

ED-33

ED-33. There must be integrated institutional responsibility in a medical education program for the overall design, management, and evaluation of a coherent and coordinated curriculum.

The phrase "integrated institutional responsibility" implies that an institutional body (commonly a curriculum committee) will oversee the medical education program as a whole. An effective central curriculum authority will exhibit the following characteristics:

- Faculty, medical student, and administrative participation.
- Expertise in curricular design, pedagogy, and evaluation methods.
- Empowerment, through bylaws or decanal mandate, to work in the best interests of the institution without regard for parochial or political influences or departmental pressures.

The phrase "coherent and coordinated curriculum" implies that the medical education program as a whole will be designed to achieve its overall educational objectives.

Evidence of coherence and coordination includes the following characteristics:

- Logical sequencing of the various segments of the curriculum.
- Content that is coordinated and integrated within and across the academic periods of study (i.e., horizontal and vertical integration).
- Methods of pedagogy and medical student assessment that are appropriate for the achievement of the program's educational objectives.

Curriculum management signifies leading, directing, coordinating, controlling, planning, evaluating, and reporting. Evidence of effective curriculum management includes the following characteristics:

- Evaluation of program effectiveness by outcomes analysis, using national norms of accomplishment as a frame of reference.
- Monitoring of content and workload in each discipline, including the identification of omissions and unplanned redundancies.
- Review of the stated objectives of each individual course and clerkship rotation, as well as the methods of pedagogy and medical student assessment, to ensure congruence with programmatic educational objectives.

Minutes of the curriculum committee meetings and reports to the faculty governance and deans should document that such activities take place and should report on the committee's findings and recommendations.

DATABASE QUESTIONS

a. Provide an organizational chart for the management of the curriculum that includes the curriculum committee and its subcommittees, other relevant committees, the chief academic officer, and other individuals or groups involved in curriculum design, implementation, and evaluation.

b. Supply the title of the faculty committee with primary responsibility for the curriculum:

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c. Provide the charge or terms of reference for this committee and the source of its authority (e.g., bylaws, mandate from the dean or faculty executive committee).

d. Describe the composition of this committee and the mechanisms for selecting its members and chair.

e. Indicate the frequency of regularly scheduled committee meetings during a typical academic year: (check)

	Weekly
	Biweekly
	Monthly
	Bimonthly
	Other (describe)

f. If this committee has standing subcommittees, describe their charge or role, membership, and reporting relationships to the parent committee.

g. Describe the roles of the curriculum committee and any subcommittees, the chief academic officer or associate dean for educational programs and their staffs, interdisciplinary course committees (if relevant), and the departments in each of the following areas:

- i. Developing and reviewing the institutional objectives for the educational program
- ii. Reviewing the objectives of individual courses and clerkship rotations
- iii. Ensuring the use of appropriate teaching methods or instructional formats
- iv. Ensuring that content is coordinated and integrated within and across academic periods of study
- v. Ensuring the use of appropriate methods to assess student performance

- vi. Monitoring the quality of individual faculty members' teaching
 - vii. Monitoring the overall quality and outcomes of courses/clerkship rotations
 - viii. Monitoring the outcomes of the curriculum as a whole
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SELF-STUDY QUESTIONS

Assess the adequacy of the system for planning and managing the curriculum and ensuring that it is coherent and coordinated. Do the curriculum as a whole and its component parts undergo regular, systematic review? Describe the effectiveness of the procedures in place to identify and rectify any problems in the curriculum as a whole and in individual courses and clerkships (provide specific illustrative examples). Provide evidence that the school monitors the content covered in the curriculum to ensure that all desired content is covered, that gaps or unwanted redundancies do not occur, and that there is appropriate horizontal and vertical integration among content areas.

SURVEY REPORT GUIDE

Describe the mechanisms used for curriculum planning, implementation, evaluation, management, and oversight, including the roles of faculty, faculty committees (e.g., the curriculum committee and its subcommittees, if any), the departments, and the central medical school administration. Refer, as needed, to the organizational chart for curriculum management, which should be included in the text or the Appendix. Provide the team's assessment of the effectiveness of the school's curriculum management processes. Provide evidence that there is integrated institutional responsibility for the curriculum. Cite any evidence that the curriculum is coherent and coordinated. For example, note the extent of content integration among courses and across academic periods, and describe how this integration is achieved.

Comment on whether an effective system is in place to ensure that problems identified during curricular reviews are corrected.

Provide a summary of those individuals or groups that receive the data on each measure of program effectiveness and report on how the data are used for educational program review and change.

Note any concerns about student "workload" (e.g., duty hours, amount of time required in clinical activities of low educational value) indicated in the student analysis or in student interviews.

Note: The survey team report will have, as appendices, a schematic showing the placement of courses and clerkships within each academic period, and the