

## **Doctor of Medicine (M.D.) Program (*Medical School Credit Hour Policy*)**

The Liaison Committee on Medical Education (LCME) accredits the Doctor of Medicine (M.D.) program and defines the program length in terms of weeks of instruction. The LCME requires that a program of medical education leading to the M.D. degree must include at least 130 weeks of instruction. The University of Michigan Medical School (UMMS) program length is 180 weeks, exceeding the LCME minimum requirement. UMMS defines program length based on LCME requirements and calculates equivalency to semester credit hours across didactics, clinical rotations, and electives. UMMS also utilizes information from the Office of the Provost Guidance to meet the HLC requirements and federal rules regarding credit hour definition.

The UMMS ensures alignment with policies and procedures of course approval through its Curriculum Policy Committee, with delegated authority from the UMMS Executive Committee. Qualified faculty serve on the committee, including six elected faculty members, and are responsible for approving courses and credits as part of its integrated institutional responsibility for the overall design, management, evaluation, and central oversight of a coherent, efficient, and coordinated curriculum.

The Curriculum Policy Committee follows these guidelines when approving new courses and revising current courses for the M.D. degree:

- The number of semester credit hours assigned to a course quantitatively reflects the modes of instruction and the amount of time spent in each class. The UMMS curriculum is a full-time, four-year program consisting of approximately 180 weeks of contiguous instruction across three curricular phases.
- The number of credit hours assigned reflects the amount of work represented in intended learning outcomes, including time in class and outside work.
- M1 (Year 1) courses contact hours include but are not limited to lectures, laboratory, small group discussions, case-based learning activities. Average contact time per week is approximately 18 - 22 hours. Additionally, students complete up to 3 hours out-of-class time per hour of contact instruction.
- In the clinical experiences of M2 (Year 2), M3 (Year 3), and M4 (Year 4), actual contact time is often greater. Because the educational approach is fundamentally different, with less emphasis on formal didactic instruction and study and greater emphasis on experiential learning and patient care, the number of contact hours needed to meet the equation is increased to between 30 to no more than 80 hours per week. This range is translated to equal one (1) credit hour per week.
- Students may also complete longitudinal components of the curriculum, which run in tandem with the M1 – M4 courses or clerkships. Course work and contact hours may be either synchronous or asynchronous, depending on the course structure. Credit hours are approximately the number of work hours divided by

APPROVED CPC: 02/19/2021

APPROVED EC: 03/04/2021

the number of weeks in the term, equaling a range of 0.5 to 4 credit hours per course. While the students are completing these longitudinal courses, they are expected to contribute the required number of contact hours per week if also in a clinical rotation.

- UMMS offers a number of synchronous and non-synchronous online electives that vary in length from two weeks to an entire term. One (1) credit hour is equivalent to approximately 3 hours of related course work per week or approximately 45 hours over the course of a 15-week term.

### *EXAMPLE*

In sum, the credit-hour equivalency for the MD degree program is as follows:

Year 1 = 48 full-time weeks (approximately 50 credit hours)

Year 2 = 49 full-time weeks (approximately 51 credit hours)

Year 3 = 49 full-time weeks (approximately 51 credit hours)

Year 4 = 34 full-time weeks (approximately 34 credit hours)

## **Masters of Health Professions Education (MHPE) Program**

### Program Description

The University of Michigan Medical School's Master of Health Professions Education (MHPE) program was created as part of several initiatives by UMMS to address competency demands in faculty training highlighted recently by the Accreditation Council for Graduate Medical Education ([www.acgme.org](http://www.acgme.org)). To meet this need, competency- and outcomes-based education frameworks are becoming more prevalent and the University of Michigan has developed a program based on this framework and to meet these challenges. The program started in Fall 2013 with its inaugural cohort of 6 learners. The program targets full-time practicing health professionals in the health professions of medicine, nursing, dentistry, pharmacy and social work.

The key unit of learning is the professional activity, which in many ways resembles a credit of independent study. The number of credits for the professional activity (i.e. the amount of mentoring, the amount of learner effort) is associated with the number of competencies with which a professional activity is associated.

### Credit Hour Calculation

Learners complete a minimum of thirty-two (32) credit hours over six semesters. Content delivery is asynchronous and outcomes are competency-based. Learners work closely with a faculty mentor to complete a series of entrustable professional activity (EPA) assessment to demonstrate competency.

The MHPE program has identified 20 activities believed to be associated to the various health professions, each one consisting of 1 -5 credits with each individual EPA being associated with at least one credit. Students choose from this list depending on which activities they are required to perform within their job context. To earn the EPA's respective credit, each student must provide appropriate documentation and evidence.

Learners graduate upon satisfying the following criteria:

- earn two credits within each of the 12 competencies,
- earn a minimum of 32 credits across the 12 competencies, and
- pass a final summative assessment (assessment of the learner's program portfolio).

Depending on the EPA the required evidence could be in the form (or combination) of a paper, video presentation, PowerPoint presentation, grant application, portfolio, etc. Based on the mix of activities, it is required that a learner earn anywhere from 32-39 credits in total.