Statement on curricular cooperation, coordination, and learning systems integration

Approved by: MD Program Curriculum Committee
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Curricular cooperation, coordination and integration
The MD 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 curriculum leaders), 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 curriculum leaders 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 Foundations/Clerkship Director, ideally before the topic is to be raised in the context of a meeting.

Notwithstanding the above, the Foundations Director and Clerkship Director, the Director of Assessments & Evaluations, and the Vice Dean, MD Program 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.

Learning systems integration
When an electronic/online system for record keeping, curriculum management, course delivery, evaluation, or other aspect of the program is adopted for universal use by the MD Program, it is the expectation that all courses and other components of the program will make use of that system to the extent that it is possible and as per the recommendations of the Vice Dean, MD Program or designates. If an education leader (i.e., a course director, faculty lead, theme coordinator, Academy Director, or Associate Dean) wishes to refrain from using all or part of a system that has been adopted by the MD Program, a rationale must be provided in writing to the Vice Dean, MD Program or designate. The rationale will be considered with appropriate consultation, alternative solutions will be explored, and a binding decision will be made. Requests not to use a system must be made well in advance of the start of a course to permit sufficient time for a considered decision to be made.

Education leaders are expected to familiarize themselves with the systems pertinent to their portfolio, by availing themselves of opportunities for training and/or assistance as appropriate. For their part, MD Program leadership will ensure that adequate technical and human resource support to facilitate both the adoption and ongoing use of its systems are in place, and will monitor concerns and trends in use. The MD Program leadership also welcomes all feedback related to the value, usefulness, and usability of its systems, and encourages program leads to explore innovative applications of existing and new technologies.