Statement on curricular cooperation, coordination, and integration

Approved by: Undergraduate Medical Education Curriculum Committee

Date of original adoption: 16 August 2011
Date of last review: 16 August 2011
Date of next scheduled review: 16 August 2015

The undergraduate medical education program has been designed to integrate teaching across the spectrum of medical care and the various roles that characterize our objectives. It is therefore essential that the management of the curriculum be equally integrated. Our curricular committees are broadly representative of the Faculty, and every member is expected to contribute in a considered, collegial, and meaningful way, with the foremost goal being the interests of the program as a whole.

Courses are subject to regular review and critique by peers (other curricular leads), students, and occasionally external individuals as warranted, with regard to all facets of the course, including but not limited to student performance, student assessment, student feedback on the teaching and course as a whole, course content, course objectives, and course structure.

In addition, to facilitate ongoing improvement of the overall design of the curriculum with regard to content coverage (intentional and unintentional repetition, gaps, etc.), courses must participate in curriculum mapping. In other areas that may arise as a topic for consideration, e.g. formats of learning or methods of assessment, courses are expected to share information on their current practices and plans.

In view of these necessary collaborative processes, it is the expectation that course directors and other curricular leads will share any data and content pertinent to the review or discussion at hand; it is understood that sensitive data (e.g., student assessment, teacher evaluations, etc.) will be kept strictly confidential within the curriculum management structure and may be anonymized where this does not detract from the analysis. If a curricular lead has concerns about sharing certain data, he or she should discuss the matter with the Preclerkship/Clerkship Director, ideally before the topic is to be raised in the context of a meeting.

Notwithstanding the above, the Preclerkship and Clerkship Director and the Vice-Dean UME will have access to all curricular data and content. The Faculty Registrar is to have access to all data related to student performance, including provisional assessments, and to data related to adherence to policies.