

Specialty Update: Obstetrics and Gynecology

Meredith Alston, MD, Chair, Review Committee for OB/GYN

Laura Huth, MBA, Executive Director, Review Committee for OB/GYN

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Conflict of Interest Disclosure

Speakers:

Meredith Alston, MD, Chair

Laura Huth, MBA, Executive Director

Shellie Bardgett, PhD, Associate Executive Director

Disclosure

None of the speakers for this educational activity have relevant financial relationships to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

Talking Points

- Review Committee (RC) – Who/What/When
- Programs by the Numbers
- Specialty Updates
- Subspecialty Updates
- Annual Program Review
- Accreditation Data System (ADS)
- ACGME News
- Resources
- Open Dialogue with the Review Committee

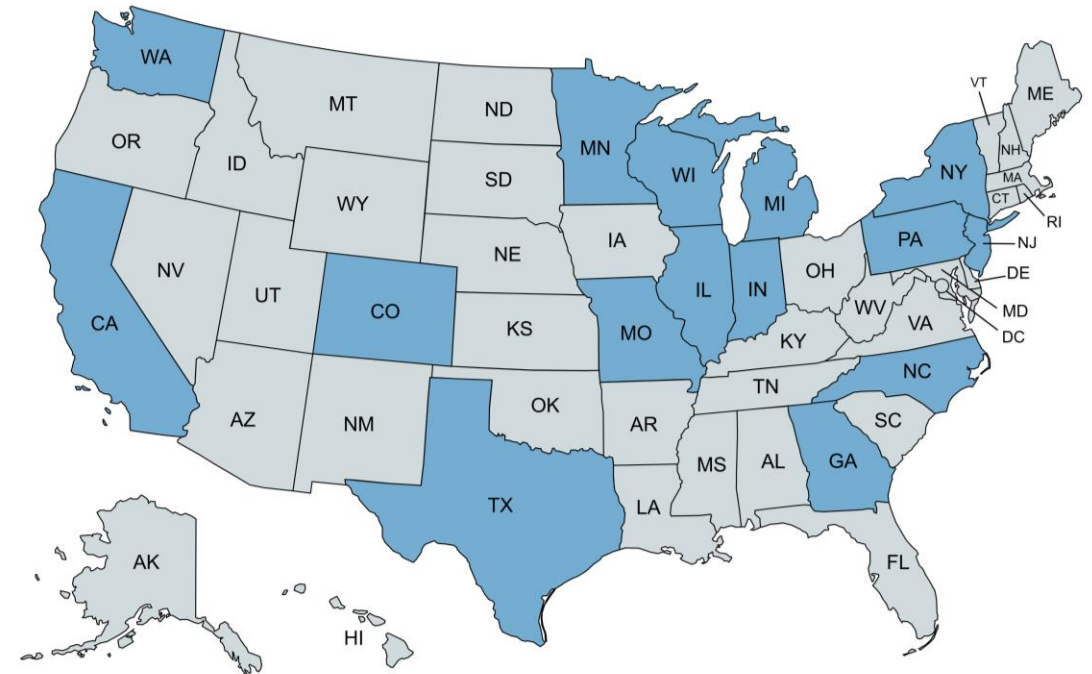
Review Committee (RC) – Who / What / When

Who: RC Composition

- **Four nominating organizations:** American Board of Obstetrics and Gynecology (ABOG), American College of Obstetrics and Gynecology (ACOG), American Medical Association (AMA), and American Osteopathic Association (AOA)
- **Sixteen voting members** (including resident and public member)
- **Six-year terms** (except for resident member who serves two years)
- All volunteers

Program Directors, Chairs, Faculty, DIOs, Resident and Public Representation

Current Geographic Distribution



Who: RC Voting Members

Meredith Alston, MD, Chair

Saint Joseph Hospital/Intermountain Health

Tony Ogburn, MD, Vice Chair

University of Texas Health San Antonio

May Blanchard, MD

University of Maryland

Megan Bradley, MD

University of Pittsburgh

Seine Chiang, MD

University of Washington

Adrienne Dade, MD

Rush University

Men-Jean Lee, MD

Rutgers University

Kurt Ludwig, DO

Henry Ford Macomb Hospital

Kathleen Morrell, MD, MPH

Maimonides Medical Center

Michelle Owens, MD

Ascension St. Vincent's Hospital

Randal Robinson, MD

University of Texas Health San Antonio

Paul Sparzak, DO

Duke University

Ryan Spencer, MD, MS

University of Wisconsin

Sara Wood, MD, MHPE

Washington University in St. Louis

CPT Eric Schmitt, MD (Resident Member)

Tripler Army Medical Center

Allyson Sonenshine, JD (Public Member)

Who: Ex-Officio Attendees

Mary Cameron Tallman, MA

American Osteopathic Association (AOA)



AnnaMarie Connolly, MD

American College of Obstetrics and Gynecology (ACOG)



Amy Young, MD

American Board of Obstetrics and Gynecology (ABOG)



Who: RC Executive Committee

Meredith Alston, MD
Chair

Tony Ogburn, MD
Vice Chair

Laura Huth, MBA
Executive Director

Amanda Tan, MA
Associate Executive Director

Keanu Buaya
Accreditation Administrator

What: Review Committees (RCs)

- The function of Review Committees is to set accreditation standards (i.e., requirements) and to provide peer evaluation of Sponsoring Institutions or residency and fellowship programs.
- The purpose of the evaluation is to assess whether a Sponsoring Institution or program is in substantial compliance with the applicable Institutional and/or Specialty Program Requirements, and to confer an accreditation status.

When: Review Committee Meetings

Three meetings per calendar year:

February, April, and September

Upcoming Meetings:

April 27-28, 2026 – agenda closed February 13*

September 29 - 30, 2026 – agenda closes July 17*

February 4-6, 2027 – agenda closes November 25*

*Agenda closing date for new applications is earlier due to the need for a site visit

When: Review Committee Meetings

- Meeting agenda **closes about two months** before meeting
 - New program application deadlines are roughly six months before meeting, since a site visit is needed
- Permanent complement increase requests **must be submitted by the designated institutional official (DIO)** by the agenda closing date to make the next meeting



Programs by the Numbers

OB/GYN Residency

Accreditation Status	Count
Initial Accreditation	19
Initial Accreditation with Warning	0
Continued Accreditation without Outcomes	13
Continued Accreditation	269
Continued Accreditation with Warning	8
Probation	0
TOTAL	309

OB/GYN Fellowships

Accreditation Status	CFP	GO	MFM	REI	URPS
Initial Accreditation	5	5	12	6	3
Initial Accreditation with Warning	0	1	0	0	0
Continued Accreditation without Outcomes	7	8	5	3	5
Continued Accreditation	26	61	98	45	51
Continued Accreditation with Warning	0	0	0	0	0
TOTAL PROGRAMS	38	75	115	54	59

Specialty Updates

Flexible Procedural Experience Pilot (FPEP) – First Year Data

- 97 programs with missed minimums
- 25 programs successfully used the pilot
- 8 programs used FPEP for OVD only
- 8 programs used FPEP for VH
- 9 programs used FPEP for both

Fellowships identified in FPEP

- Gynecologic Oncology – 10
- Maternal-Fetal Medicine – 10
- Reproductive Endocrinology and Infertility – 3
- Urogynecology and Reproductive Pelvic Surgery – 2
- No Fellowship Identified – 4

FPEP Reminders

- All programs may participate in the pilot, and do not need to enroll. HOWEVER,
- Programs must self-identify participation in the Major Changes section of the ADS Annual Update
- The goal of the pilot is to consolidate these procedures into the hands of those who will most likely continue to do them in practice.
- **Total program minimum requirements have not changed.**
 - A program with four residents per year will be required to show 60 OVD/VHs annually, however based on the new pilot guidelines, the distribution of cases per resident may vary. Programs not meeting these total program minimums will be cited.

FPEP Reminders

- All residents are expected to have equitable educational experiences until The Match[®].
- Resident experience cannot be “zero” in OVD or VH, regardless of The Match[®].
- Residents matched into GO, REI, and URPS can have fewer than 15 OVDs without citation.
- Residents matching in GO, MFM, and REI can have fewer than 15 VHs without citation.

What we have noticed...

- Several programs identified pilot participation in major changes but did not meet program totals
- Some programs did not identify fellowships/procedure category
- Some programs identified pilot participation in citation responses
- Sometimes a program was okay for a gyn onc fellow match in OVD but not okay for gyn onc/mfm fellow matches in VH
- A few programs were okay on overall totals in OVD and VH but may have had a resident miss unrelated to fellowship

Next Steps...

- Offer standard language or example language for programs to use in Major Changes
 - *FLEXIBLE PROCEDURAL EXPERIENCE PILOT - Three of our residents matched into qualifying fellowships in September 2024. One resident matched into gynecologic oncology which is why they logged fewer than the required 15 OVDs and 15 VHs. Two other residents matched into REI and MFM respectively and logged fewer than 15 VHs. After the fellowship match we were able to redistribute OVD and VH cases among the other PGY4s and met the total program minimums.*

Total Abdominal Hysterectomy (TAH)

Abdominal hysterectomy minimum has been raised to 20 from 15

- 2026 graduate data reviewed but not subject to Citation/AFI
- 2027 graduate data subject to AFI
- 2028 graduate data subject to Citation
- In effect now for new applications and permanent increases

Subspecialty Updates

CFP, GO, MFM, REI, and URPS

Complex Family Planning

- Interim Program Requirement revisions underway
- Writing Group Convened – ACGME and SFP
- Priority Revisions – Master's Degree and rotations in low-resource areas

Gynecologic Oncology

New minimums are now in effect

- 2026 graduate data reviewed but not subject to Citation/AFI
- 2027 graduate data subject to AFI
- 2028 graduate data subject to Citation
- Case Log information and instructions can be found here:

acgme.org > [Specialties](#) > [Obstetrics and Gynecology](#) > [Documents and Resources](#)

Maternal-Fetal Medicine

- Data gathering has begun in anticipation of setting minimums
- MGG – MFM Combined Program Application is Active!

Reproductive Endocrinology and Infertility

New minimums are now in effect

- 2026 graduate data reviewed but not subject to Citation/AFI
- 2027 graduate data subject to AFI
- 2028 graduate data subject to Citation
- Case Log information and instructions can be found here:

acgme.org > [Specialties](#) > [Obstetrics and Gynecology](#) > [Documents and Resources](#)

- MGG – REI Combined Program Application is Active!

Urogynecology and Reconstructive and Pelvic Surgery

Minimums are now in effect

- 2025 graduate data subject to AFI
- 2026 graduate data subject to Citation
- Case Log information and instructions can be found here:

[acgme.org](https://www.acgme.org) > [Specialties](#) > [Obstetrics and Gynecology](#) > [Documents and Resources](#)

Annual Program Review

Annual Program Review



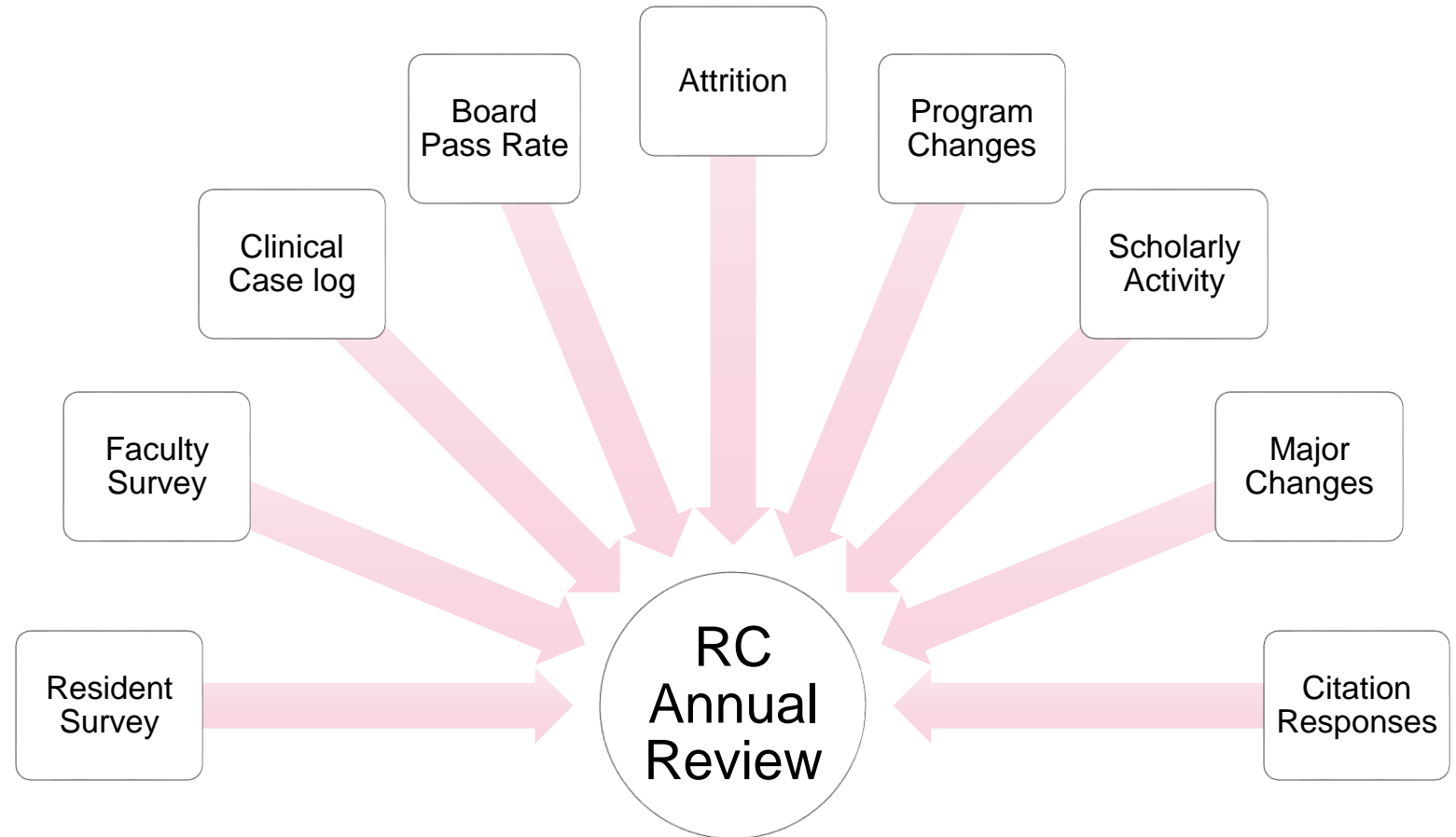


Why Continuous Accreditation?

- Helps to identify programs with potential compliance issues earlier
- Allows us to use screening tools to identify outliers
- Programs that flag as outliers undergo further review
 - *Which data element was flagged?*
 - *Was this data element flagged multiple years?*
 - *Are multiple data elements flagged?*
 - *Does the program describe improvement plans?*

Annual Program Review

January - September:
Program data gathered
and stored in ADS



What is Substantial Compliance?

- Not perfection, not all or nothing
- The RC aims to be consistent, but we believe that human judgment and peer-review are necessary to make this determination.
- The RC gets input from various perspectives.
- We need your help in getting the best information possible.

Citations and AFIs

- **Citation:** Failure to substantially comply with accreditation standard—*always linked to a program requirement*
- **Area for Improvement or AFI:**
 - Area of concern, concerning trend, tip and/or “heads up” about issue that could turn into a citation
 - Not necessarily linked to a requirement

What is a Citation?

- It is a formal documentation that the program has not provided evidence of substantial compliance with the requirements.
- It is not a punishment, a warning, or a probation.
- By issuing a citation, RC is asking for a written response from the program explaining the situation with a plan to improve it.

What are we trying to achieve with a citation?

- A citation points to specific areas that needs to be improved to be in substantial compliance with requirements.
- We hope it gives programs the leverage to get needed resources and make changes that will improve the educational and teaching environment as well as patient care.

If a citation is not an adverse action, what is?

- When a program does not address citations in a good-faith effort to provide quality patient care in a good learning environment, RC can take steps toward withdrawal of accreditation.
- Adverse actions are accreditation withheld, probation, and withdrawal of accreditation
- We are lucky to be working with this OB/GYN community where these actions are rarely necessary.

Responding to citations



Audience: physician GME leaders who do not know your program or institution



Be clear, concise, and frank



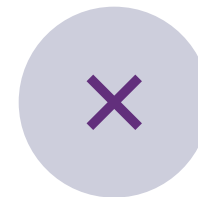
Outline implemented action plans



Demonstrate that you have gotten to the root of the non-compliant area



Describe outcomes (e.g., survey trending up, Case Log minimums met)



If goals not met, explain why and outline next steps

Responding to citations

- Follow this QR code for a course on citation responses from ACGME

[https://dl.acgme.org/courses/
responding-to-citations](https://dl.acgme.org/courses/responding-to-citations)



What is an Area for Improvement (AFI)?

- An AFI points to an area of concern that does not rise to the definition of citation: “not in substantial compliance with requirements”
- We do not require but welcome responses in Major Changes from programs for an AFI.
- We hope that an AFI can also be used as an impetus to improve programs and resources.

Common Citations and Areas for Improvement (AFIs)

- Graduate achievement of the minimum procedural requirements
- Board exam performance
- Block diagram
- Program director responsibilities
- Faculty responsibilities
- Faculty professionalism
- Service to education imbalance
- Feedback/evaluations

Major Changes and Other Updates

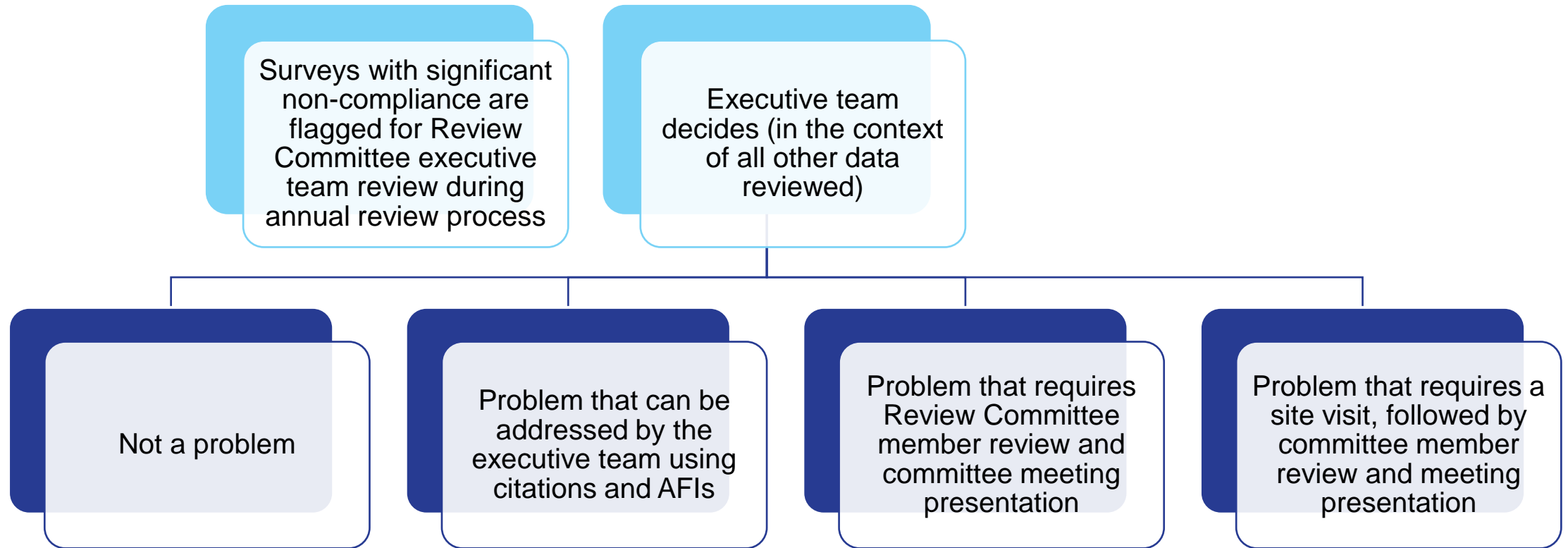
Communicate with the Review Committee about:

- Low ACGME Resident/Fellow and/or Faculty Survey ratings
- How the program has addressed any Areas for Improvement (AFIs)
- Issues with clinical volume and how the program is addressing
- Program changes (e.g., rotations, faculty)
- Program innovations
- Impact of federal rulings/state laws

ACGME Surveys

- Resident/Fellow and Faculty Surveys open **until April 10, 2026**
- No changes to the survey process—program leadership will notify residents/fellows and faculty members about the survey via ADS
- Results available in May
- Small programs receive a multi-year report a few weeks later
 - Reminder for small programs, if the survey response is small ($n < 4$) the Committee looks at Multi-Year Survey results
- **Reminder:** 70% response rate required

What does the Review Committee do with your surveys?



How can programs utilize the survey?

- Waiting for the results may be too late
- Use the survey crosswalk to help residents understand what the survey is asking
- Encourage open and honest communication to get to the root of resident concerns that may or may not be identified via the survey

ACGME Survey Crosswalk

The screenshot shows the ACGME website interface. At the top left is the ACGME logo and name. At the top right is a 'Submit a request' link. Below the header is a breadcrumb trail: 'Help Center > Resident/Fellow Survey > Resident/Fellow Survey Questions, Content Areas and Common Program Requirements Crosswalk'. To the right of the breadcrumb is a search bar with a magnifying glass icon and the text 'Search'. On the left side, under 'Articles in this section', there is a link 'Sample of Resident/Fellow Survey Questions' and a red button labeled 'Resident/Fellow Survey/Common Program Requirements Crosswalk'. The main content area features the article title 'Resident/Fellow Survey/Common Program Requirements Crosswalk' in large black font, followed by the text '1 day ago · Updated' and a 'Print This Article' button. Below this is a paragraph: 'Refer to the following document for a crosswalk of how the Resident/Fellow Survey is related to the Common Program Requirements.' This is followed by a blue link 'Resident Survey/Common Program Requirements Crosswalk'. At the bottom, there is a document icon, a blue link 'Resident Survey Common Program Requirements Crosswalk.pdf', and the text '100 KB · Download'.

ACGME Survey Crosswalk

Resident Survey/Common Program Requirements Crosswalk Last updated September 5, 2025

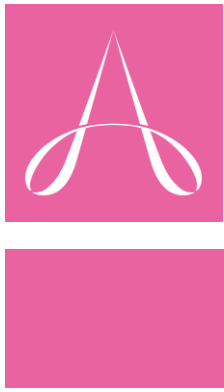
SURVEY REPORT DESCRIPTION	COMMON PROGRAM REQUIREMENT(S)
Resources	
Education compromised by non-physician obligations	6.12.a. The learning objectives of the program must be accomplished without excessive reliance on residents to fulfill non-physician obligations. <small>(Core)</small>
Impact of other learners	1.10. Other Learners and Health Care Personnel The presence of other learners and other health care personnel, including, but not limited to residents from other programs, subspecialty fellows, and advanced practice providers, must not negatively impact the appointed residents' education. <small>(Core)</small>
Appropriate balance between education (e.g., clinical teaching, conferences, lectures) and patient care	4.10. Curriculum Structure The curriculum must be structured to optimize resident educational experiences, the length of the experiences, and the supervisory continuity. These educational experiences include an appropriate blend of supervised patient care responsibilities, clinical teaching, and didactic educational events. <small>(Core)</small>
Faculty members discuss cost awareness in patient care decisions	4.9.e. Residents must demonstrate competence in incorporating considerations of value, cost awareness, delivery and payment, and risk-benefit analysis in patient and/or population-based care as appropriate. <small>(Core)</small>
Time to interact with patients	4.10. Curriculum Structure The curriculum must be structured to optimize resident educational experiences, the length of the experiences, and the supervisory continuity. These educational experiences include an appropriate blend of supervised patient care responsibilities, clinical teaching, and didactic educational events. <small>(Core)</small>
Protected time to participate in structured learning activities	4.11. Didactic and Clinical Experiences Residents must be provided with protected time to participate in core didactic activities. <small>(Core)</small>
Able to access confidential mental health counseling or treatment	6.13.c.1. Residents must be given the opportunity to attend medical, mental health, and dental care appointments, including those scheduled during their working hours. <small>(Core)</small> 6.13.e. [The responsibility of the program, in partnership with the Sponsoring Institution, must include:] providing access to confidential, affordable mental

How can programs utilize the survey results?

- Review results with Program Evaluation Committee (PEC)
- Program should still do “internal” survey
- Review areas of concern with residents
 - Try to identify source of problem
- Solicit specific improvement suggestions
- Use the “Major Changes” section of to proactively communicate how you are addressing poor survey results
- Poor Resident/Fellow Survey results alone will not cause the Review Committee to withdraw accreditation

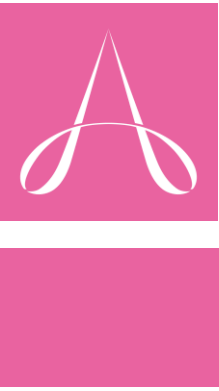
Accreditation Data System (ADS)

Why is the information entered in
ADS so important?



ADS informs the RC about whether a program...

- has qualified faculty members
- has sites that provide appropriate learning opportunities
- meets educational experience requirements
- has residents/fellows who meet eligibility requirements
- is making changes to improve the program
- provides opportunities for scholarly activity
- complies with work hour requirements
- has the approved number of residents/fellows
- and so on...



ADS allows for communication with the RC through...

- information about the program (e.g., faculty, sites)
- resident/fellow information
- responses to citations
- resident/fellow procedural experience (Case Logs)
- changes (e.g., complement, program director)

ADS Annual Update

- Late summer/early fall each year
- **Very** important to provide complete and accurate program information during the Annual Update
- The information entered provides key information to the committee that may be used during the annual program review
- The ACGME continues efforts to make the update easier to complete

Annual Update FAQ:

Should programs provide information about *last year* or *this year*?

Previous Academic Year

Faculty Scholarly Activity
Resident Scholarly Activity

Current Academic Year

Faculty Information
Resident/Fellow information
Sites/Block Diagram
Program resources/curriculum and
evaluation methods questions

Major Changes and Other Updates
Citations Responses

Scholarly Activity

- Goal: An environment of inquiry that advances a scholarly approach to patient care
- **Faculty** as a group must demonstrate scholarly activity
 - Variety of activities meet this requirement
 - Examples: grand rounds presentation, grant leadership, non-peer-reviewed resource, publication, book chapter, webinar, service on professional committee, journal reviewer
- **Residents** must participate in scholarly activities

Faculty Scholarly Activity Update

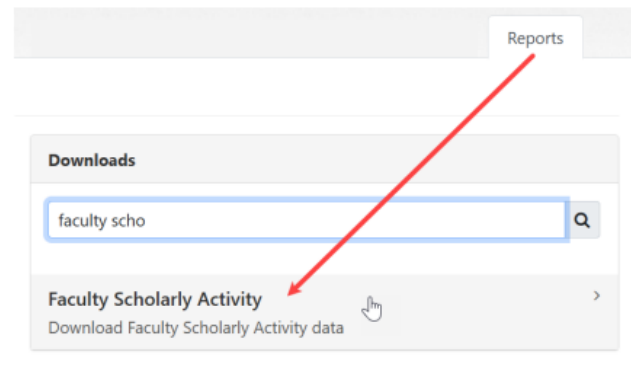
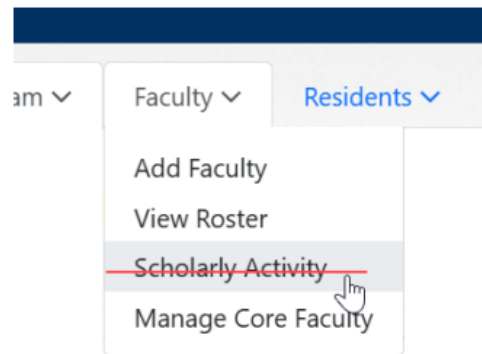
- Faculty Scholarly Activity information will now be collected via two program level questions.
- No more PMID input on ADS.
- Consistent with an expansive view of what scholarly activity means (not just PMIDs).
- New applications will still be required to enter all faculty scholarly activity



Faculty Scholarly Activity Update (ADS)

Faculty Scholarly Activity ***REMOVED SECTION***

This section of the Annual Update has been removed for all accredited programs. Instead, there are two new questions related to programs' overall faculty scholarly activity. These questions are enumerated later in this document in green. New program applications are still required to complete faculty scholarly activity data entry but are not required to respond to the new questions.



Previous year Faculty Scholarly Activity reports have been moved to the "Faculty Scholarly Activity" download option on the "Reports" tab.

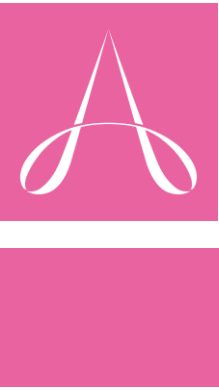


Faculty Scholarly Activity Update (ADS)



Faculty Development ***NEW SECTION***

Question	Response Option(s)	Response Type	Audience
Check all domains in which your faculty members demonstrated accomplishments in scholarly activity in the past academic year:	<ul style="list-style-type: none">○ Research in basic science, education, translational science, patient care, or population health○ Peer-reviewed grants○ Quality Improvement and/or patient safety initiatives○ Systematic reviews, meta-analysis, review articles, chapters in medical textbooks, or case reports○ Creation of curricula, evaluation tools, didactic educational activities, or electronic educational materials○ Contribution to professional committees, educational organizations, or editorial boards○ Innovations in education○ Other: Describe	Multi-select w/ one write-in option	Accredited Programs
Check all methods used to disseminate faculty scholarly activity within and external to the program in the past academic year:	<ul style="list-style-type: none">○ Peer-reviewed publications○ Grand rounds○ Posters○ Workshops○ Quality improvement presentations○ Podium presentations○ Grant leadership○ Non-peer-reviewed print/electronic resources, articles, or publications○ Book chapters○ Textbooks○ Webinars○ Service on professional committees○ Serving as a journal reviewer, journal editorial board member, or editor○ Other: Describe	Multi-select w/ one write-in option	Accredited Programs



Additional Annual Update Changes

Faculty Hours ***REMOVED HOURS***

Individual hours are no longer being collected for faculty members in any program. This includes both those collected by individual activities and in total.

<p>Faculty Hours</p> <p>Number of hours per week faculty member devotes to this program's activities in the following:</p> <table><tr><td>Clinical supervision of residents ⓘ</td><td>Administration of the program ⓘ</td></tr><tr><td><input type="text" value="28"/></td><td><input type="text" value="8"/></td></tr><tr><td>Research/scholarly activity with residents ⓘ</td><td>Didactics/teaching with residents ⓘ</td></tr><tr><td><input type="text" value="2"/></td><td><input type="text" value="2"/></td></tr></table> <p>Total hours devoted to this program:</p> <input type="text" value="40"/>	Clinical supervision of residents ⓘ	Administration of the program ⓘ	<input type="text" value="28"/>	<input type="text" value="8"/>	Research/scholarly activity with residents ⓘ	Didactics/teaching with residents ⓘ	<input type="text" value="2"/>	<input type="text" value="2"/>	<p>Faculty Hours</p> <p>Average Hours Per Week Devoted To Educational Program:</p> <input type="text" value="30"/>
Clinical supervision of residents ⓘ	Administration of the program ⓘ								
<input type="text" value="28"/>	<input type="text" value="8"/>								
Research/scholarly activity with residents ⓘ	Didactics/teaching with residents ⓘ								
<input type="text" value="2"/>	<input type="text" value="2"/>								

REMOVED

Block Diagrams - Required

Remember to use the required fillable template available on the ACGME website for both residencies and fellowships.

Obstetrics and Gynecology

The documents and resources in this section are provided by the Review Committee for Obstetrics and Gynecology for ACGME-accredited programs and those applying for accreditation.

Specialties

Overview

Program Requirements and FAQs and Applications

Milestones

Documents and Resources

Review Committee Members

Documents

Share This



ACGME Rural Track New Program Questionnaire: Obstetrics and Gynecology



ACGME Rural Track Complement Increase Questionnaire-Obstetrics and Gynecology



Block Diagram Instructions and Example: Obstetrics and Gynecology Fellowships



Block Diagram Instructions and Example: Obstetrics and Gynecology Residency

Block Diagrams - Reminders

When creating a block diagram, keep in mind:

- The block diagram shows the rotations a resident/fellow would have in a given year of the program; it does not represent the order in which they occur.
- There should be only one block diagram for each year of education.
- The block diagram should not include resident/fellow names. The block diagram is not the resident/fellow schedule.
- Someone from outside of the institution should be able to look at a program's block diagrams and understand the educational experience of the residents/fellows.

Block Diagrams - Reminders

- Rotation names in the block diagram must clearly identify the educational experience (e.g., obstetrics, benign gynecology, gynecologic oncology, research). Avoid non-specific terms, such as “OBGYN.”
- **For OBGYN residency programs, specify number of half-day ambulatory care sessions, if the rotation addresses family planning and contraception, and if the rotation provides training/access to training in provision of abortions.**



Other Annual Updates in ADS

#ACGME2026



- Beginning of Academic Year:
 - Ensure graduate Case Logs are complete before the archive date
 - Update faculty and resident rosters for new academic year
- November-December:
 - Milestones evaluations of residents/fellows
- February-April:
 - Monitor completion of Resident/Fellow and Faculty Surveys
 - Results usually posted in May
- End of Academic Year:
 - Milestones evaluations of residents/fellows
 - “rollover”— prepared for next academic year

ADS – Not just for the Annual Update(s)

Program Changes

- The following changes are submitted in ADS:
 - Complement
 - Program director
 - Participating site
 - Sites must be added if at least one month and a required experience for all residents/fellows
 - However, *can* add other sites and it helps the committee understand resident/fellow experience

Complement Increase Requests

- Residency programs over the approved **total** complement and ***within a year*** (e.g., PGY-3) must request Review Committee approval for a **temporary** complement increase
- Programs must demonstrate a sound **educational** rationale and necessary resources (e.g., faculty, procedures)
- If a **proposed** block diagram is requested in the online form, include one for **each year** of the increase
- Complement increase instructions (and tips!) available at [acgme.org](https://www.acgme.org) > Specialties > Obstetrics and Gynecology > **Documents and Resources**

Temporary Complement Increases

- **Up to 90 days:** Do not need to submit request in ADS
- **Over 90 days,** submit if:
 - Residency: over approved total or within a year (e.g., PGY-3)
 - Fellowships: over total complement
- Requests should be time-limited and special circumstances
- Start Date is the date in which you will be over complement
- End Date is the expectation graduation date or end of that individual's training

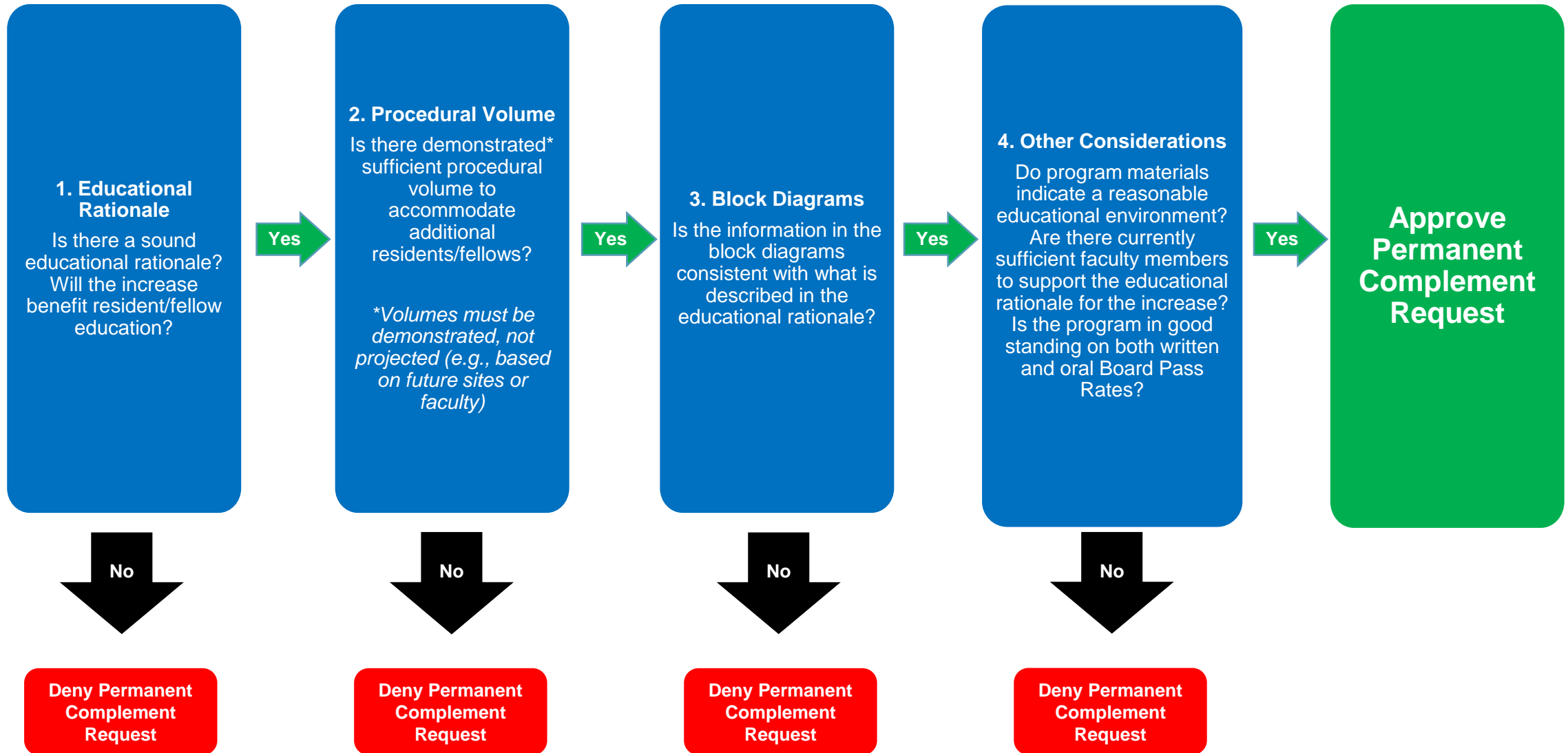
Permanent Complement Increases

- Sound educational rationale: outline how increase will benefit learner education
- Sufficient patient and institution procedural volume; both Case Log minimums met and institution procedure data
- Favorable learning environment
- Updated complement increase instructions (and tips!) available at [acgme.org > Specialties > Obstetrics and Gynecology > Documents and Resources](https://www.acgme.org/Specialties/Obstetrics-and-Gynecology/Documents-and-Resources)

Permanent Complement Increases

- Block diagrams: The request must include a **proposed block diagram for each academic year**, include all educational years, until the full complement is realized.
 - Use **color** to identify changes in proposed block diagrams
 - Use the RC's **required fillable template**
 - Instructions and templates for block diagrams available at [acgme.org](https://www.acgme.org) > [acgme.org](https://www.acgme.org) > Specialties > Obstetrics and Gynecology > **Documents and Resources** > Block Diagram
- Reminder: permanent complement increase requests **must be submitted by the designated institutional official (DIO)** by the agenda closing date to make the next meeting

Permanent Complement Increase Request Flowchart



New Programs and Permanent Complement Increases

- If approved, the number of residents/fellows is expected to roll out **year by year** until the full complement is reached
- The committee *will* consider requests for a first-**and** second-year resident or fellow to start the initial year of approval
- Questions? Contact Review Committee staff!



ACGME News

Recent DEI Changes to ACGME Requirements

- Federal directives prohibit accrediting bodies from requiring or encouraging DEI activities
- ACGME was required to act immediately to ensure compliance, protect federal funding for Sponsoring Institutions, and maintain quality of care

Randomly Selected Site Visits

- The ACGME will continue with randomly selected site visits.
 - Only programs beyond initial accreditation period that have not had a site visit in 9+ years
 - No more than 4 site visits per SI for the larger Sis
 - Chosen programs will receive a Letter of Notification with an approximate date
 - Site visits assess compliance with all program requirements
 - Prior to site visit date, programs will need to update ADS and upload some sample program documents
 - **6 OBGYN and 2 URPS programs selected for 2026**

Types of Site Visits

- Randomly Selected: 2-3 programs a year are randomly selected for a site visit
- Data Driven: The RC may request a site visit when the information provided does not fully make sense or is inadequate to make accreditation decisions.
- Complaint: The RC may request a site visit for more information related to a formal complaint

Update: Projected Common Program Requirement Major Revision Timeline



Update: Projected Common Program Requirement Major Revision Timeline - Fellowships



Burden Reduction

- In service to ongoing burden reduction, the Common Program Requirements Task Force identified 10 requirements that are slated for deletion when the full set of new CPRs is posted for public comment in late 2026
- Given the time frame until the new CPRs are effective (likely in 2028), these 10 requirements are suspended effective February 7, 2026 (date of Board decision)

10 suspended requirements

- CPR 1.2 “The Review Committee may specify which other programs must be present at the primary clinical site”
- CPR 1.3.a. “The PLA must be renewed at least every 10 years”
- CPR 2.2.a. “Final approval of the program director resides with the Review Committee”

10 suspended requirements

- CPR 2.8.c “Faculty members must administer and maintain an educational environment conducive to educating residents”
- CPR 4.2.a “[The curriculum must contain the following educational components:] a set of program aims consistent with the Sponsoring Institution’s mission, the needs of the community it serves, and the desired distinctive capabilities of its graduates, which must be made available to program applicants, residents, and faculty members”

10 suspended requirements

- CPR 4.2.e. “[The curriculum must contain the following educational components:] formal educational activities that promote patient safety-related goals, tools, and techniques”
- CPR 5.5.f. “The Program Evaluation Committee must evaluate the program’s mission and aims, strengths, areas for improvement, and threats”
- CPR 5.5.h. “The program must complete a Self-Study and submit it to the DIO. ”

10 suspended requirements

- CPR 6.24 “A Review Committee may grant rotation-specific exceptions for up to 10 percent or a maximum of 88 clinical and educational work hours to individual programs based on a sound educational rationale. ”
- CPR 6.24.a. “In preparing a request for an exception, the program director must follow the clinical and educational work hour exception policy from the ACGME Manual of Policies and Procedures”

Recent Requirement Revisions

Focused Revision to Common Program Requirements

Faculty qualifications

- Removes specialty-specific language that does not allow for alternate qualifications

Resident transfers

- Removes restrictions from specialty requirements that do not allow transfers

Coming in July 2026!

Frequently Asked Questions (FAQs) integration into Requirements documents

- As part of the ACGME's Digital Transformation and following the reformatting of all Requirements documents, FAQs will be integrated into the Requirements documents.
- All Common FAQs and specialty/subspecialty-specific FAQs will be available linked directly to specific requirements, where applicable.
- Except for FAQs already undergoing revision, **the content of the FAQs is not changing**, just their integration into requirements documents for ease of access.
- Revisions were also made to Resident/Fellow Transfers and Faculty Certification in many Program Requirements, effective July 1, 2026.

Frequently Asked Questions (FAQs) integration into Requirements documents



ACGME Program Requirements for Graduate Medical Education in Anesthesiology with FAQs

Revision Information

ACGME-approved interim revision September 3, 2025; effective September 3, 2025

ACGME-approved interim revision September 29, 2025; effective July 1, 2026

Definitions

For more information, see the [ACGME Glossary of Terms](#).

Core Requirements: Statements that define structure, resource, or process elements essential to every graduate medical educational program.

Detail Requirements: Statements that describe a specific structure, resource, or process, for achieving compliance with a Core Requirement. Programs and sponsoring institutions in substantial compliance with the Outcome Requirements may utilize alternative or innovative approaches to meet Core Requirements.

Outcome Requirements: Statements that specify expected measurable or observable attributes (knowledge, abilities, skills, or attitudes) of residents or fellows at key stages of their graduate medical education.

Osteopathic Recognition

For programs with or applying for Osteopathic Recognition, the Osteopathic Recognition Requirements also apply (www.acgme.org/OsteopathicRecognition).

Table of Contents

Introduction	3
Definition of Graduate Medical Education	3
Definition of Specialty	3
Section 1: Oversight	4
Sponsoring Institution	4
Participating Sites	4
Resources	6
Other Learners and Health Care Personnel	7
Section 2: Personnel	7
Program Director	7
Faculty	13
Physician Faculty Members	15
Program Coordinator	16
Other Program Personnel	18
Section 3: Resident Appointments	18
Eligibility Requirements	18
Resident Complement	19
Resident Transfers	20
Section 4: Educational Program	20
Length of Program	20
Educational Components	20
ACGME Competencies	21
Curriculum Organization and Resident Experiences	29
Scholarship	33
Program Responsibilities	33
Faculty Scholarly Activity	34
Resident Scholarly Activity	34
Section 5: Evaluation	35
Clinical Competency Committee	37
Faculty Evaluation	38
Program Evaluation and Improvement	39
Board Certification	41
Section 6: The Learning and Working Environment	42
Culture of Safety	42
Quality Metrics	43
Supervision and Accountability	43
Professionalism	45
Well-Being	47
Fatigue Mitigation	50
Clinical Responsibilities	50
Teamwork	51
Transitions of Care	51
Clinical Experience and Education	51
Frequently Asked Questions: Anesthesiology	56

Frequently Asked Questions (FAQs) integration into Requirements documents

1.2. The program, with approval of its Sponsoring Institution, must designate a primary clinical site. (Core)

1.2.a. The Sponsoring Institution must also sponsor or be affiliated with ACGME-accredited residencies in at least the specialties of general surgery and internal medicine. (Core)

[See FAQ in Appendix]

Anesthesiology with FAQs

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Page 4 of 64

7. Frequently Asked Questions: Anesthesiology

Review Committee for Anesthesiology

ACGME

Section 1: Oversight

Questions concerning *"The Sponsoring Institution must also sponsor or be affiliated with ACGME-accredited residencies in at least the specialties of general surgery and internal medicine. (Core)"* (1.2.a)

Q: How can affiliation with ACGME-accredited general surgery and internal medicine residency programs be demonstrated?

A: If the program's Sponsoring Institution does not sponsor ACGME-accredited residencies in both general surgery and internal medicine, affiliation can be demonstrated to the Review Committee as to the relationship between the programs through an affiliation agreement, program letter of agreement (PLA), or an explanation of how affiliation is demonstrated through the integration of resident education with each of the specialties.

Questions concerning *"Residents should not be required to rotate among multiple participating sites. (Detail)"* (1.6.a.1.a)

Q: Why should residents not be required to rotate among multiple participating sites?

A: The intent of this requirement is to ensure residents are not required to travel unnecessarily to hospitals or other clinical sites for education or training that could reasonably be provided locally by the Sponsoring Institution's affiliated sites. The Review Committee understands that some programs, such as those sponsored by institutions in rural areas based on a consortium model, will by necessity have residents rotate across three to four sites to achieve the required rotations. The focus of the requirement is to protect the residents from being used to meet the service needs of multiple hospitals/clinical operations.

Anesthesiology with FAQs

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Page 56 of 64



Reducing Burden | Reimagining GME

ACGME to Launch Next Phase of ACGME Cloud with New Features in April including a Unified User Experience and ACGME Cloud | Analytics Additions and Enhancements!

New ACGME Cloud features launching in April will offer:

- Unified User Experience – simplified, streamlined navigation across ACGME Cloud and the Accreditation Data System (ADS), including a user-friendly way to switch between products and an AI-powered smart search to find information in ADS and complete tasks.
- ACGME Cloud | Analytics Additions and Enhancements – additional dashboards for the annual Resident/Fellow and Faculty Surveys, operational dashboards, and Milestones dashboards.

Visit the ACGME Cloud team at the ACGME Hub in the Exhibit Hall to learn more!

Contact Cloud@acgme.org with questions.



FUNDING OPPORTUNITY FOR RESIDENT AND FELLOW LEADERS



OPPORTUNITY DESCRIPTION

Resident- or fellow-developed and led projects to enhance meaning in clinical learning environments by fostering the physician-patient relationship



PROJECT ASSESSMENT CRITERIA

- Strengthens relationships with patients
- Sustainable
- Adaptable to other programs or contexts
- Innovative and cost-effective



PROJECT FUNDING

Additional travel stipend available to offset costs to attend Learning Collaborative meetings in Chicago, Illinois and the 2028 ACGME Annual Educational Conference in Orlando, Florida.

FUNDING OPTIONS

- 1: up to \$10,000
- 2: up to \$5,000



**SCAN QR CODE
FOR MORE INFO**

**PROPOSALS DUE:
APRIL 20, 2026**

Resources



Read the ACGME's
weekly *e-Communication!*

Subscribe via
acgmecommunications@acgme.org

Review Committee Specific Resources

Obstetrics and Gynecology

Specialties

The documents and resources in this section are provided by the Review Committee for Obstetrics and Gynecology for ACGME-accredited programs and those applying for accreditation.

Overview | Program Requirements and FAQs and Applications | Milestones | Documents and Resources | Review Committee Members

Obstetrics and Gynecology Subspecialties

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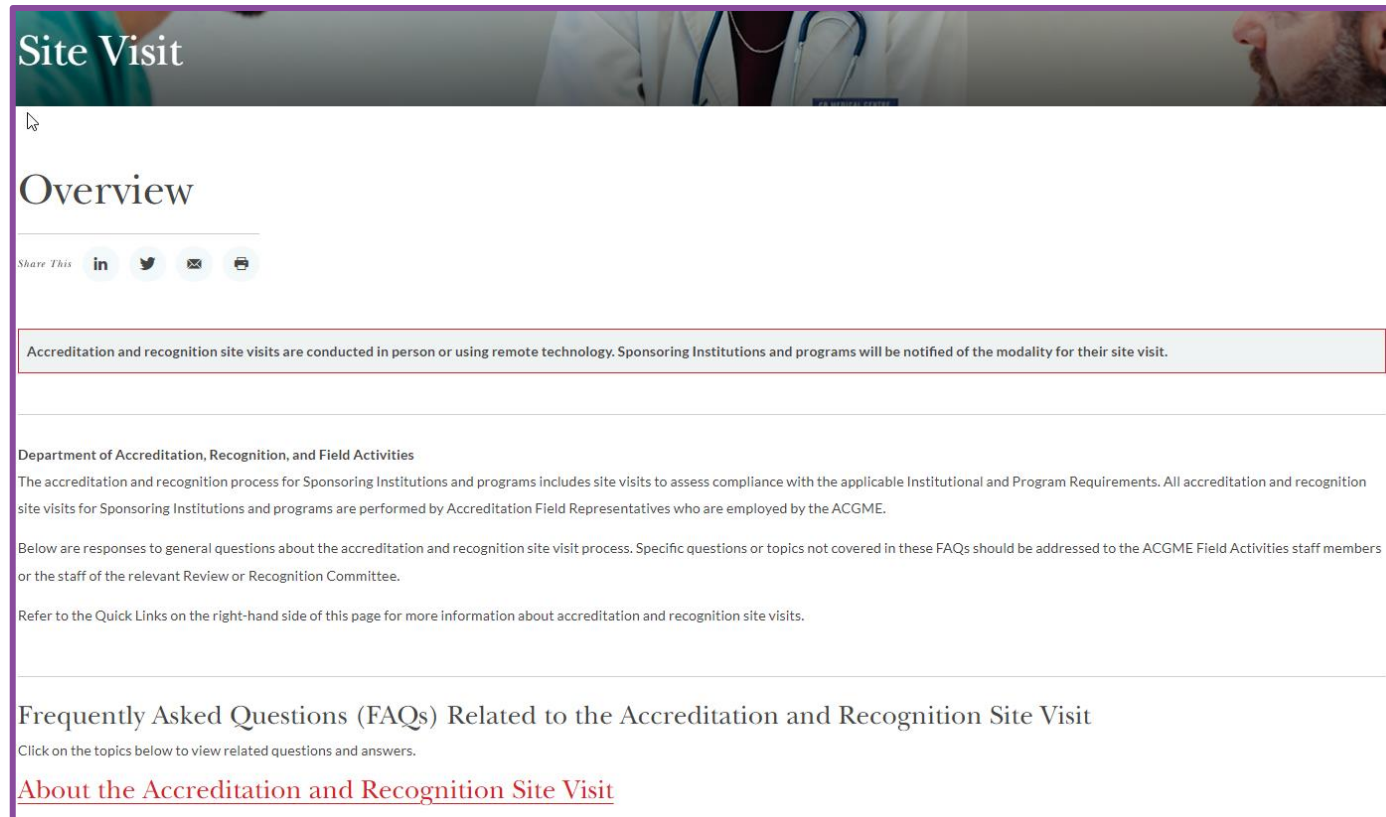
- Addiction Medicine
- Complex Family Planning
- Urogynecology and Reconstructive Pelvic Surgery
- Gynecologic Oncology
- Maternal-Fetal Medicine
- Reproductive Endocrinology and Infertility

- **FAQs**
- **Block Diagram Instructions**
- **Case Log Instructions**
- **International Rotation Information**
- **And more!**



Site Visit Resources

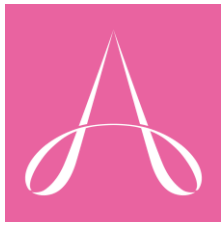
Available at acgme.org > Programs and Institutions > [Site Visit](#)



The screenshot shows the 'Site Visit' page on the ACGME website. The page has a header with the title 'Site Visit' and a background image of a doctor. Below the header is an 'Overview' section with social media sharing icons. A light blue box contains the text: 'Accreditation and recognition site visits are conducted in person or using remote technology. Sponsoring Institutions and programs will be notified of the modality for their site visit.' Below this is a section titled 'Department of Accreditation, Recognition, and Field Activities' with a paragraph explaining the accreditation process. Another paragraph states: 'Below are responses to general questions about the accreditation and recognition site visit process. Specific questions or topics not covered in these FAQs should be addressed to the ACGME Field Activities staff members or the staff of the relevant Review or Recognition Committee.' A third paragraph says: 'Refer to the Quick Links on the right-hand side of this page for more information about accreditation and recognition site visits.' At the bottom, there is a section titled 'Frequently Asked Questions (FAQs) Related to the Accreditation and Recognition Site Visit' with a sub-link: '[About the Accreditation and Recognition Site Visit](#)'.

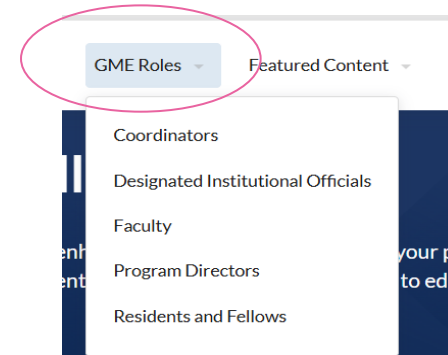
Guide to the Common Program Requirements

The screenshot shows the ACGME website interface. At the top, there is a navigation bar with links for About, News, Blog, e-Communication, Institution and Program Finder, JGME, Learn at ACGME, and ACGME International. Below this is the ACGME logo and a search bar. The main navigation menu includes: Programs and Institutions, Specialties, Residents and Fellows, Milestones, Improvement and Initiatives, and Education and Resources (which is circled in pink). Under the 'Education and Resources' menu, a list of links is displayed: ACGME LINC, Annual Educational Conference, Guide to the Common Program Requirements (highlighted with a pink arrow), Continuing Education, Courses and Workshops, Renewal Retreats, Faculty Development, Journal of Graduate Medical Education, Opioid Use Disorder, and Summit on Medical Education in Nutrition. On the right side, there is a promotional banner for the 2026 ACGME Annual Educational Conference, 'Meaning in Medicine', held from February 19-21, 2026, in San Diego, California. Below the banner, it states 'Registration is open!' and includes a 'Learn More' button.




ACGME Online Learning

Learn at ACGME houses sections for each GME role, including program directors and coordinators




Featured Content




Learning Path for New Program Directors

This collection of courses focuses on the fundamental aspects of Program Directorship. These resources are curated specifically for new program direct...




Welcome to Program Director University

Onboarding can be daunting for new program directors, because to fulfill the role successfully, it is essential they learn a large amount of new mater...



Introductory Course for New Program Directors: Simulated Program Review

The goal of a program review is to help programs help their residents and fellows become skilled, compassionate physicians who optimally serve their p...




Program Director Well-Being: Finding a Path Forward (On-Demand Webinar)

The focus of this ACGME listening session was to create a space for program directors to hear from peers and share experiences regarding issues of wel...


Program Directors

Featured Content




Program Coordinator Handbook

Developed by the 2019-2023 Coordinator Advisory Group, the Program Coordinator Handbook serves as a guide fo...




Program Coordinator Handbook Companion: Paving Your Path to Success

The Program Coordinator Handbook Companion: Paving Your Path to Success is a collection of self-paced modul...



Coordinator Forum: The Empowered GME Coordinator

This presentation, recorded at the 2024 ACGME Annual Educational Conference Coordinator Forum, aims to...



Coordinator Well-Being: A Time for Action

Coordinators face significant challenges and demands in their jobs that may contribute to personal distress and reduced...

Program Coordinators



 Listening  Information  News  Collaboration

Register today! After registering you'll receive a confirmation with "Add to Calendar" option

Your monthly connection to ACGME updates and collaboration

- ✓ Stay informed on important updates and initiatives
- ✓ Engage in interactive activities
- ✓ Provide feedback and share ideas
- ✓ Visit the page on [acgme.org](https://www.acgme.org/education-and-resources/acgme-linc/) to view upcoming sessions and register: <https://www.acgme.org/education-and-resources/acgme-linc/>



[Add to Calendar\(.ics\)](#) | [Add to Google Calendar](#) | [Add to Yahoo Calendar](#)



Rural Track Program (RTP)

- Building capacity for GME can be challenging in rural communities, many of which are in medically underserved areas. GME partnerships between participating sites in urban, rural, and other settings play an important role in enhancing physician supply in workforce shortage areas.
- A **Rural Track Program (RTP)** is an ACGME-accredited program in which all or some residents/fellows gain both urban and rural experience with more than half of the education and training for the applicable resident(s)/fellow(s) taking place in a rural area (any area outside of an urban Core-Based Statistical Area (CBSA)).
- The following processes are available to obtain ACGME RTP designation:
 - Expansion of an existing program with a permanent complement increase and identification of new rural site(s)
 - Application for a new program

Rural Track Program Designation

ACGME HOME > IMPROVEMENT AND INITIATIVES > MEDICALLY UNDERSERVED AREAS AND POPULATIONS > RURAL TRACK PROGRAM DESIGNATION

Overview

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ACGME Rural Track Program Designation

Building capacity for GME can be challenging in rural communities, many of which are in medically underserved areas. GME partnerships between participating sites in urban, rural, and other settings play an important role in enhancing physician supply in workforce shortage areas.

In alignment with Section II of the [MUA/P framework](#), the ACGME has developed processes addressing ACGME-accredited programs that seek to create “rural tracks” as defined in rules and regulations of the Centers for Medicare and Medicaid Services (CMS) in [42 CFR §413.79\(k\)](#). An ACGME Rural Track Program (RTP) is an ACGME-accredited program in which all or some residents/fellows gain both urban and rural experience with more than half of the education and training for the applicable resident(s)/fellow(s) taking place in a rural area (any area outside of an urban Core-Based Statistical Area (CBSA)).

QUICK LINKS

[Medically Underserved Areas and Populations](#)



RESOURCES

[ACGME RTP Designation Request Instructions](#)

[ACGME RTP Designation Toolkit](#)

[ACGME RTP FAQ Guide](#)

[ACGME RTP Rotation Information Form](#)

[MUA/P Framework and ACGME RTP Designation Summary](#)

[Rural Track Regulation References](#)

[Selected Rural GME Publications and Resources](#)

CONTACT US:

Director, Medically Underserved Areas/Populations and GME

Laney McDougal, MS-HSM

muap@acgme.org

[312.755.7458](tel:312.755.7458)

Complaints and Concerns

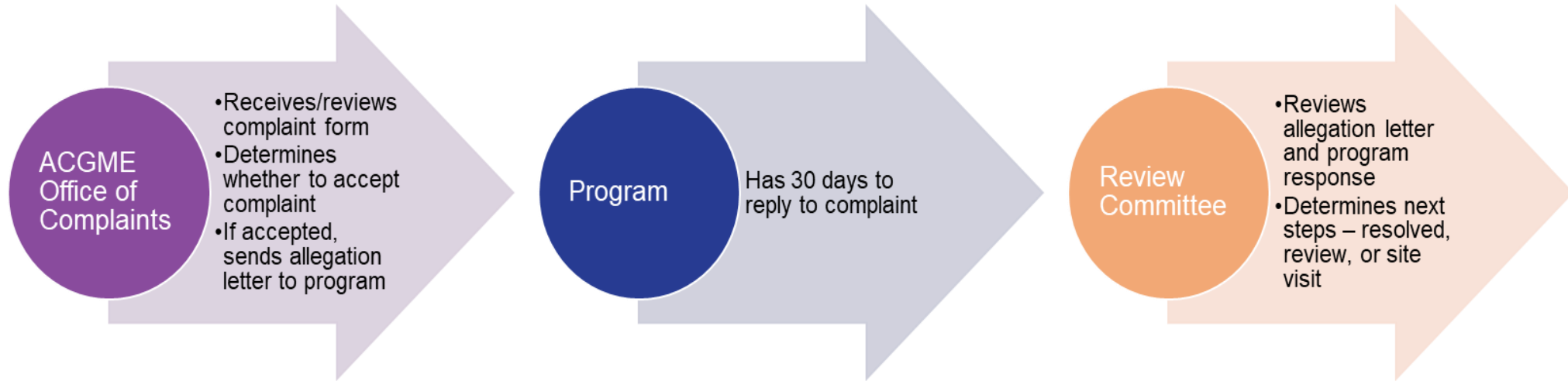
Office of the Ombudsperson

- Problem-solving mechanism
- Opportunity to anonymously report education and training-related issues
- Does not affect accreditation/recognition status
- Allegations/responses do not go to Review Committee
- May prompt internal inquiry/review
- ACGME staff listen and educate about resources available to resolve the concerns

Office of Complaints

- Confidential reporting
- Must allege lack of compliance with requirements
- If accepted as a complaint, will be reviewed by the Review Committee
- May prompt a site visit
- May impact accreditation/recognition status

Complaints Process



Where to go for help?

Review Committee Staff

lhuth@acgme.org

atan@acgme.org

kbuaya@acmge.org

- Program Requirements
- Letters of Notification
- Complement requests
- Case Log **content**
- Applications

Milestones Staff

milestones@acgme.org

- Milestones

ADS Staff

ADS@acgme.org

- ADS
- Surveys
- Case Log **system**

Field Activities Staff

fieldrepresentatives@acgme.org

- Site Visit
- Self-Study



Open Dialogue with the RC

Claim your CME today!

Complete the Evaluation for CME or Certificate of Completion!

The evaluation can be found in the Conference Mobile App and a link will be sent post-conference by email to attendees.

Evaluations are tied to your registered sessions.

Register/un-register sessions in the mobile app.

Deadline – March 13, 2026

Questions? cme@acgme.org



Thank you!