.

The Portfolio Evaluation System was developed and continues to be enhanced through a collaborative task force of faculty and academic administration. The Portfolio Evaluation System provides for evaluation of Faculty members.

The purpose of the Portfolio Evaluation System is to provide a process for Faculty evaluation that will promote reflective teaching and improve instruction while allowing Faculty to set goals in the areas of:

1. Teaching and related activities/academic support,
2. Service to students, program, department, or the university,
3. Professional service and development.
4. Leadership and sharing of expertise.

Upon completion of the Portfolio Assessment, the Dean of Faculty Affairs and Development will compile all the data received into one final summary report. (Refer to Appendix 10b) This report will be shared with the Vice-Chancellor, the individual professor, and will be filed in the professor's permanent record. The verification process typically involves assessing the evidence provided by the faculty member in support of their achievements.

Supporting documents:

1. [SMUFOM Organizational Chart](#)
2. [Qualifications for ranks](#)
3. [Faculty CV](#)
4. [Bylaws of Faculty Promotions and Tenure Committee](#)
5. [Faculty Promotion At A Glance](#)
6. [Faculty Promotion Policy](#)



Criterion 5.2. is fulfilled

Criterion 5.3.: Creation of conditions by an educational organization for the selection, motivation and retention of teachers, as well as for research.

The Office of Faculty Affairs is committed to the lifelong professional development and academic success of all SMUFOM faculty members through the entire faculty lifecycle. The office manages several personnel processes to support the recruitment, motivation, advancement, and retention of faculty members at the University.

The Dean of Faculty Affairs & Development is responsible for all tasks that lie in the scope of the Office of the Faculty Affairs. The Dean will strive to ensure the continued excellence of faculty development initiatives and build a strong, collaborative faculty community. It is of utmost importance that the Dean understands and withholds the scope and duties of this vital position. The Dean of Faculty Affairs & Development is a crucial position in the organizational hierarchy of the SMUFOM academic institution [Job Description \(Dean of Faculty Affairs & Development\)](#).

The importance of the Dean of Faculty Affairs & Development position can be understood from the following perspectives:

1. Academic Leadership;
2. Faculty Recruitment and Retention;
3. Faculty Evaluation and Promotion;
4. Faculty Development and Support;
5. Policy Development and Compliance;
6. Academic Climate and Culture.

The introduction of anonymous questionnaires has been approved by the Council of Deans, which has the main objective of identifying the overall level of satisfaction of the teaching staff and administration. The questionnaire has questions that are divided into four main categories:

1. Satisfaction with academic and educational process;
2. Satisfaction with scientific activity;
3. Satisfaction with social and infrastructural conditions;
4. Satisfaction with social relationships.

Results and assessment [SMUFOM Faculty Curriculum Evaluation Questionnaire](#). In the context of motivating and retaining staff, there are various forms of material and non-material motivation that are utilized at SMU. Here are some important examples of:

Material Motivation:

1. Competitive Salary and Benefits;
2. Training and Development Opportunities.

Non-Material Motivation:

1. Recognition and Appreciation;
2. Autonomy and Empowerment [Faculty Research and Scholarly Work Committee](#).

Supporting documents:

1. [Job Description \(Dean of Faculty Affairs & Development\)](#)
2. [SMUFOM Faculty Curriculum Evaluation Questionnaire](#)

Criterion 5.3. is fulfilled

Criterion 5.4.: The work of teachers on the development and publication of manuals, textbooks that correspond to the educational program, state educational standards, the needs of the labor market and contribute to improving the quality of education.

In an attempt to reach higher levels of academic enhancement, and improve the provision of educational and methodological literature for the students, faculty are supported to work on the



development of course material. At the end of each semester once the Course and Professor semester questionnaire's data is compiled and assessed by the particular parties (Curriculum committee, Faculty Senate and Deans) these are provided to each faculty member. A meeting is convened with the Dean of Academic Affairs and/or Dean of Faculty Affairs & Development to discuss any queries or concerns. The faculty is then able to use the feedback and assessment to improve the course syllabus in accordance with the educational goals. Any corrected and updated syllabus will be submitted for revision to the curriculum committee for revision and approval. It is important to highlight that the task is supported by the faculty workshops that are looked for as part of continuing education in aim for faculty development [Course and Instructor Evaluation \(Results\) \(Anatomy & Embryology - Summer 2022\)](#).

The fostering and promotion of faculty scholarships is under the auspices of the Faculty Research and Scholarly Work Committee which is responsible for offering faculty scholarship programs as follows [Bylaws of Faculty Research and Scholarly Activities Committee](#).

Faculty members who wish to pursue scholarly work with the goal of being published in an area of their interest or specialty will receive mentoring from seasoned and experienced medical authors such as Dr. Sirving Keli and Dr. Ferhan Saleem. Faculty members who publish scholarly work will receive royalty remuneration from the publisher.

SMUFOM is a firm believer that the program of medical education should be conducted in an environment that concurs with an appropriate community of scholars with an intellectual spirit of inquiry. At SMUFOM there are institutional policies to address research, ethics, scientific misconduct, conflicts of interest and human subject's protection.

In the process of accreditation was identified that there are no own educational and methodological materials. Therefore, it is necessary to analyze the need for own educational and methodological materials and, if there is a need to develop a plan for publishing educational and methodological materials.

Supporting documents:

1. [Course and Instructor Evaluation \(Results\) \(Anatomy & Embryology - Summer 2022\)](#)
2. [Bylaws of Faculty Promotions and Tenure Committee](#)
3. [Research Ethics Policy](#)
4. [Policy on Scientific Misconduct](#)
5. [Policy on Human Subjects Protection](#)
6. [Conflict of Interest Form - CME](#)
7. [Author Declaration Form](#)
8. [Public Disclosure Statement Examples](#)
9. [Contributors List \(The Misdiagnosis Casebook in Clinical Medicine\)](#)
10. [Certificate - Medical Community](#)

Criterion 5.4. is fulfilled with remarks

Criterion 5.5.: *Availability of real plans developed by the educational organization and implemented to improve the qualifications of the teaching and educational support staff.*

The SMUFOM Strategic plan (add appendix) includes details regarding the enhanced development and further training of its faculty members. SMUFOM teaching staff is required to take advanced training courses in the area of higher education at least once every 5 years. The details of reaching this goal are presented to the Quality Assurance unit and are under current revision [SMUFOM Strategic Plan Tracking Program \(2023\)](#).

It is the intention to have all faculty members of St. Martinus University obtain the certification of ESME. ESME is offered by [AMEE](#) (Association for Medical Education in Europe). The course content is of highest value and it is believed that it allows the faculty member to enhance their knowledge and value as a course professor. It is a 12 week course that can be taken online or in-person for individuals that are new to teaching, but not limited to since individuals with years of



experience are highly welcomed. The objective is to obtain a greater understanding of the basic principles and update on current best practices.

Furthermore, there are continuous proposals that will be revised concerning other courses that may be fundamental to the development of the faculty role at SMU. Examples of topics that are encouraged are workplace based assessment, learning theories, curriculum development, mentorship, evaluation, equity and wellness in the workplace.

Supporting documents:

1. *SMUFOM Strategic Plan Tracking Program (2023)*

Criterion 5.5. is fulfilled

Criterion 5.6.: The presence of a permanently operating system of advanced training of teaching and educational support staff, contributing to professional development and allowing to be constantly informed about the latest changes in the field of their activities.

At SMUFOM every year, and especially when new faculty members are hired, different seminars and workshops are conducted.

SMUFOM fostering a culture of life-long learning by:

1. *Promoting* a culture of continuous learning and professional growth within the educational institution.
2. *Encouraging* teachers to share their experiences, successes, and challenges related to implementing innovative methods and technologies.
3. *Facilitating* professional development through SMUFOM committees.

The [Dean of Faculty Affairs and Development](#) is in charge of organizing workshops tasked with strengthening the University's faculty leadership, knowledge and research activities in the MD program. If needed, The [Faculty Research and Scholarly Activities Committee](#) may be asked to assist the Dean in order to continue to strive to maintain an environment that values and promotes continued learning. [Job Description \(Dean of Faculty Affairs & Development\)](#)

The Office of Faculty Affairs and Development has set the following objectives to ensure professional development of faculty at SMUFOM. By implementing these measures, SMUFOM can create an environment that supports the periodic training of teachers in innovative educational methods and technologies, enabling them to deliver quality education and prepare students for the demands of the 21st century.

SMUFOM acknowledges the significance of training teachers in innovative methods and technologies. Both the academic and administrative representatives of SMUFOM understand that effective teaching practices can significantly impact student learning outcomes and prepare them for the future.

Search for and provide the opportunity of programs that focus on innovative educational methods and technologies. These programs include workshops, webinars, online courses, and collaborative learning opportunities. The intent is that these are designed to cater to teachers' diverse needs and learning styles. The training is integrated into the work schedule. Training sessions are incorporated into the regular schedule to ensure that teachers have dedicated time for professional development.

SMUFOM higher management provides adequate funding and resources to support the training initiatives. This includes allocating budgetary provisions for organizing workshops, providing necessary infrastructure and technology tools, and acquiring relevant teaching resources and materials.

SMUFOM is invested in providing an appropriate technology Infrastructure to allow its use to contribute to enhance provision during the teaching of the diverse courses and activities carried out on campus. This includes providing a robust technology infrastructure within the campus area. This includes equipping classrooms with modern teaching technologies such as interactive whiteboards, online resources (Access Medicine) and collaboration platforms (Tophat / Zoom), and access to



relevant software and online resources (UMS / TopHat / Access Medicine / AMBOSS). All of the above is readily available to enhance teaching and learning experiences.

The Dean of Faculty Affairs & Development regularly assesses the effectiveness and impact of the training programs on teachers' professional growth and student outcomes. This is done by using feedback surveys, classroom observations, and student assessments to gather data and make improvements to the training initiatives.

Every faculty member is required to complete and/or participate in at least two events minimum per semester. The Dean of Faculty Affairs and Development keeps track and record of the CME certificates completed and submitted by each of the faculty members and assures that the minimum requirement is met by all faculty members. In order to keep a valuable track of the certifications every faculty member has access on the Faculty UMS portal to upload the provided details of their CME compliance.

Additionally, the Dean of Faculty Affairs and Development along with the Dean of Academic Affairs make recommendations of opportunities in which to include Faculty members with the objective to enhance teaching ability and effectiveness for the MD curriculum.

The Dean of Faculty Affairs and Development continuously strives to seek opportunities to advise faculty on ongoing workshops and webinars with the intent to keep abreast teaching and learning methods that will enhance faculty performance. Workshops and online courses are continuously looked into and, upon encountering valuable courses, the information and recommendations are passed onto the faculty members.

Common recommendations come from:

1. [International Association for Medical Education in Europe \(AMEE\)](#)
2. [The Netherlands-Caribbean Foundation for Clinical Higher Education \(NASKHO\)](#)
3. [Association of American Medical Colleges \(AAMC\)](#)
4. [Center for Faculty Development](#)
5. [Free CME](#)
6. [Integrity CE](#)

The faculty enhancement system at SMUFOM is carried out in the following forms:

Every year, and especially when new faculty members are hired, different seminars and workshops are organized by The Office of the Dean of Faculty Affairs. These seminars contain both medical topics as well as teaching and leadership skills and methodologies.

SMUFOM offers scholarships for faculty members who wish to pursue any research or scholarly works that will assist in their professional development as well as contribute to the field of medicine. In addition to the scholarships, SMUFOM assists professors to their best of their ability in order to promote their academic activities and highly encourages the involvement of students whenever possible.

All members of the faculty are members of the Faculty Senate but they are also expected to join at least one committee in order to enhance their understanding of the internal functions of the university as well as to take part in the decision making process. This includes educational, procedural, professional, academic and methodological work done by the committees.

All faculty members are expected to create a question bank based on the format of the USMLE exam. This question bank will be left in the university archives for open use of other faculty members.

A training session was conducted by the accreditation company, AAEPO, regarding the procedure for accreditation.

Many of our faculty members and lecturers are members of the medical community of Curacao. They are physicians, medical administrators, members of the Ministry of Health, and researchers. This experience allows them to show constant professional growth and results in them becoming even better professors, doctors, and mentors for our students.

Supporting documents:

1. [*Job Description \(Dean of Faculty Affairs & Development\)*](#)



Criterion 5.6. is fulfilled

Criterion 5.7.: *Creation of conditions for periodic training of teachers in innovative educational methods and technologies.*

Ensuring Continuous Medical Education (CME) is a priority at SMUFOM. Every year, and especially when new faculty members are hired, different seminars and workshops are conducted. Starting in January 2021, a series of workshops designed as faculty enhancement activities will be initiated, based on the AMEE-ESME (An International Association for Medical Education - Essential Skills in Medical Education) course that some Faculty members have already completed.

These workshops will be actualized every semester and are as follows:

Module 1: The Core Concepts in Medical Education

Module 2: 12 Roles of the Teacher. Competencies and abilities of excellent teachers.

Module 3: Learning Outcomes/Competencies. Outcome based education

Module 4: Curriculum Development and Implementation. The “SPICES” model

Module 5: Application of the “FAIR” principles. Active individualized learning

Module 6: The Teacher’s Toolkit - Effective learning

Module 7: Assessments

The following activities are directed by the Office of the Dean of Faculty Affairs & Development [Job Description \(Dean of Faculty Affairs & Development\)](#).

As one of the most important online learning tools used at SMUFOM is Tophat Webinars. The university faculty is constantly attending webinars to stay up-to-date on new features and learn to use them to the max. Some of the planned webinar content for 2023 is the following:

1. Quick Start Guide
2. Creating a Pages Content Item
3. Visual and Interactive Elements Toolbar in Pages
4. Formatting Toolbar in Pages
5. Top Hat Questions
6. Creating Discussions
7. Assigning Content

Furthermore, the SMUFOM also highly recommends professors to attend any training session offered by the following associations:

1. [International Association for Medical Education in Europe \(AMEE\)](#)
2. [The Netherlands-Caribbean Foundation for Clinical Higher Education \(NASKHO\)](#)
3. [Association of American Medical Colleges \(AAMC\)](#)
4. [Center for Faculty Development](#)
5. [Free CME](#)
6. [Integrity CE](#)

Supporting documents:

1. [Job Description \(Dean of Faculty Affairs & Development\)](#)
2. [Workshop \(Learning Objectives\)](#)
3. [Workshop \(NBME Item Writing Guide\)](#)
4. [Workshop \(The Core Concepts in Medical Education\)](#)
5. [Certificate \(ESME\) \(Dr. Ravi Vintha\)](#)
6. [Certificate \(ESME\) \(Dr. Vasu Alluri\)](#)
7. [Certificate \(ESMEA\) \(Dr. Ravi Vintha\)](#)

Criterion 5.7. is fulfilled

Criterion 5.8.: *The educational organization has a system of encouraging the scientific activity of teachers to strengthen the connection between teaching and research and the introduction of innovative teaching methods and the use of advanced technologies.*



SMUFOM encourages all members of faculty to conduct research and stay up-to-date with the latest innovations in medicine as well as the most recent advances in teaching and research. While working at SMUFOM, faculty has authored textbooks and participated in medical research at a local and international level. SMUFOM understands that all new knowledge retained by our faculty will inevitably be transferred to our students.

The organization offers professional development opportunities focused on research and teaching methodologies. This includes workshops, seminars, and training sessions that introduce innovative teaching methods and advanced technologies. By investing in the growth and skills enhancement of teachers, the organization encourages them to integrate research findings and technological advancements into their teaching practices.

SMUFOM fosters a collaborative research culture within the organization by encouraging interdisciplinary collaboration and providing platforms for knowledge sharing. SMUFOM Faculty Research and Scholarly activities committee is a valuable resource for faculty members to assist and collaborate in any research and academic endeavor. Facilitate opportunities for teachers to collaborate with colleagues, both within and outside their discipline, to undertake research projects. This collaboration can enhance the integration of research into teaching and promote innovative pedagogical approaches. THE FRSAC also provides faculty members with an overview of the University's research and publication history that guides them through the process. A recent example of this collaborative culture is the recently published textbook titled, *Misdiagnosis Casebook in Clinical Medicine* confirming the collaborative efforts put forth between faculty members and students [Contributors List \(The Misdiagnosis Casebook in Clinical Medicine\)](#), [Bylaws of Faculty Research and Scholarly Activities Committee](#).

Establish a feedback mechanism that allows teachers to share their experiences, challenges, and success stories related to incorporating research and innovative teaching methods. Regularly solicit feedback from teachers and students to assess the effectiveness of these initiatives. This feedback loop helps in refining the strategies, addressing concerns, and providing necessary support to further strengthen the link between teaching and research.

The organization establishes a formal recognition and reward system that acknowledges and values teachers' academic activities. These can include research publications, conference presentations, curriculum development, and participation in professional development activities. By providing incentives such as promotions, recognition with awards and certificates or increased research support, the organization motivates teachers to engage in academic pursuits. SMUFOM has also decided to institute a Teacher of the Year Award. This award will be given annually and the winner will be determined based on the results of the Student Course and Instructor Evaluation.

The value of incorporating such a system is manifold:

1. Enhanced Teaching Quality.
2. Research-Informed Teaching.
3. Professional Growth and Satisfaction.
4. Institution's Reputation.
5. Student Engagement and Success.

But, during accreditation identified lack resources for research activities in the basic sciences. Also, yearly reimbursement packages for faculty development and research activities not included in the contract.

Supporting documents:

1. [Contributors List \(The Misdiagnosis Casebook in Clinical Medicine\)](#)
2. [Bylaws of Faculty Research and Scholarly Activities Committee](#)

Criterion 5.8. is fulfilled with remarks

Additional criterion 5.9: How does the educational organization implement the policy of continuous professional development of personnel?



The administrative responsibility that governs St. Martinus University for implementing the policy of continuous professional development of personnel is determined by various governing documents, including the Charter of the university, the Mission statement, and the Strategic Development Plan. These documents outline the University's vision, values, and goals, and provide a framework for the implementation of CPD initiatives. SMUFOM also has the [Office of Faculty Affairs and Development](#) as well as the [Faculty Research and Scholarly Work Committee](#) which are responsible for fostering continuous professional development at the university by providing workshops, scholarship opportunities and assistance as needed.

The university identifies the current and future needs of its personnel by conducting surveys, or performance evaluations. This helps determine the specific areas in which professional development is required.

At the end of each semester the Course and Professor evaluation may highlight possible needs that need focus. Based on the needs assessment, the university establishes clear and measurable goals for professional development. These goals align with the university's overall objectives and may include improving teaching skills, updating subject knowledge, adopting new teaching methods, or developing leadership abilities.

The university supports faculty members if there are interests in training programs, workshops, seminars, and conferences to address the identified needs. Topics can range from pedagogy and curriculum development to technology integration and research methodologies.

The university management may provide financial support to facilitate professional development activities, such as covering registration fees for conferences or workshops. This demonstrates the university's commitment to fostering continuous learning and improvement.

SMUFOM Encourages personnel to collaborate with peers, both within the institution and externally, which can enhance their professional development. Regular performance evaluations can help assess the progress and effectiveness of the professional development initiatives. These evaluations provide valuable feedback to both individuals and the institution, allowing for adjustments and improvements in the CPD programs.

Supporting documents:

1. *Job Description (Dean of Faculty Affairs & Development)*

Additional criterion 5.9. is fulfilled

Strength:

1. High commitment of faculty to improve the quality of education.

Weaknesses:

1. Limited resources for research activities in the basic sciences.
2. Yearly reimbursement packages for faculty development and research activities not included in the contract.
3. A small number of faculty publications in prestigious scientific journals with a high impact factor.

Recommendation:

1. Within 1 year to finance additionally sufficient resources for research activities in the basic sciences.
2. Up to 01.10.2024 include in the contract yearly reimbursement packages for faculty development and research activities.
3. Up to 31.12.2023 to develop and implement a plan for increasing the faculty publication activity in prestigious scientific journals with a high impact factor.



1.6. Standard 6: «Minimum requirements for material, technical base and information resources».

Criterion 6.1.: Providing students with the necessary material resources (library funds, computer labs, educational equipment, other resources) available to students of various groups, including people with disabilities.

SMUFOM has two main campuses. The [Basic Sciences Campus](#) is located in Willemstad, Curaçao while the university's Clinical Sciences campus is based out of [Pontiac General Hospital \(PGH\)](#), our main affiliate in the USA, located in Pontiac, Michigan, USA. Students at SMUFOM receive theoretical knowledge during their first 3 years in Curaçao followed by 2 years of clinical clerkships at Pontiac General Hospital (PGH) or another of our affiliated hospitals in the USA. Both campuses are equipped with all the material resources needed to successfully complete SMUFOM's MD Program [St. Martinus University Pontiac General Hospital](#).

SMUFOM is constantly modernizing its resources and campuses by updating dummies, computer and laboratory equipment, educational and office furniture, sports equipment, purchasing multimedia equipment, restoring buildings, current and major repairs of educational buildings, which increases efficiency, material, technical and information resources for quality assurance of the educational process.

Basic Curaçao Campus sits in modern facilities located in the central and strategic Santa Rosa area of Willemstad. Our Basic Sciences campus consists of two single-story buildings, separated by a large patio that in turn serves as a parking lot. These buildings have been recently renovated and reconditioned to provide SMUFOM and its students with all the facilities it needs to provide a quality medical education and an optimal academic environment. Both buildings on the Curacao campus are wheelchair accessible.

Curaçao Campus is designed to comfortably accommodate a total of 175 students. We have spacious and adequate lecture halls for teaching as well as study rooms, a library, student spaces, laboratories, and more. With a current student body of 92 students in the Basic Sciences Phase, our Curaçao campus is more than sufficient to cover the current needs of SMUFOM.

SMUFOM's Curaçao Campus has a total of 5 lecture halls giving each semester batch their own classroom. All classrooms are fully equipped with the necessary educational equipment and are equipped with multimedia projectors, electronic boards (interactive monitors), chairs and desks, laptops, necessary medical equipment and a fully functioning air conditioning system, providing convenience and comfort for educational activities [Classroom & Lecture Halls \(Photos\)](#).

The ICM Clinical Skills Labs, which students get the opportunity to use throughout their Basic Sciences Phase and is the main location for practical training, offers adequate spaces that provide the possibility of demonstrating and carrying out clinical history taking and physical examinations of patients. With the latest in medical equipment, it is the perfect place for students to practice real-life scenarios in preparation for their future as doctors.

The ICM Clinical Skills Lab has modern facilities that resemble a hospitalization area with:

1. Electrical and manual clinical beds
2. Mayo tables
3. Intellivue MP Patient touchscreen monitors that provide a comprehensive vital signs data set for the NBP measurement time, offering an enhanced view of patient status.
4. Electrocardiographs Flexible ECG handling simplifies diagnostics & reporting.
5. Venipuncture and injection training models for blood collection
6. Cardiopulmonary resuscitation simulation mannequins
7. Complete suture practice kits.
8. X-ray viewing box.
9. Mannequins designed to help teach site-specific heart and lung auscultations skills using simulation technology.



10. Intubation and airway mannequins [ICM Laboratory \(Photos\)](#).

The Microbiology, Histology and Pathology lab is equipped with the latest technology in binocular microscopes and collections of microscope slides to serve 20 students per session. It is equipped with:

1. 18 binocular microscopes
2. 3D plastic models of a bacterium and bacteria cell wall structure
3. 3D plastic model of a virus
4. Several posters with medical information
5. Two shelves of glass ware, plastic ware and other laboratory devices
6. Analytical balance
7. Various collections of microscope slides [Microbiology, Histology, & Pathology Lab \(Photos\)](#)

The Anatomy Lab boasts a state-of-the-art Virtual Anatomy Table which allows our students to digitally explore and learn about anatomy in ways never seen before. A discussion table allows students to interact and have group discussion. The Anatomy Lab is also equipped with many kinds of anatomy models such as:

1. Human skeleton model
2. Head and neck
3. Brain
4. Human torso (Male and Female)
5. Hearts
6. Lungs
7. Abdominal viscera
8. Pelvis (Male and Female)
9. Electric simulator for cranial nerve nuclei
10. Developing embryo models
11. Charts
12. Individual bones [Anatomy Lab \(Photos\)](#).

The Curaçao Campus has a library and study hall open to all students. This space provides students with individual tables with privacy partitions to create a perfect study environment. Students have access to 995 hardcover books and hundreds of medical journals that they can check out at our Administration Offices. The books are composed of classic works of study of Medicine to cover all the basic sciences (Anatomy and Embryology, Histology, Biochemistry, Genetics, Physiology, Microbiology and Immunology, Behavioral Sciences, Neurosciences, Medical Pathology, Pharmacology, Medical Ethics, Epidemiology and Health, Public, among others). Students are able to check these books out at any time. This room is equipped with an air-conditioner, computers with internet connections, and is open to students for extended hours during exam time. This room is equipped with an air-conditioner and is open to students for extended hours during exam time [Library Photo](#).

A conference room is also available for student organization meetings. This conference room fits over a dozen people and is equipped with an electronic board (interactive monitors), flip chart easel, conference table and chairs, projector and screen, and air-conditioning. In addition, SMUFOM also has two academic counseling rooms equipped with the necessary tables and chairs that are intended to be used for private academic mentoring but can also be used by students for group study sessions. [Conference Room Counseling Room / Group Study Room](#).

Online resources of SMUFOM has strived to reduce its carbon footprint as well as to make medical education more affordable for all. To achieve this, SMUFOM has transitioned towards the use of online medical resources instead of the traditional textbooks. This allows our students to access information from hundreds of authors and sources instead of limiting them to one textbook.

At SMUFOM, we have chosen Access Medicine as our main online resource. Students are required to register on Access Medicine as part of their studies. Access Medicine, from McGraw Hill Medical,



Agency for accreditation of educational programs and organisations

is a comprehensive online medical resource that provides a complete spectrum of knowledge from the best minds in medicine, with essential information accessible anywhere. Access Medicine provides students with hundreds of resources including the latest editions of the world's most respected medical textbooks. In addition, it contains an extensive multimedia library, a differential diagnosis tool, practice guidelines, infographics, case file reviews, diagnosis tests, and more [Access Medicine - About Us Access Medicine \(Agreement - SMUFOM\)](#)

The subscription to Access Medicine also provides access to the extensive McGraw Hill First Aid Test Prep eBook Collection, encompassing more than 20 books designed to aid in clerkship review and test preparation for Basic Science exams, clerkship exams, and board exams. Within this collection, there are e-books enriched with valuable mnemonics, integrated cases, concise summary boxes packed with high-yield information, and expert tips on excelling in the clerkship setting. Students can enjoy the flexibility of accessing these e-books from their laptop or mobile device.

The entire McGraw Hill First Aid Test Prep eBook Collection is available to both faculty and students on SMUFOM's UMS which allows students to quickly and efficiently access all books wherever they may be. The collection includes the following books:

1. [Clinical Judgment USMLE Step 3 Review](#)
2. [First Aid Cases for the USMLE Step 1, Fourth Edition](#)
3. [First Aid Cases for the USMLE Step 1, Third Edition](#)
4. [First Aid Cases for the USMLE Step 2 CK, Second Edition](#)
5. [First Aid for the USMLE Step 1 2018](#)
6. [First Aid for the USMLE Step 1 2019, Twenty-ninth edition](#)
7. [First Aid for the USMLE Step 1 2020, Thirtieth edition](#)
8. [First Aid for the USMLE Step 1 2021](#)
9. [First Aid for the USMLE Step 2 CK, Ninth Edition](#)
10. [First Aid for the USMLE Step 2 CK, Tenth Edition](#)
11. [First Aid for the USMLE Step 2 CS, Fifth Edition](#)
12. [First Aid for the USMLE Step 2 CS, Sixth Edition](#)
13. [First Aid for the USMLE Step 3, Fifth Edition](#)
14. [First Aid for the USMLE Step 3, Fourth Edition](#)
15. [First Aid for the USMLE Step 3, Third Edition](#)
16. [First Aid Q&A for the USMLE Step 1, Third Edition](#)
17. [First Aid Q&A for the USMLE Step 2 CK, Second Edition](#)
18. [Internal Medicine Correlations and Clinical Scenarios \(CCS\) USMLE Step 3](#)
19. [USMLE Pharmacology Review Flash Cards](#)
20. [USMLE Road Map Pathology](#)

SMUFOM highly recommends, but does not require, that all students register for and take advantage of the many benefits it offers. AMBOSS is a medical learning platform that helps students around the world to study smarter and score higher in their exams. Designed and curated by over 60 international physicians, AMBOSS uses intelligent learning features to guide you through your studies and into your medical career.

AMBOSS combines education and clinical reference all in one - the ideal medical companion for students, residents, and faculty. All faculty members at SMUFOM have full access to AMBOSS which is regularly used and contributes to teaching course content in the classroom setting [AMBOSS](#). SMUFOM fully satisfies the needs of students and teaching staff in information systems with 24h access to unlimited, high-speed internet. Laptops are available computers in the study room.

Since the pandemic, SMUFOM began using TopHat as a main resource for test-taking as it offers Proctorio, the only remote proctoring software that puts test-taker privacy and convenience first offering a robust suite of customizable Identity Verification, Automated and Live Proctoring, Plagiarism Detection, and Content Protection services to fit exam administrator's needs, no matter the size or level of the course or exam.



TopHat also serves as an engagement platform that allows faculty to deliver interactive and personalized learning. It allows for each course professor to personalize content provided to students, foster collaboration and critical thinking by posing questions and discussion prompts for students to answer during class time. It contributes to student engagement by allowing professors to make use of different questions types to produce quizzes and/or assessments of different quality. The possibility of interactive assignments and integration of multimedia allows for formative and summative assignments throughout the diverse courses [Features | Top Hat](#).

SMUFOM's University Management System (UMS) has been in use since the pandemic as well. After years of working to design a management system that fit the university's specific needs, UMS has now united our administration, faculty, and students at a global scale. UMS serves as an academic resource for students who receive their course information, grades, assignments, class materials, financial information, and more [UMS - Admin Dashboard \(Important Reminders\)](#), [UMS - Admin Dashboard](#), [UMS - Faculty Dashboard](#), [UMS - Student Dashboard](#).

When COVID began, SMUFOM was quick to act by not only ensuring that its students were safe but by also creating an alternative educational system that would allow them to continue their medical studies. Since then, Zoom has been a big part of our teaching model, allowing students to begin their education from a distance, if needed, in order for geography to not be an impediment in their educational journey. Zoom has proved to be an incredibly efficient and interactive way to achieve our learning goals and engage students in a positive way.

SMUFOM's Pontiac Campus is located at Pontiac General Hospital (PGH) in Michigan, USA. Founded in the early 1900s as the first hospital in Oakland County, Pontiac General Hospital originally was owned by the city of Pontiac as a safety net provider. In early February 2016, the hospital was sold to a private investment group and later that year became SMUFOM main affiliate hospital in the USA.

Pontiac General Hospital is an ACGME Accredited (Green Book Rotations) teaching hospital in Pontiac, Michigan. In addition to offering all core and elective clerkships, Pontiac General Hospital also has an award-winning Family Medicine Residency Program.

Supporting documents:

1. [Classroom & Lecture Halls \(Photos\)](#)
2. [ICM Laboratory \(Photos\)](#)
3. [Microbiology, Histology, & Pathology Lab \(Photos\)](#)
4. [Anatomy Lab \(Photos\)](#)
5. [Library Photo](#)
6. [Conference Room](#)
7. [Counseling Room / Group Study Room](#)
8. [Access Medicine \(Agreement - SMUFOM\)](#)
9. [UMS - Admin Dashboard \(Important Reminders\)](#)
10. [UMS - Admin Dashboard](#)
11. [UMS - Faculty Dashboard](#)
12. [UMS - Student Dashboard](#)

Criterion 6.1. is fulfilled

Criterion 6.2.: *Ensuring the stability and sufficiency of educational space by the educational organization.*

SMUFOM can comfortably ensure sufficient educational space for students and the organization. Its Curaçao Campus is at 50% capacity and our affiliate hospitals in the US have dozens of spots available for our students which is more than enough to suffice our needs.

The Curaçao Campus (Basic Sciences) has a total area of 5,200 square meters divided as follows: Building 1: 1,500 square meters, Building 2: 1,000 square meters, outdoor space: 2,700 square meters. This space is designed to comfortably accommodate a total of 175 students. We have spacious and adequate lecture halls for teaching as well as study rooms, a library, student spaces,



laboratories, and more. With a current student body of 92 students in the Basic Sciences Phase, our Curaçao campus is more than sufficient to cover the current and long-term needs of SMUFOM [Virtual Tour \(Curaçao Campus\)](#).

	AREA NAME	SPACE (m2)
ACADEMIC SPACES	Classroom Space (5 Lecture Halls)	251.9
	Anatomy Laboratory	81.8
	Histology, Microbiology & Pathology Laboratory	62.5
	Integrated Clinical Medicine (ICM) Laboratory	105
	Library / Exam Room	93.8
	Study Room	113.4
	Academic Counseling Room 1	20.9
	Academic Counseling Room 2	25.5
	Conference Room	59.9
STUDENT LIFE SPACES	Sporting Facilities	50
	Student Lounge	Pending Completion
	Cafeteria	150
	Student Association Space	15
	Gym	62.5

Clinical sciences campus. The Pontiac Campus at PGH is our main campus in the US and has enough clerkship spots for all our third year students. Apart from having access to the latest technologies and healthcare practices at PGH, SMUFOM has a wing of the hospital which has been designated towards the SMUFOM Student Center. PONTIAC STUDENT CENTER: In this area, there are full clinical rooms that had been used to see patients in the past. These rooms act as a location for the 3rd year final OSCE examinations as well as a space for students to practice their clinical skills. Students have access to these rooms 24/7 and they are denoted as examination rooms for the students to use. These rooms are maintained as fully functional so that students have a realistic environment to practice and take exams in. This center has Wi-Fi access as well as study spaces, a medical library, computers, restrooms, meeting rooms, and a dining area [PGH Student Center \(Photos\)](#).

Supporting documents:

1. [PGH Student Center \(Photos\)](#)

Criterion 6.2. is fulfilled

Criterion 6.3.: *Compliance of the premises of the educational institution with sanitary and hygienic standards and rules, fire safety requirements, as well as labor protection and safety requirements in accordance with the legislation of the Kyrgyz Republic in the field of labor protection.*

SMUFOM complies with all the sanitary and hygienic standards, fire safety regulations, and labor protection requirements. SMUFOM has developed a program of occupational safety, biosafety and emergency action plans (fire and other natural disasters) in accordance with international standards and with the local legislation of Curaçao.

Information regarding our safety policies are provided in both the Student and Faculty Handbook which are available to all on the university's UMS. Students and Faculty are required to read all university handbooks. Additionally, this information is shared with both faculty and staff during the bi-annual orientation sessions.

Every year, the Office of the Chancellor appoints a chair and two additional members of the Emergency Preparedness Committee, an ad hoc committee. As chair, this person is in charge of reviewing and updating the compendium of security regulations, as well as supervising that these regulations are complied with. Even though the chair has a permanent responsibility, the ad hoc Emergency Preparedness Committee regularly meets twice a year after conducting the bi-annual



emergency drills to assess the effectiveness of the drill, make any necessary changes to our fire and safety policies, and evaluate student awareness of the emergency evacuation plan. Other than that, the Committee will only be called to order if there is an emergency or if there have to be modifications to any of our safety protocols or evacuation plans [Bylaws \(Emergency Preparedness Committee\)](#).

The Curaçao Campus of SMUFOM is located in a quiet and safe neighborhood of the island. The campus is closed at night to ensure the safety of the medical equipment as well as student belongings left in the lockers. A CCTV camera system is installed which adds an extra level of security both during and after working hours. Additionally, a fingerprint scanner has been installed in order to gain access to the building. No one can pass beyond the Main Reception without scanning their fingerprint.

The two buildings that make up the university campus for the basic sciences area have wide corridors, with a main entrance and two emergency exits on each side of the buildings. In addition, they have fire detectors, fire water hoses and extinguishers. Each room, lecture hall, laboratories, library, office, toilets, have the university safety plan and the corresponding signage in case of emergency and evacuation situations.

SMUFOM conducts bi-annual emergency fire drills to assess the effectiveness of the university's emergency evacuation plan. These drills, of which students are informed ahead of time, mimic a real life emergency situation and require all students to evacuate the building in an orderly fashion and get to safety. This drill is later assessed by our Emergency Preparedness Committee (see below) [Fire Safety Features](#) [SMUFOM Evacuation Map](#) [Emergency Action Plan](#).

Regarding the management of health and biosafety risk situations. Each member of the university community (staff, professors, and students) is given the university manuals, which include regulations and recommendations for accident prevention and biosafety instructions.

Prior to the completion of the Basic Sciences program and after consultation with the office of the clinical dean of the hospitals where our students conduct clinical clerkships, the ICM-4 students receive an orientation to the policies and procedures of universal precautions of the hospitals where they are assigned. The students must also be re-certified through a summative assessment in the blood borne pathogen course administered by AmericanBLS.com. Fourth semester students receive a Bloodborne Pathogen Course and additional training in patient management, biological and chemical fluids, and prevention and action against occupational accidents before moving forward to clinical rotations (ICM 4). On the other hand, each administrative office and office of the members of the teaching staff has a first aid kit to deal with minor medical emergencies. In case of the need for post-exposure prophylaxis, students have local health insurance and any financial responsibility is covered under the health policy.

SMUFOM follows all recommendations from Center for Disease Control Advisory Committee on Immunization Practice (CDC ACIP). During clinical rotations, it is of utmost importance that all our students are protected against preventable communicable illness. The well-being of both our students and patients are a concern, and as such we encourage all students to get their vaccinations prior to arrival at Pontiac General Hospital, so their protection is effective. These requirements and the pertaining records need to be sent to the Immigration Department, prior to registration. All students are responsible for following-up on their vaccinations (including booster shots) and maintaining vaccination records up-to-date with the university. In case a student has not been immunized due to religious beliefs or other valid medical reasons, the student must provide documentation certifying that fact prior to registration. In the event of an outbreak of such diseases, these students could be excluded from academic and clinical activities.

Special note: Annual influenza immunization is mandatory at all of our teaching hospitals and clinical sites each Fall in order to continue an on-going clerkship or be assigned to a new one (page 68 Student Handbook) [Immunization Policy / Form, ICM-4 Syllabus Spring \(2023\)](#).

Pontiac General Hospital (PGH) and all other affiliate hospitals abide by the rules and guidelines set forth by all regulating entities, both national and state, including, but not limited to, the Department



Agency for accreditation of educational programs and organisations

of Health and Human Services (HHS), the Center for Disease Control (CDC), and the National Institute of Health (NIH).

Since January 2021 on, all Clinical students have been required to take an online course in infection control. SMUFOM has chosen [Save a life certifications by NHCPS](#) which is a Non-Profit 501(c) organization empowered by the [Disque Foundation](#) and the Save a Life Initiative. Students must take their course titled “[BBP - Bloodborne Pathogens](#)” before being allowed to commence their Clinical Sciences clerkships. The online course is offered to students during their last semester (MD4) of the Basic Sciences Phase [What is the NHCPS? BBP Course Information](#).

This course offers the same depth and breadth of training that is offered by hospital employers to ensure that staff comply with proper procedures and protocol in a healthcare environment and has 6 elements that cover its curriculum. Students will have to complete this course entirely online and must present the certificate to demonstrate compliance to the school. The certificate is valid for a period of three (3) months. If a student does not begin rotations within that period of time, they will have to retake the course [BBP \(Bloodborne Pathogens Certificate\)](#)

The Dean of Clinical Sciences in consultation with the Director of Student Services determines the extent of student participation in academic activities when there is a substantial potential for exposure to infectious or environmental hazards. The educational potential of these activities will be weighed against safety concerns to determine if and to what extent students will participate. Students will only be involved according to their level of clinical competence.

Students may not volunteer for clinical activities for which there exists a substantial potential for exposure to infectious or environmental hazards without the written approval of the Office of the Dean of Clinical Sciences. Faculty, staff and students are required to notify, in a timely manner, the Office of the Dean of Clinical Sciences of any hazardous environment affecting medical students.

In the event of exposure, students must notify the Preceptor and/or the Office of the Dean of Clinical Sciences as soon as possible and seek any necessary medical attention. The Office of the Dean of Clinical Sciences in consultation with the Vice-Chancellor will determine the student’s future plan of action regarding course absences and the completion of coursework. Students and/or the Office of the Dean of Clinical Sciences communicates the information about the exposure to the PGH Infection Control Director.

Students are responsible for any financial responsibilities related to evaluation and treatment following exposure, outside of their insurance coverage. All students are required to carry health insurance and charges should be submitted to the student’s health insurance plan.

All students are held to Pontiac General Hospital’s Infection Control Policies and Procedures. The Clinical Handbook depicts two important policies; Infectious Disease Policy and Communicable Disease Policy. Students are made aware of the policies and procedures at the time of orientation so that they exactly know of the protocol to follow so that they can receive appropriate care if need be. Further training is coordinated by each discipline / clerkship [Communicable Disease Policy](#) [Infectious Disease Policy](#).

Students must report a needle stick or other blood/body fluid exposure to the Office of the Dean of Clinical Sciences and/or the Director of Student Services and seek out care immediately. It is expected that students follow the published protocols immediately as antiretroviral therapy for HIV exposure, if recommended, should commence immediately. Exposure to hepatitis B or C may require therapy or further follow-up. Care, evaluation, and expert advice is available to students regarding relative risks, options for therapy, and follow up.

Supporting documents:

1. [Bylaws \(Emergency Preparedness Committee\)](#)
2. [Fire Safety Features](#)
3. [SMUFOM Evacuation Map](#)
4. [Emergency Action Plan](#)
5. [Immunization Policy / Form](#)
6. [ICM-4 Syllabus Spring \(2023\)](#)



7. *BBP (Bloodborne Pathogens Certificate)*
8. *Communicable Disease Policy*
9. *Infectious Disease Policy*

Criterion 6.3. is fulfilled

Criterion 6.4.: Providing in the hostel (if any) conditions for study, living and leisure.

SMUFOM only offers housing for students in the Basic Science Phase at the Curaçao Campus. No housing options are offered at our affiliate locations in the USA. For Basic Science students, SMUFOM offers a Food & Lodging package. The university highly recommends that all first-year students opt-in to this package to ensure that their basic needs are provided while they get acquainted with the university and the island of Curaçao. Approximately 60% of current Basic Science students live in SMUFOM-managed properties while the rest are housed in private accommodations, also located near the university campus.

Although SMUFOM does not have an official residential building for students, it has arrangements with local property owners to provide housing for students within walking distance from the campus. Most students do not own cars and due to the weather conditions of the Caribbean, proximity to campus was a priority. Through these agreements, we are able to provide students with affordable housing as well as an optional meal plan at the university that covers their breakfast, lunch, and dinner all week long (even weekends). Students share these homes with other students and can opt for a larger double room or a smaller single room.

So far, SMUFOM has secured rental agreements with fourteen (14) properties, all houses within 10 minutes walking distance from the university. There is enough space to comfortably house a total of 61 students. All SMUFOM student housing offers rooms with a bed (and bedding), a refrigerator, A/C, a desk and chair, high-speed WIFI, closets, and bathrooms. Additionally, an agreement has been made with a laundry facility so that students can wash their clothes there at a very affordable price [Housing \(Photos\)](#).

As for leisure activities, the university campus has three courtyards, one is used as a parking lot while the other two are allocated to student leisure space. One of them has a basketball hoop while the other will house our new health center with basic gym equipment.

Supporting documents:

1. *Housing (Photos)*

Criterion 6.4. is fulfilled

Criterion 6.5.: Providing appropriate working conditions in reading rooms and libraries.

The SMUFOM library/exam room has a total area of almost 100 meters squared and contains 995 hardcover books and hundreds of medical journals that they can check out at our Administration Offices. The books are composed of classic works of study of Medicine to cover all the basic sciences (Anatomy and Embryology, Histology, Biochemistry, Genetics, Physiology, Microbiology and Immunology, Behavioral Sciences, Neurosciences, Medical Pathology, Pharmacology, Medical Ethics, Epidemiology and Health, Public, among others). Students are able to check these books out at any time. This room is equipped with an air-conditioner, computers with internet connections, and is open to students for extended hours during exam time [Library Photo](#).

Students also have access to the Study Hall which is a dedicated study area with a total area of 113.4 meters squared. In this second room provides students with a large and comfortable reading space with tables, chairs, plugs, internet, good lighting, air conditioning, a coffee machine and a microwave. This space provides students with individual tables with privacy partitions to create a perfect study environment. and access to both the cafeteria/restaurant and the outdoor patio [Study Hall](#).



A conference room is also available for student organization meetings. This conference room, with an area of 60 meters squared, fits over a dozen people and is equipped with an electronic board (interactive monitors), flip chart easel, conference table and chairs, projector and screen, and air-conditioning. In addition [Conference Room](#).

SMUFOM also has two academic counseling rooms equipped with the necessary tables and chairs that are intended to be used for private academic mentoring but can also be used by students for group study sessions. Both group study rooms have a combined area of approximately 50 meters squared [Counseling Room / Group Study Room](#).

SMUFOM has an outdoor patio that is used by students as an area of leisure and study. In the patio, many tables and bench chairs have also been arranged. This place is for students who prefer to study outside and take in the fresh air. [Terrace \(Outdoor Student Area\)](#).

Apart from having access to the latest technologies and healthcare practices PONTIAC STUDENT CENTER at PGH, SMUFOM has a wing of the hospital which has been designated towards the SMUFOM Student Center. In this area, there are full clinical rooms that had been used to see patients in the past. These rooms act as a location for the 3rd year final OSCE examinations as well as a space for students to practice their clinical skills. Students have access to these rooms 24/7 and they are denoted as examination rooms for the students to use. These rooms are maintained as fully functional so that students have a realistic environment to practice and take exams in. This center has Wi-Fi access as well as study spaces, a medical library, computers, restrooms, meeting rooms, and a dining area [PGH Student Center \(Photos\)](#).

Supporting documents:

1. [Library Photo](#)
2. [Study Hall](#)
3. [Conference Room](#)
4. [Counseling Room / Group Study Room](#)
5. [Terrace \(Outdoor Student Area\)](#)
6. [PGH Student Center \(Photos\)](#)

Criterion 6.5. is fulfilled

Criterion 6.6.: *Providing appropriate conditions for food (if there is a canteen), as well as medical care in the medical posts of the educational organization.*

The SMUFOM university campus has its own kitchen, cafeteria and space for food. The kitchen is equipped with all the professional elements of a modern kitchen: refrigerators, ovens, stoves, microwaves, blenders and the staff that work there have the health certification provided by the government of the island of Curaçao. Next to the kitchen, a covered outdoor space has been arranged as a pleasant dining terrace, surrounded by plants and with six long tables and benches to accommodate 48 people who can eat at the same time. It is a space for coexistence where students are able to sit down, relax and share a meal. In fact, SMUFOM offers a meal plan for those students who wish to take it, which includes breakfast, lunch and dinner seven days a week. Currently, a total of 32 students (33%) are enrolled in this meal plan [Terrace \(Outdoor Student Area\) Cafeteria](#).

For students who are not registered in our meal plan, always have the option of eating at our cafeteria by paying for individual meals as needed. SMUFOM also offers a designated space on campus with a refrigerator and microwave oven, where students can store or heat, respectively, their daily food. This allows them to save time by being able to bring prepared meals to campus.

The Curaçao Campus also has two cold drink machines, a coffee machine, a snack supply machine and a cold water dispenser. The university also provides soft drinks and a variety of snacks for sale. SMUFOM does not have a medical post at its campus due the fact that it is a small university. Additionally, all students are required by Curaçao Immigration law to have a valid medical insurance policy that covers all their needs. For smaller medical incidences, we have First Aid kits located in every classroom, administration office and faculty offices. Our entire faculty is composed of licensed



doctors who are able to provide basic medical assistance. Finally, our ICM rooms are a fully functioning medical ward with clinical beds, Mayo tables, monitors and necessary equipment to treat minor medical issues.

Supporting documents:

1. [Terrace \(Outdoor Student Area\)](#)
2. [Cafeteria](#)

Criterion 6.6. is fulfilled

Criterion 6.7.: *Providing students with equipment, textbooks, manuals and other teaching materials, including electronic ones, necessary for the full implementation of the educational process.*

SMUFOM has strived to reduce its carbon footprint as well as to make medical education more affordable for all. To achieve this, SMUFOM has transitioned towards the use of online medical resources instead of the traditional textbooks. This allows our students to access information from hundreds of authors and sources instead of limiting them to one textbook.

SMUFOM's Curaçao Campus has a total of 5 lecture halls giving each semester batch their own classroom. All classrooms are fully equipped with the necessary educational equipment to ensure an efficient learning experience for all students [click here](#).

The Curaçao Campus has put a lot of thought into creating efficient, state-of-the-art and practical labs to foment a proper learning environment. For more information on the SMUFOM labs, click on their link below [Anatomy Lab Microbiology](#), [Histology & Pathology Lab](#) [ICM Lab](#).

SMUFOM has strived to reduce its carbon footprint as well as to make medical education more affordable for all. To achieve this, SMUFOM has transitioned towards the use of online medical resources instead of the traditional textbooks. This allows our students to access information from hundreds of authors and sources instead of limiting them to one textbook.

Supporting documents:

1. [Anatomy Lab Microbiology](#),
2. [Histology & Pathology Lab](#)
3. [ICM Lab](#)

Criterion 6.7. is fulfilled

Criterion 6.8.: *Providing students with appropriate human resources (curators, class teachers, educators in dormitories, psychologists, etc.) in order to support and stimulate students to achieve learning outcomes.*

SMUFOM provides academic support for students in many different ways throughout their time in the MD Program. SMUFOM believes that guidance and support are crucial to student success. There are various supportive programs and services to contribute to the efficiency of advice for the students. Before the first day of class, an *on-site orientation* is held for new and old students to assist them in their transition to medical school and life in Curacao. The orientation is made up of several sessions to provide information on academic policies, faculty and staff resources, security and safety on the island, healthcare resources (physical and mental), banking resources and insurance policies. Two workshops are held throughout the day specifically geared to help students transition into the academic environment they will commence with; Study skills and study strategies workshop and how to navigate UMS workshop [Agenda - Program Orientation \(Year 1\) \(Spring 2023\)](#) [Agenda - Program Orientation \(Year 2\) \(Spring 2023\)](#), [Orientation Session \(Summer 2022\)](#), [Orientation Session \(Spring 2023\)](#), [Orientation Presentation \(Study Strategies\)](#).

The objective of *the mentorship program* is to partner with students to create meaningful education plans. A faculty mentor is assigned to each new student from the first term of admission. Students are required to meet with their mentor at least three times during each semester of the Basic Sciences.



Agency for accreditation of educational programs and organisations

Each advising session is documented by the mentor and becomes a permanent part of the student's file [Mentorship Program Overview](#), [Mentorship Program Form](#), [Mentorship Program Report](#).

These services are provided by the mental health counselor, Shruti J. Tekwani, LMHC, NCC. She is available to help students with psychological, professional and interpersonal development issues that may be affecting academic performance. She has vast and diverse experience counseling college students with a variety of problems including anxiety, stress management, and behavioral concerns in similar settings. Her capability and qualifications are best observed by reviewing her resume, found in [CV \(Shruti Tekwani LMHC, NCC\)](#), [Client Satisfaction Survey \(Counseling Services\)](#), [Client Satisfaction Survey \(Results\)](#).

The Student Promotions and Evaluation Committee is required to meet after every examination series carried out on the Basic Sciences campus. Upon presentation of any academic deficiency, a detailed and careful evaluation by the committee is carried out in which exam grades and semester GPA marks are considered. The committee will make thorough recommendations to the Dean of Academic Affairs, who is responsible for the implementation of the recommendations. Depending on the recommendations and degree of academic deficiency, involvement of the Dean of Student Affairs, and the individual professors is generally mandated [Bylaws of Student Promotions and Evaluations Committee \(2023\).pdf](#), [SPEC Guidelines \(Academic Action\)](#), [SPEC Report \(End-of-Semester - Summer 2022\)](#), [SPEC Report \(Block 2 - Spring 2023\)](#), [SPEC Reporting Form \(Student Meeting\)](#), [SPEC Committee Form](#), [Student Performance Evaluation Form](#).

An important component of our system of academic advising falls under the purview of the Office of Academic Counseling for NBME/USMLE examinations: Students presenting academic queries or difficulties in study techniques and/or approaches in preparation for certifying exams (NBME/USMLE Step exams) have the option of contacting members of this office. The counseling will entail both educational and administrative guidance that students need in preparation for their exams and in necessary administrative arrangements. Suggestions for study resources, study timelines and test taking strategies are provided to students during meetings with the Academic advisor. The job description for the Academic advisor clearly delineates what falls under the purview of that position [Job Description \(Academic Examination Advisor\)](#). SMUFOM also has an incredible team of university officials extensively experienced in handling these situations: *Dean of Student Affairs, Dean of Academic Affairs, Director of Administration and Student Services*.

During the clinical clerkship years, student's matriculate into the hospital system from Curaçao. New students take part in a hospital orientation day where hospital certification occurs. Orientation day is run by the Office of the Dean of Clinical Sciences with the help of the Chief Medical Students (CMS). Students are also given access to the Clinical Handbook on the SMUFOM UMS as well as their Clinical Clerkship Orientation Packet. The clinical handbook contains all syllabi for their core clerkships, a clinical clerkship timeline, and tips to navigate through their clerkship years [Orientation Packet \(Clinical Sciences\)](#).

To begin with, the Chief Medical Students help the students get acclimated to the environment of the hospital as well as that of their residential areas. The Chief Medical Students' main responsibility is to act as a mentor to other students. If they notice or hear of any students who are struggling, they are often the first point of contact to help the students. If the situation requires an administrator to get involved, students are referred to the Office of the Dean of Clinical Sciences where they can try to work through the matter [Chief Medical Student \(Summary\)](#), [Orientation Packet \(Clinical Sciences\)](#). The Clinical Science Phase also has a Clinical Sciences Student Services Coordinator who is responsible for working directly with the Dean of Clinical Sciences, preceptors, clerkship sites and students. The SSC is responsible for the upkeep and maintenance of the PGH Student Service Center as well as day-to-day management of student services and facilities.

Counseling services are available to help students with academic, psychological, professional, and interpersonal development. Upon presentation of a concern by a student or identification of a potential need by a student advisor / mentor or even a fellow student, the student is channeled to the Office of the Dean of Clinical Sciences. A member of that office meets with the student immediately



to conduct a primary assessment of need before a counselor is engaged as a first professional advisory step. Students also have the option to request assistance from the Social Services offices at the affiliate hospital facilities.

Key oversight responsibilities of Dr. Brandon Krout, the Clinical Dean, on the clinical training facility in Pontiac includes helping SMUFOM students navigate the demands of clerkship training. Dr. Brandon Krout advises the students through their core and elective clerkships within the Pontiac affiliate hospital sites and provides targeted advice. The Office of the Dean of Clinical Sciences manages student issues related to their clerkship assignments, scheduling conflicts, remediation of shelf exams or any other situations that arise during their clerkship training. The Department Chairs all visit the Hospital on a regular basis so communication between them and the Clinical Dean is effortless. Additionally, hospital residents and preceptors also serve as mentors to many of our students and are available to guide and support students.

Supporting documents:

1. [Agenda - Program Orientation \(Year 1\) \(Spring 2023\)](#)
2. [Agenda - Program Orientation \(Year 2\) \(Spring 2023\)](#)
3. [Orientation Session \(Summer 2022\)](#)
4. [Orientation Session \(Spring 2023\)](#)
5. [Orientation Presentation \(Study Strategies\)](#)
6. [Mentorship Program Overview](#)
7. [Mentorship Program Form](#)
8. [Mentorship Program Report](#)
9. [CV \(Shruti Tekwani LMHC, NCC\)](#)
10. [Client Satisfaction Survey \(Counseling Services\)](#)
11. [Client Satisfaction Survey \(Results\)](#)
12. [Bylaws of Student Promotions and Evaluations Committee \(2023\)](#)
13. [SPEC Guidelines \(Academic Action\)](#)
14. [SPEC Report \(End-of-Semester - Summer 2022\)](#)
15. [SPEC Report \(Block 2 - Spring 2023\)](#)
16. [SPEC Reporting Form \(Student Meeting\)](#)
17. [SPEC Committee Form](#)
18. [Student Performance Evaluation Form](#)
19. [Job Description \(Academic Examination Advisor\)](#)
20. [Job Description \(Dean of Student Affairs\)](#)
21. [Job Description \(Dean of Academic Affairs\)](#)
22. [Job Description \(Director of Administration and Student Services\)](#)
23. [Student Performance Evaluation Form](#)
24. [Orientation Packet \(Clinical Sciences\)](#)
25. [Chief Medical Student \(Summary\)](#)

Criterion 6.8. is fulfilled

Criterion 6.9.: The educational organization of higher professional education, in addition to the criteria provided for in paragraph 20 of these Minimum Requirements, provides appropriate conditions for the scientific activity of students.

SMUFOM strives to foster an environment of academic curiosity. While understanding that learning transcends the walls of the classroom, SMUFOM offers and actively encourages students to participate in as much scientific activity as possible. The basis of scientific efforts is to foment research work that is carried out under the guidance of the teaching staff of the departments with the objective of:

1. Improving the quality of training and education.
2. Creatively apply scientific, technical, technological and cultural knowledge in practical activities allowing students to:
 - a. Master the scientific method of cognition
 - b. Master educational material in a profound and creative way



- c. Master the methodology and means of independent solution of scientific and technical problems;
- d. Acquire skills for working in research teams
- e. Become familiarized with the methods of organizing scientific work.

During the first half of the second year, the Introduction to Research course will cover principles of evidence based medicine, research methodology, formulating hypothesis, hypothesis testing, journal reading and critical appraisal. The students will be divided into small groups and work in evaluating the scientific articles and presenting the results. In conjunction with the above, the Research and Scholarly Activities Committee works with professors in creating a master project worksheet which enumerates the projects ongoing for the current year. The professors serve as primary investigators or primary authors [Introduction to Research \(ITR\) Syllabus \(Spring 2023\)](#).

The master project worksheet is disseminated to the students and a “call for research assistants” is announced. Students who express interest in participating in a project are interviewed by the respective professor who is in charge of the project. During the interview the professor reviews the research model to be employed and discusses the ethical and professional aspects. Importantly, during the discussion conflicts of interest and plagiarism issues are reviewed. When the student joins the research team appropriate documents are completed and a team meeting is called to commence the project [Bylaws of Faculty Research and Scholarly Activities Committee](#).

During the clinical sciences, clinical clerks have the opportunity to join research projects with the resident physicians. They are able to be contributing authors on posters and to present at conferences along with their resident physician mentors. Clinical Clerks also have the opportunity to take a Medical Research and Publishing elective clerkship rotation. During this clerkship, clerks are assigned a mentor that helps them to develop proper research techniques and paper writing. The mentor also helps with submission to peer reviewed journals for publication.

Supporting documents:

1. [Introduction to Research \(ITR\) Syllabus \(Spring 2023\)](#)
2. [Bylaws of Faculty Research and Scholarly Activities Committee](#)

Criterion 6.9. is fulfilled

Additional criterion 6.10: How does an educational organization determine the sufficiency of the physical infrastructure (premises and equipment) provided for the clinical training of students?

SMUFOM has two main campuses, the Curacao Campus for Basic Sciences students and Pontiac General Hospital (PGH) as its clinical base. Both campuses offer students plenty of physical infrastructure to provide the clinical training required by the university curriculum as well as by LCME and ECFMG guidelines which are followed by SMUFOM.

Supporting documents:

1. [ICM Lab \(Photos\)](#)
2. [Microbiology, Histology, & Pathology Lab \(Photos\)](#)
3. [PGH Student Center \(Photos\)](#)
4. [Pontiac General Hospital \(PGH\) \(Photos\)](#)

Additional criterion 6.10 is fulfilled

Additional criterion 6.11: What range of opportunities is needed and provided to students to master clinical skills and is it sufficient?

During the Basic Sciences Phase, students are exposed to simulation exercises like standardized patients and role playing where they recognize the role of nurses, lab technicians, and patient relatives. They also receive 2 years of Integrated Clinical Medicine (ICM), participate in health fairs, and do volunteer work at hospitals and local events.



During the didactic lectures the teacher provides the basic concepts along with clinical scenarios. The students solve the clinical scenario in the same class and identify the gaps, which are formatted as questions. The students search different resources (AMBOSS, Access Medicine, journals, textbooks, and other online resources etc.) and prepare notes. In the following class the students present their notes and solve the clinical scenario.

The Clinical Case Discussions are conducted as small group discussions and case presentations. This is integrated within every course as it is considered an essential part of active clinical learning and training. The teacher assigns a topic to each student. The student synthesizes the Basic Sciences concept and applies to the clinical scenario of the case. A presentation of 8-10 minutes is prepared by the student and is presented in the class. A question hour of 3 minutes is allotted for each presentation. The teacher and peers provide immediate feedback. The teacher assesses the student.

The teacher presents a case to the class. As the case is progressively disclosed the teacher puts forward the clinical aspects for open discussion. The students discuss among themselves and answer the questions put forward by the teacher. Any gaps in the knowledge will be formatted as learning objective questions and is given as homework. The students will research and answer the problem in the succeeding class. Immediate feedback is provided by the teacher.

The students critically analyze the data presented during the clinical case discussions, problem solving exercises, and problem based learning sessions. Eg: The students formulate a learning objective of why troponin I is used in the diagnosis of acute coronary syndrome and what is the timeline of the cardiac marker and how the management plan differs according to the result obtained. The students research and present the evidence for using cardiac markers and their role in the management plan.

The skills of critical judgment based on evidence are further refined during the introduction to the research course. The students form groups with 3 students in a group. The group chooses a scientific article from a peer reviewed journal. The teacher approves the article. The students work in a group to critically evaluate the article using the principles of evidence based medicine and present to the teacher. The teacher evaluates the group and provides feedback.

An example of this clinical scenario is the following: "A 32-year-old woman is presented to the primary care physician with heartburn. The substernal burning pain started about 3 days ago and was relieved by antacids. She had previous episodes of heartburn for which she is taking antacids. The primary care physician referred her to the gastroenterology clinic for endoscopy. An endoscopy revealed the displacement of the lower esophageal sphincter and cardia of the stomach into the thorax."

During the Integrated Clinical Medicine (ICM) course, the teacher explains the skills of history taking, physical examination in didactic lectures. The students practice the skills of peers. The ICM department uses trained standardized patients to improve and assess the skills of history taking, communication, examination and patient education. The standardized patients are trained as actors. Eg: A standardized patient is trained as a respiratory case. The students sequentially obtain the history, perform physical examination, diagnose, and educate the patient and relatives. The teacher observes the process and assesses the knowledge, skills, attitude, behavior, and professionalism with checklists. Immediate feedback is provided to the students.

During the problem-based learning sessions the facilitator sequentially discloses a case with chief complaint, history, physical examination and lab investigations. The facilitator guides the group to identify the gaps and formulates the learning objectives. The group performs individual research, study and presentations during phase 2. The group returns during phase 3 to discuss the presentations and solve the problem. The group summarizes the solved problem and immediate feedback is provided. The facilitator assesses the group.

Supporting documents:

1. [ICM-1 Syllabus \(Spring 2023\)](#)
2. [ICM-2 Syllabus \(Spring 2023\)](#)
3. [ICM-3 Syllabus \(Spring 2023\)](#)



4. ICM-4 Syllabus Spring (2023)
5. Problem Based Learning (PBL) Session Introduction
6. PBL Session Description
7. PBL Session Schedule (ICM-3) (Spring 2023)
8. PBL Session Schedule (ICM-4) (Spring 2023)
9. PBL Session Abdomen (MD4) (Spring 2023)
10. Community Outreach (Health Fairs, Events)
11. Clinical Student Evaluation Form
12. Core Case Exposures
13. Family Medicine Syllabus
14. Internal Medicine Syllabus
15. OB/GYN Syllabus
16. Pediatrics Syllabus
17. Psychiatry Syllabus
18. Surgery Syllabus
19. CIBNP Medical Research and Publishing Course Syllabus.

Criterion 6.11. is fulfilled

Strength:

1. Modern equipped clinical base in Detroit, which make possible for students to get good practical skill.

STANDARD 6 is fulfilled



1.7. Standard 7: «Minimum requirements for financial resources planning and management of educational organization».

Criterion 7.1.: Collection, systematization, generalization and storage by an educational organization of the following information for planning and implementing its educational goals:

- o *information about the contingent of students;*
- o *data on attendance and performance, student achievement and dropout;*
- o *satisfaction of students, their parents, graduates and employers with the implementation and results of educational programs;*
- o *availability of material and information resources;*
- o *employment of graduates;*
- o *key performance indicators of educational organization;*

SMUFOM constantly collects and systematizes information for internal control and in order to constantly improve the quality of education provided:

The Office of the Registrar is responsible for the supervision of the collection, input and systemization of information about the contingent of active students. The database is constantly updated as all members of faculty and staff are responsible for inputting the information relevant to their courses and administrative responsibilities including grades, attendance, quizzes and exams, blogs, meeting minutes, and forms. All student and administrative information is stored on SMUFOM's UMS database and is available for the administration, faculty and students.

SMUFOM follows the American educational model when it comes to student privacy of academic records. Therefore, all university information pertaining to students' records are protected under the Family Educational Rights and Privacy Act (FERPA). Students must consent to the sharing of privileged academic information with their parents or guardians in writing. Even in these cases, parents are not given direct access to UMS but are allowed to request information if needed. Some students in the past have chosen to share their UMS username and passwords with their parents <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

Data on attendance and academic performance, achievements of students and student dropouts are carried out by the Office of the Registrar as well as by the Student Promotions and Evaluations Committee. All information, including forms and reports, are stored in the UMS database [Job Description \(Registrar\)](#), [Bylaws of Student Promotions and Evaluations Committee \(2023\)](#), [SPEC Report \(Block 1 - Spring 2023\)](#), [SPEC Report \(Block 2 - Spring 2023\)](#), [SPEC Report \(End-of-Semester - Summer 2022\)](#), [Attendance Report \(Anatomy and Embryology\)](#).

SMUFOM prides itself on its close relationship with both students and parents. Being a small university allows faculty and staff to have direct contact with family members and vice-versa. To assess satisfaction, a survey of students, teachers and employees of SMUFOM is conducted on a regular basis by relevant university committees and work units together with the department heads and the relevant dean's office. The results of the survey are discussed at inter-departmental committee meetings, the Faculty Senate, and any other relevant group.

The university collects data on the defined indicators to assess the progress made towards achieving the objectives. The data is collected through surveys, assessments, evaluations, and other relevant means. SMUFOM uses various methods to collect data from students, faculty, staff, and administrators in order to compile ample and multilateral evaluations and perspectives.

All students are asked to fill-out and submit the forms listed below on a periodic basis, whether it be annually, semi-annually, or when required. These forms [Course and Instructor Evaluation Form \(Student\) \(2023\)](#), [Candidate Lecture Evaluation Form](#), [Student Evaluation of Clinical Preceptor](#), [Student Satisfaction Survey](#), [Alumni Satisfaction Survey](#).

Parents have a direct line to SMUFOM Administration and are able to voice any concerns directly if needed. SMUFOM staff and faculty have an open-door policy even with parents. Nevertheless, SMUFOM only meets with parents on an official basis when required by the Student Promotions and



Agency for accreditation of educational programs and organisations

Evaluations Committee (SPEC). The university has contacted parents directly when prompted by a student's academic achievements or failures, conduct issues, and to notify them of important university updates and receive periodic parental feedback.

All SMUFOM graduates are asked to fill-out a general questionnaire about SMUFOM, its program, faculty, administration, student satisfaction and impact on their journey towards becoming a doctor of medicine [Alumni Contact Information Form - Google Forms](#), [Alumni Satisfaction Survey](#).

SMUFOM considers mutual and self-assessment are a crucial part in the evolution of an educational institution. Faculty and Preceptors are asked to provide us with feedback regarding the curriculum, the university facilities, as well as on their course preparation and performance. Faculty are also asked to evaluate each other [Preceptor Self Evaluation Form \(Clinical Science\)](#), [Preceptor Course Evaluation Form](#), [Student Performance Evaluation Form](#), [Faculty Self-Evaluation Form \(Basic Sciences\)](#), [Faculty Curriculum Evaluation Questionnaire](#), [Candidate Lecture Evaluation Form](#).

All students, faculty, and administrative staff have access to SMUFOM's UMS. Access is restricted to a "need to know" basis which means that the user will only have access to the information pertaining to their status and position within the university. This ensures that SMUFOM is properly protecting the most sensitive information within our database.

SMUFOM follows the American educational model when it comes to student privacy of academic records. Therefore, all university information pertaining to students' records are protected under the Family Educational Rights and Privacy Act (FERPA).

Students must consent to the sharing of privileged academic information with their parents or guardians in writing. Even in these cases, parents are not given direct access to UMS but are allowed to request information if needed. Some students in the past have chosen to share their UMS username and passwords with their parents [Family Educational Rights and Privacy Act \(FERPA\)](#).

Students must complete all SMUFOM Graduation Requirements as well as all ECFMG regulations in order to be able to practice medicine. The Office of the Dean of Clinical Affairs is in charge of keeping track of graduates and the evolution of their medical careers. This is done through annual surveys where students are asked to provide updated personal and professional information [Alumni Contact Information Form - Google Forms](#).

SMUFOM's key performance indicators are determined by the Mission, strategic plan, and Continuous Quality Improvement Policy.

According to the mission of SMUFOM, the goals and objectives of the ACGME, the expected learning outcomes (ELO) are grouped into six areas (educational goals):

1. Medical Knowledge;
2. Patient Care;
3. System-based Practice;
4. Professionalism;
5. Interpersonal and Communication Skills;
6. Practice-based Learning and Improvement.

Quality control is maintained through assessments by students, faculty and staff which are analyzed by the relevant committees [SMUFOM Strategic Plan Tracking Program \(2023\)](#), [Continuous Quality Improvement Policy](#).

Supporting documents:

1. [Alumni Contact Information Form - Google Forms](#)
2. [Bylaws of Student Promotions and Evaluations Committee \(2023\)](#)
3. [Course and Instructor Evaluation Form \(Student\) \(2023\)](#)[Candidate Lecture Evaluation Form](#)
4. [Student Evaluation of Clinical Preceptor](#)
5. [Student Satisfaction Survey](#)
6. [Alumni Satisfaction Survey](#)
7. [Alumni Contact Information Form - Google Forms](#)
8. [Alumni Satisfaction Survey](#)
9. [Preceptor Self Evaluation Form \(Clinical Science\)](#)
10. [Preceptor Course Evaluation Form](#)
11. [Student Performance Evaluation Form](#)



12. *Faculty Self-Evaluation Form (Basic Sciences)*
13. *Faculty Curriculum Evaluation Questionnaire*
14. *Candidate Lecture Evaluation Form*
15. *Family Educational Rights and Privacy Act (FERPA)*
16. *Alumni Contact Information Form - Google Forms*
17. *SMUFOM Strategic Plan Tracking Program (2023)*
18. *Continuous Quality Improvement Policy*

Criterion 7.1. is fulfilled

Criterion 7.2.: *Participation of students and employees of the educational organization in the collection and analysis of information specified in subparagraph 1 of paragraph 23 of these Minimum Requirements, and planning further action.*

At SMUFOM, the administration staff, faculty and students are all directly involved in the collection and analysis of information through the many assessment processes. There are various mixed committees dedicated to the analysis and implementation of improvements in all areas of the university.

The university assured students inclusion through: Direct involvement and membership in university committees and organizations, Evaluation of courses, faculty, curriculum, and university facilities, Student formation within Mentorship Program, Participation of students in community outreach activities like Health Fairs, Submitting comments and suggestions in the Suggestions Box.

The faculty and staff at SMUFOM actively participate in the collection and analysis of data as well as the creation of solutions to any problems found. SMUFOM values the input of all members of the university community and considers teamwork an indispensable part of sustainable and innovative growth. Faculty and staff participate in the process by: Participating in the Mentorship Program, Participating in University Committees, Submitting Evaluations.

Supporting documents:

1. *Bylaws of Quality Assurance and Enhancement Unit*
2. *Bylaws of Admissions Committee*
3. *Bylaws of Curriculum Committee*
4. *Bylaws of the Disciplinary, Appeals and Grievances Committee*
5. *Bylaws (Emergency Preparedness Committee)*
6. *Bylaws of Faculty Promotions and Tenure Committee*
7. *Bylaws of Faculty Research and Scholarly Activities Committee*
8. *Bylaws of Faculty Senate (2023)*
9. *Bylaws of Quality Assurance and Enhancement Unit*
10. *Bylaws of Student Promotions and Evaluations Committee (2023)*
11. *Candidate Lecture Evaluation Form*
12. *Course and Instructor Evaluation Form (Student) (2023)*
13. *Faculty Curriculum Evaluation Questionnaire*
14. *Faculty Self-Evaluation Form (Basic Sciences)*
15. *Mentorship Program Overview*
16. *Mentorship Program Form*
17. *Mentorship Program Report*
18. *Preceptor Course Evaluation Form*
19. *Preceptor Self Evaluation Form (Clinical Science)*
20. *SGA Constitution*
21. *Student Evaluation of Clinical Preceptor*
22. *Student Performance Evaluation Form*
23. *Student Survey - Google Forms*

Criterion 7.2. is fulfilled

Criterion 7.3.: *Providing an educational organization to the public on an ongoing basis with information about its activities, including:*



- o *mission;*
- o *educational goals;*
- o *expected learning outcomes;*
- o *the qualification awarded;*
- o *forms and means of teaching and learning;*
- o *evaluation procedures;*
- o *passing scores and learning opportunities provided by students;*
- o *information about the employment opportunities of graduates.*

SMUFOM's website and handbooks provide all the relevant information to the public.

1. Mission and Vision are displayed on the website, course syllabi and marketing materials. Students are also informed of SMUFOM's Mission and Vision during the bi-annual Orientation Sessions. SMUFOM even has its mission at the main entrance of its Curacao Campus [Website Anatomy & Embryology Syllabus \(Spring 2023\)](#), [Orientation Session \(Spring 2023\)](#).

2. Educational Goals, Expected Learning Outcomes, Graduation Requirements, Teaching methodologies, evaluation procedures, and passing scores can all be found in the SMUFOM Students Handbook which is available on the website as well as on UMS. Students are required to read the Student Handbook before beginning their first semester but are given a run-through during the Orientation Sessions held every semester [Student Handbook](#).

3. Information about the current employment of graduates is collected and provided by the Office of Alumni Affairs. Students at SMUFOM receive guidance regarding future employment opportunities since they first join. As of their second year, SMUFOM's Office of Clinical Affairs begins to meet with, assess, and guide students as to what to expect after graduation and how to prepare for it. [Workshop - Students \(CV Workshop\)](#), [Alumni Contact Information Form - Google Forms](#).

Supporting documents:

1. [Anatomy & Embryology Syllabus \(Spring 2023\)](#)
2. [Student Handbook](#)
3. [Orientation Session \(Spring 2023\)](#)
4. [Workshop - Students \(CV Workshop\)](#)
5. [Alumni Contact Information Form - Google Forms](#)

Criterion 7.3. is fulfilled

Criterion 7.4.: *Educational organization's use of its website and media to provide information to the public.*

SMUFOM's website provides students, prospective applicants, and the general public with all the information they need to know about the university. SMUFOM is currently working on a new website with more information than ever for students and tentative applicants. SMUFOM is also active on many social media platforms such as Facebook, Instagram, and Twitter as well as marketing brochures and commercials.

SMUFOM has worked diligently to increase its online presence in order to show more about the university, Curaçao, and student life to prospective students.

1. Social Media ([Facebook](#), [Instagram](#), [LinkedIn](#), [Twitter](#))
2. [Video Commercials](#)
3. [Brochures](#)
4. [University Fairs](#)

The Main Page of the website is the base from which students have access to all the information they need through the links below. Additionally, the main page also has information about university events, blogs, and important news and announcements as well as easy access to SMUFOM's University Management System (UMS).



Criterion 7.4. is fulfilled

Criterion 7.5.: In educational organizations of secondary and higher professional education, the management of an educational organization is carried out with the help of an automated (software) management system. In the absence of this system, the educational organization of secondary and higher professional education plans to develop it or acquire and launch it into operation.

SMUFOM's University Management System (UMS) has been in use since the pandemic as well. After years of working to design a management system that fit the university's specific needs, UMS has now united our administration, faculty, and students at a global scale. UMS serves as an academic resource for students who receive their course information, grades, assignments, class materials, financial information, and more.

SMUFOM's UMS allows for the conducting of the educational process in the distance learning mode and is constantly being upgraded to meet the requirements of the institute. Constant updating of information protection makes it possible to safely store information about the activities of SMUFOM and transfer data.

SMUFOM actively uses the Zoom and TopHat platforms to conduct online learning remotely as well as for students on campus. The TopHat platform allows you to upload practical and lecture classes, set deadlines and deadlines, upload exam and module questions, and set homework assignments.

All Administrative departments have access to UMS. All procedures, handbooks, minute meetings are kept on the system for easy access to all members of staff. UMS also displays important reminders when logging in to ensure that all tasks are completed [UMS - Admin Dashboard](#), [UMS - Admin Dashboard \(Important Reminders\)](#).

All faculty members have access to UMS. Through the system they are able to manage their courses, educational materials, class lists, grades, assignments, student information, attendance, class and exam schedules, assessment and grading procedures, etc. [UMS - Faculty Dashboard](#).

All registered students have access to UMS. Through the system they can check their grades, receive and submit assignments, update their contact information, access and submit all university forms, fill in all evaluation forms, access the Student Handbook, class and exam schedules, register for classes, etc. [UMS - Student Dashboard](#).

Supporting documents:

1. [UMS - Admin Dashboard](#)
2. [UMS - Admin Dashboard \(Important Reminders\)](#)
3. [UMS - Faculty Dashboard](#)
4. [UMS - Student Dashboard](#)

Criterion 7.5. is fulfilled

STANDARD 7 is fulfilled



1.8. Standard 8: «Minimum requirements for financial resources planning and management of educational organization».

Criterion 8.1.: The financial resources of the educational organization are sufficient to ensure the quality of the educational organization and support the achieved level. Financial stability is not achieved by reducing the quality of education.

The financial resources of the educational organization are sufficient to ensure the quality of the educational organization and support the achieved level.

SMUFOM is a private educational organization established to carry out educational activities in accordance with Curacao law and to fully abide by the charter of the institution. The University strives to maintain a balance between financial stability and providing quality education to our students [SMUFOM Charter](#).

The organization has sufficient financial resources to ensure the quality of their educational organization and support the achieved level. Maintaining financial stability is indeed crucial for the sustainability of any educational organization. It is important to note that financial stability should not come at the expense of reducing the quality of education. The quality of education should always be the top priority, and any decisions related to finances should take this into consideration.

SMUFOM continues to invest in qualified teachers, modern facilities and equipment, and up-to-date educational materials to provide the best possible education to its students. The management prioritizes spending on essential areas, such as teacher salaries and educational resources, while finding ways to reduce non-essential expenses. In order to manage its finances wisely and avoid overspending or wasteful spending, there is careful planning, budgeting, and monitoring of expenses. Following are key quantitative indicators for the most recently completed fiscal year:

1. Total revenues (in millions, one decimal place): USD \$2.4 Million
2. Revenue from tuition fees: USD \$2.4 Million
3. Other revenue (contracts, professional fees, electives, etc.): -
4. Total expenditures (in millions, one decimal place): USD \$2 Million

The yearly expenses are overseen by the Chancellor and the Finance Department. In contribution to an efficient understanding and management of the financial status, the involvement of all Deans of Basic Sciences, Clinical Sciences and the Admissions department alongside their own allotted budgets provides an integrative approach to the financial management. All sources of income for SMUFOM are generated by tuition, dorm and in house cafeteria expenses and other various related fees.

SMUFOM has entered into an agreement with SME ADMINISTRATIVE SERVICES LLC and SM EDUCATION LLC for a line of credit totaling the sum of US \$4,750,000 and \$8,000,000 respectively with a maturity date of December 31st 2030. This fund has been kept as a University General Reserve Fund and will only be used if necessary.

As of the date of submission of this summary, this line of credit has not been used due to sufficient cash flow availability. Due to fiscally responsible policies and practices, SMUFOM has remained open and fully operational since the new ownership group took over in 2022.

Supporting documents:

1. [SMUFOM Charter](#)

Criterion 8.1. is fulfilled

Criterion 8.2.: Financial assistance to students, teaching and support staff is provided in accordance with clearly defined goals and objectives. Students, teaching staff and teaching support staff are provided with timely and complete information about all financial issues related to the relationship between students, teaching staff and the educational organization.



All students are served by the Office of Finance & University Bursar, the services offered include assistance with financial aid issues. Prospective students are given detailed information about the tuition, lodging, food, immigration, health insurance, travel and other such expenses via emails and brochures. This is also available to the public on the school website: [St. Martinus University | Tuition-Fees, Job Description \(Director of Finance and University Bursar\)](#).

Students are also able to speak to a counselor in the Office of Finance & University Bursar directly in order to work on payment plans that might better suit the student's financial condition. SMUFOM is approved for student federal loans from Canada and educational loans from India.

Students seeking Financial Aid receive Financial Aid Counseling and a Loan Certification worksheet prior to filling out loan applications. The financial counselor helps the students fill out forms to secure loans. Sessions are made available that cover information on managing debt, repayment options and financial planning. Continued assistance is provided by the Student Affairs Office. In addition, students are encouraged to view publications on debt management for medical school graduates to promote budgeting, thoughtful and informed planning and debt management.

Students are ushered towards reliable links, e.g. AAMC resources for:

1. Education Debt Manager for Graduating Medical Students - [AAMC Store](#)
2. Tips on money management for entering medical students - [Tips for Managing Money | Students & Residents](#)
3. Tips to manage money during medical school - [AAMC Store](#)

SMUFOM Deferment Program allows students with proven financial hardship to defer up to \$2,200 USD per semester payable at graduation [Finance - Tuition Deferrment](#).

Pay-As-You-Go Program offers payment plan options which allow students to pay their tuition and fees in comfortable monthly installments.

Students are eligible to apply for Scholarships at the end of every semester. SMUFOM also gives out awards at the end of every semester, some of which come with a monetary prize. Students who meet the requirements and are eligible must submit a formal letter to the Dean of Student Affairs requesting consideration for the scholarship [click here](#).

Supporting documents:

1. *Education Debt Manager for Graduating Medical Students - [AAMC Store](#)*
2. *Tips on money management for entering medical students - [Tips for Managing Money | Students & Residents](#)*
3. *Tips to manage money during medical school - [AAMC Store](#)*
4. *[Finance - Tuition Deferrment](#)*
5. *[Job Description \(Director of Finance and University Bursar\)](#)*

Criterion 8.2. is fulfilled

Criterion 8.3.: *The educational organization takes into account the provision of financial assistance to students, teaching and support staff during its annual and strategic financial planning.*

Annual and strategic financial planning for our St. Martinus University involves several important steps.

1. Assessing the current financial situation: The first step is to evaluate the current financial status of the institution. This will involve looking at the available resources, income, expenses, and any outstanding debts or liabilities.
2. Setting financial goals: The next step is to determine the financial goals of the institution. This will include short-term and long-term goals, such as increasing revenue, reducing expenses, improving financial sustainability, and enhancing the quality of education.
3. Developing a budget: Based on the financial goals, a budget is developed that outlines the expected income and expenses for the upcoming year. This budget is aimed to be realistic and take into account any potential changes in funding or expenses.



4. Allocating resources: Once the budget is developed, resources will be allocated to support the goals of the institution. This may include investing in new technology, hiring additional staff, or offering professional development opportunities for existing staff.
5. Monitoring and evaluating performance: The final step is to monitor and evaluate the financial performance of the institution. This should be done regularly to ensure that the institution is meeting its financial goals and making progress towards financial sustainability.

When it comes to teaching and educational staff, the financial planning involves assessing the current staffing levels, determining any future staffing needs, and developing strategies for retaining high-quality staff. This may involve offering competitive salaries and benefits, providing opportunities for professional development and advancement, and creating a positive work environment.

All Deans have fixed amounts per semester at their disposal and that are allocated to cover the responsibilities under their deanship.

For amounts more than the allocated amount, the procedure is the following:

1. The department chairs submit a proposal to the Dean of Faculty Affairs and Development. The proposal includes a statement and filling of the SMUFOM Department Budget form, that justifies the requested entity by cost, need, specific utilization and educational value.
2. The DFA reviews the proposals and confirms the request specifics with each department chair.
3. The approved request is passed to the Executive Dean who includes the approval in the budget and secures funding for effectuation and implementation. The Executive Dean is responsible for updating a Master Department Budget form and reporting it to higher management.
4. Upon funding, the department chairs have discretionary authority to utilize the funding as needed, guided by the goals, specific aims and timeline of the proposal.
5. The same process serves as a guide to departmental funding by outside research grants or other funding sources [Finance - Department Budget Request Form](#), [Finance - SMUFOM Master Department Budget Form](#)

Supporting documents:

1. [Finance - Department Budget Request Form](#)
2. [Finance - SMUFOM Master Department Budget Form](#)

Criterion 8.3. is fulfilled

Criterion 8.4.: An educational organization uses technologies that guarantee the effectiveness of planning and managing financial resources. The distribution of the budget of an educational organization is based on an assessment and analysis of available material resources, current and planned needs.

The distribution of the budget of an educational organization is based on the assessment and analysis of the available material resources, current and planned needs.

The university employs advanced technologies to ensure the utmost efficiency in its planning and financial management processes. Through the utilization of cutting-edge tools and systems, the organization aims to optimize the allocation of its budget resources. This allocation is meticulously grounded in a comprehensive evaluation and analysis of the existing material resources, as well as a thorough assessment of both current and projected needs.

By leveraging technological solutions, our organization strives to enhance its ability to strategize and make informed decisions regarding resource distribution. These technologies facilitate the collection, collation, and interpretation of pertinent data, enabling the organization to gain deeper insights into its financial landscape. This data-driven approach empowers decision-makers within the organization to make well-informed choices, leading to the prudent allocation of financial resources where they are most needed.



Furthermore, the integration of technology into the budgetary process enables the organization to develop more accurate forecasts and models for resource requirements. This, in turn, fosters a proactive approach to financial planning, allowing our university to anticipate potential challenges and allocate resources judiciously to address them.

In summary, Our University embraces technology as a cornerstone of its planning and financial management strategies. By coupling advanced technological tools with meticulous analysis, the organization ensures that its budget distribution aligns harmoniously with its material resources and anticipated needs, ultimately enhancing its overall effectiveness and sustainability.

Criterion 8.4. is fulfilled

Criterion 8.5.: The educational organization has a qualified staff of financial employees, whose functional responsibilities are clearly defined in the organizational structure of the educational organization.

SMUFOM has qualified financial staff that are part of the Finance department office. There is clear delineation of the responsibilities and functions corresponding to the officers of this department. The position of this highly important office is clearly pointed out in the institution's organizational chart [SMUFOM Organizational Chart](#).

The Finance department is headed by Mr. Mathew Chacko, the Director of Finance & University Bursar. Mr. Chacko is accountable for the financial and risk management of operations of the company and has held the position since January 01, 2011 [Job Description \(Director of Finance and University Bursar\)](#).

Below is a summary of the duties and responsibilities under the position of Director of Finance and University Bursar:

1. Managing the processes for financial forecasting and budgets, and overseeing the preparation of all financial reporting.
2. Manage the capital request and budgeting processes.
3. Develop performance measures and monitoring systems that support the company's strategic direction.
4. Participate in key decisions as a member of the executive management team.
5. Manage any third parties to which accounting, or finance functions have been outsourced.
6. Report financial results to the board of directors.
7. Manage financial controls and accounting procedures.
8. Ensure that record keeping meets the requirements of auditors and government agencies.
9. Monitor cash balances and cash forecasts.
10. Maintain speed and accuracy of billings and client payments.
11. Manage and oversee operations of student, faculty, and staff accounts.
12. Provides leadership and direction for tuition and fee structure, financial aid resources, billing and receivables, petty cash, and payments.
13. Ensure compliance with university, state, and federal regulations and standard accounting procedures.
14. Assists in the preparation of annual estimates of income and expenditure to include the preparation of departmental budgets within the University.
15. Monitors income and expenditure in relation to budget and presents regular management reports to the governing body.
16. Keeps analyses of costs and other statistical records.
17. Prepares forecasts for the future financial performance of the school; usually over a period of five years.
18. Prepares financial appraisals of particular projects.
19. Advises on fiscal and taxation matters.



Supporting documents:

1. *SMUFOM Organizational Chart*
2. *Job Description (Director of Finance and University Bursar)*

Criterion 8.5. is fulfilled

Criterion 8.6.: *The educational organization guarantees openness and transparency in financial management, sound financial management, sound budgeting, internal mechanisms for monitoring and evaluating risks.*

St. Martinus University is committed to upholding a standard of openness and transparency in its financial management practices. Through a comprehensive and robust approach, the university ensures that its financial management is conducted with integrity, accountability, and the highest ethical standards.

SMUFOM diligently plans and allocates its resources to align with its educational goals and strategic initiatives. By employing meticulous budgeting processes, the university ensures that financial resources are allocated efficiently and effectively across various departments and projects.

Central to these efforts are the internal control mechanisms that St. Martinus University has established. Rigorous internal controls are in place to monitor financial transactions, verify accuracy, and prevent any irregularities. These controls not only safeguard the university's financial assets but also contribute to maintaining a culture of trust and responsibility.

The university proactively identifies and evaluates potential financial risks, both internal and external. Through this diligent assessment, the university is well-equipped to develop mitigation strategies and contingency plans, ensuring its financial stability even in the face of unforeseen challenges.

Through these collective measures, St. Martinus University exemplifies a commitment to maintaining the highest standards of financial transparency, accountability, and resilience. By fostering an environment of openness, sound financial practices, well-structured budgeting, robust internal controls, and proactive risk assessment, the university not only safeguards its financial health but also demonstrates a dedication to responsible stewardship and the pursuit of academic excellence.

Criterion 8.6. is fulfilled

Criterion 8.7.: *A significant part of the financial resources of an educational organization is aimed at maintaining educational and research activities and improving the infrastructure of the educational organization. An educational organization systematically increases its budget, which is necessary for the development of an educational organization.*

A substantial portion of St. Martinus University's financial resources is dedicated to bolstering its educational and research endeavors, as well as enhancing the infrastructure that underpins its academic mission. The university recognizes the critical importance of investing in these key areas to provide a comprehensive and enriching learning environment for its students and faculty.

A primary focus of the university's financial allocation is directed towards supporting educational initiatives. By channeling resources into curriculum development, faculty training, and innovative teaching methodologies, St. Martinus University ensures that its students receive a high-quality education that is aligned with the latest advancements in their respective fields.

Research activities also receive considerable attention within the university's financial framework. Recognizing the vital role research plays in advancing knowledge and contributing to societal progress, the university allocates resources to foster a vibrant research culture. This involves funding research projects, facilitating collaboration among researchers, and providing the necessary tools and facilities for impactful research outcomes.

SMUFOM places a strong emphasis on improving its infrastructure to create a conducive learning environment. Investment in modern facilities, updated technology, well-equipped laboratories,



libraries, and comfortable learning spaces is integral to enhancing the overall educational experience for both students and faculty.

The commitment to continuous improvement is evident in the university's systematic increase in the budget earmarked for its development. This forward-looking approach reflects the institution's dedication to remaining at the forefront of educational innovation and meeting the evolving needs of its academic community.

In summary, St. Martinus University's financial resources are strategically allocated to support educational excellence, advance research endeavors, and elevate the infrastructure that sustains its operations. Through consistent investments in these critical areas, the university not only enriches the learning experience but also fortifies its position as a hub of knowledge, growth, and progress.

Criterion 8.7. is fulfilled

Criterion 8.8.: An educational organization has internal and external mechanisms for assessing its financial condition. An educational organization undergoes a regular financial audit

SMUFOM undergoes financial audits on a regular basis. A revenue and expenditure summary for the current fiscal year and for each of the past three fiscal years is provided for reference and its supporting documentation. Additionally, audited statements of account for the last three years are provided (appendix to be added).

Criterion 8.8. is fulfilled

Criterion 8.9.: The financial resources of an educational organization contribute to the sustainable development of an educational organization (salary, expenses for utilities, communication and other services, expenses for professional development for teachers and staff, expenses for the development of an educational organization).

The financial resources allocated to St. Martinus University play a pivotal role in fostering the sustainable development of the educational organization across a spectrum of crucial aspects. These resources are instrumental in ensuring the university's continued growth, maintaining high academic standards, and providing an enriching environment for both students and faculty members.

One significant area where these financial resources make a substantial impact is in the remuneration of salaries. The university recognizes the value of its dedicated educators and staff members and ensures competitive compensation packages to attract and retain top-tier talent. This not only motivates the faculty to deliver quality education but also contributes to a positive work atmosphere that ultimately benefits the entire academic community.

Moreover, the allocation of funds towards utility expenses, communication services, and other essential operational costs is essential for the university's day-to-day functioning. These resources enable the seamless operation of facilities, effective communication channels, and the maintenance of a conducive learning environment, thus ensuring that the university can function optimally.

A significant portion of the financial resources is also directed towards the ongoing training and professional development of teachers and staff members. By investing in their growth and skill enhancement, St. Martinus University cultivates a culture of continuous learning, which in turn translates into an elevated educational experience for students. This commitment to faculty development underscores the institution's dedication to academic excellence and innovation.

Furthermore, the university's focus on earmarking funds for the development of the educational organization is a testament to its forward-thinking approach. These resources are channeled into initiatives aimed at improving infrastructure, modernizing technology, enhancing teaching methodologies, and expanding research capabilities. This not only ensures that the university remains current and competitive in the education landscape but also provides a progressive platform for knowledge dissemination and scholarly pursuits.



Agency for accreditation of educational programs and organisations

In summary, the financial resources dedicated to St. Martinus University have a multifaceted impact on its sustainable development. From ensuring competitive compensation and operational efficiency to fostering a culture of learning and facilitating strategic growth, these resources play a crucial role in elevating the university's overall educational quality and contributing to its long-term success.

Criterion 8.9. is fulfilled

Strength:

1. An effective financial management system has been established.
2. High activity of the founders to attract additional investments for the development of the infrastructure of the St. Martinus University.

STANDARD 8 is fulfilled



2. CONCLUSION OF THE INTERNATIONAL EXPERT COMMISSION FOR ACCREDITATION.

EVALUATION OF STANDARDS ACHIEVEMENT.

Standard 1	Meets the requirements with remarks
Standard 2	Meets the requirements with remarks
Standard 3	Meets the requirements
Standard 4	Meets the requirements
Standard 5	Meets the requirements with remarks
Standard 6	Meets the requirements
Standard 7	Meets the requirements
Standard 8	Meets the requirements

Project of accreditation decision recommended by the Expert Commission:

I. Accredited for 5 years the St. Martinus University N.V., Curacao as a higher educational institution meets the standards and criteria of International Institutional Accreditation.

II. Accredited for 5 years the St. Martinus University N.V., Curacao the St. Martinus University N.V., Curacao: («Doctor of medicine» - 5 years (Regular MD), («Doctor of medicine» - 4years (Accelerated MD) as a higher professional educational programs meets the standards and criteria of international program accreditation.