

# Curriculum Governance

Presented to:

The Medical Curriculum Committee

July 20, 2021



The University of Vermont  
LARNER COLLEGE OF MEDICINE

# Standing Committees of the Faculty

## LCOM Standing Committees

### Medical Curriculum Committee

- The Medical Curriculum Committee is the institutional body that oversees the medical education program.

### Admissions Committee

- The Admissions Committee determines criteria for eligibility for admission, subject to the approval of the faculty, and selects qualified applicants for the study of medicine.

### Advancement Committee

- The Advancement Committee protects the public and the medical profession by ensuring that the academic standards of the Larner College of Medicine are upheld.

### Fitness Committee

- The Fitness Committee protects the public and medical profession by ensuring that the professional standards of the Larner College of Medicine are upheld.

### Continuous Quality Improvement Committee

- The CQI Committee provides oversight for ongoing quality improvement processes in support of our medical education mission.

### Faculty Standards Committee

- The Faculty Standards Committee reviews and makes recommendations to the Dean on all faculty reappointments, promotions, and the award of tenure.

### Nominating Committee

- The Nominating Committee has the responsibility to generate slates of candidates for University committees.



# What is the Medical Curriculum Committee (MCC)

- The institutional body that oversees the medical education program.
- Provides integrated institutional responsibility for the overall design, management, integration, evaluation and enhancement of a coherent and coordinated medical curriculum.
- Implements needed changes to the medical education curriculum.
- Cognizant of national medical education priorities and requirements.
- Reviews, recommends and approves curriculum content, including horizontal and vertical integration of content.



# Subcommittees of the MCC

## Medical Curriculum Committee

### Foundations Level Subcommittee

- Composed of the Level Director of Foundations and Pre-Clinical Assessment (Chair), the Foundations Level Course Directors, and two medical student representatives.
- Designs, reviews and makes recommendations regarding individual Foundations courses, ensures horizontal integration of curriculum content and reviews course quality and Foundation/Pre-Clinical policies.

### Clinical Clerkship Level Subcommittee

- Composed of the Level Director of Clinical Clerkship (Chair), the affiliate Site Directors, the Clerkship Directors, and two medical student representatives.
- Designs, reviews and makes recommendations regarding individual Clerkship courses, ensures horizontal integration of curriculum content, and reviews course quality and Clerkship policies.

### Advanced Integration Level Subcommittee

- Composed of Advanced Integration faculty Course Directors, two medical student representatives and the chair who is elected from the subcommittee membership.
- Designs, reviews and makes recommendations regarding individual Advanced Integration courses, ensures horizontal integration of curriculum content, and reviews course quality and Advanced Integration policies.

### Evaluation Subcommittee

- Composed of the faculty familiar with the medical education curriculum, two senior medical student representatives and the chair who is appointed by the Senior Associate Dean for Medical Education.
- Conducts a comprehensive, independent biennial review of all required courses in the curriculum.



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### Continuous Quality Improvement Committee

- The CQI Committee provides oversight for ongoing quality improvement processes in support of our medical education mission.
- The purpose is to monitor and improve, in real-time, educational program quality and ensure the medical education program's compliance with accreditation standards.

### Faculty Standards Committee

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# Competencies, Curricular Objectives, and Curricular Design

- 6.1 Program and Learning Objectives
- 6.2 Required Clinical Experiences
- 6.3 Self-Directed and Life-Long Learning
- 6.4 Inpatient/Outpatient Experiences
- 6.5 Elective Opportunities
- 6.6 Service-Learning/Community Service
- 6.7 Academic Environments
- 6.8 Education Program Duration



# Curricular Content

- 7.1 Biomedical, Behavioral, Social Sciences
- 7.2 Organ Systems/Life Cycle/Prevention/Symptoms/Signs/Differential Diagnosis, Treatment Planning
- 7.3 Scientific Method/Clinical/Translational Research
- 7.4 Critical Judgement/Problem-Solving Skills
- 7.5 Societal Problems
- 7.6 Cultural Competence and Health Care Disparities
- 7.7 Medical Ethics
- 7.8 Communication Skills
- 7.9 Interprofessional Collaborative Skills



# Curricular Management, Evaluation, and Enhancement

- 8.1 Curricular Management
- 8.2 Use of Medical Educational Program Objectives
- 8.3 Curricular Design, Review, Revision/Content Monitoring
- 8.4 Evaluation of Educational Program Outcomes
- 8.5 Medical Student Feedback
- 8.6 Monitoring of Completion of Required Clinical Experiences
- 8.7 Comparability of Education/Assessment
- 8.8 Monitoring Student Time



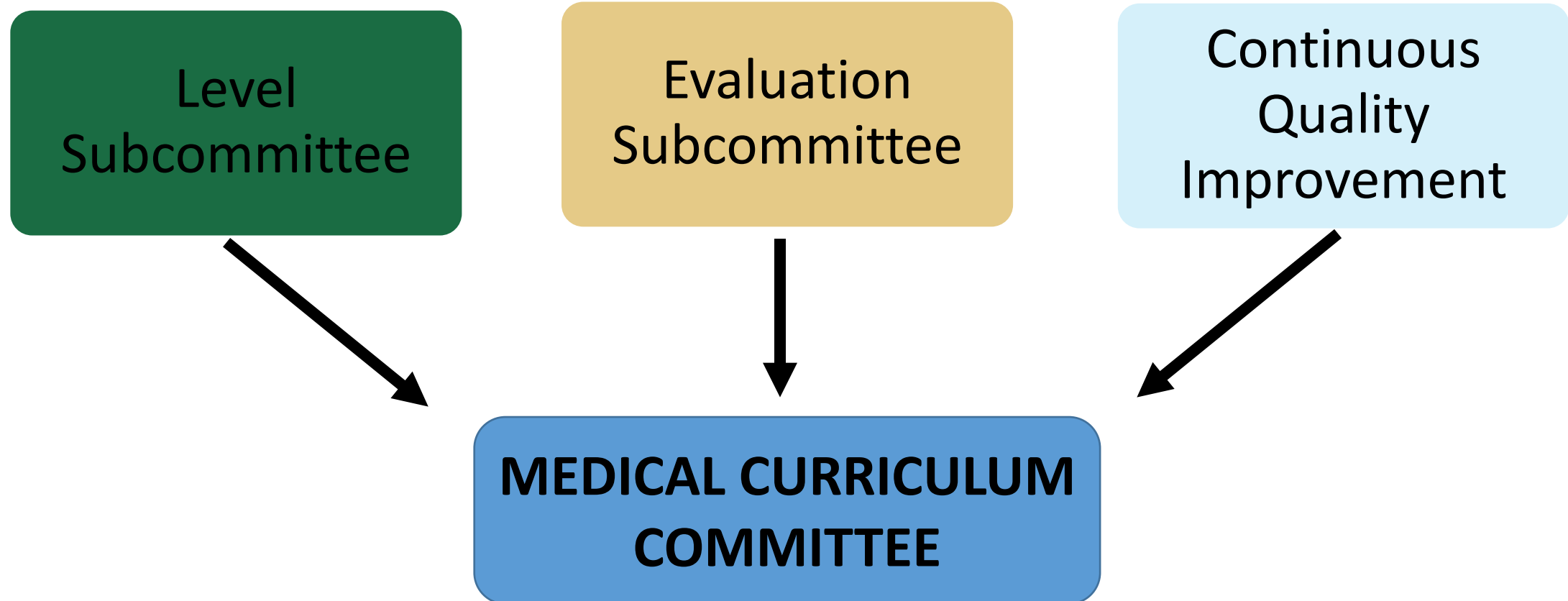


# Teaching, Supervision, Assessment, and Student and Patient Safety

- 9.1 Preparation of Resident and Non-Faculty Instructors
- 9.2 Faculty Appointments
- 9.3 Clinical Supervision of Medical Students
- 9.4 Assessment System
- 9.5 Narrative Assessment
- 9.6 Setting Standards of Achievement
- 9.7 Formative Assessment and Feedback
- 9.8 Fair and Timely Summative Assessment
- 9.9 Student Advancement and Appeal Process



# Committee Relationships



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