

College of Medicine

UNIVERSITY OF CENTRAL FLORIDA

**M.D. PROGRAM
CURRICULUM
COMMITTEE**

**POLICIES AND
PROCEDURES MANUAL**

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Purpose

The MD Program Curriculum Committee (CCom) is a standing committee of the faculty that oversees the entire medical education program. CCom is charged by the Faculty Council via the Bylaws and is responsible for the detailed development, overall design, management, integration, evaluation, enhancement, and implementation of all components of the MD educational program. Its specific responsibilities include the overall medical education program objectives; the learning objectives for each module, course, clerkship, selective, elective, and theme; the instructional and assessment methods for the achievement of those objectives; the content and its sequencing; ongoing review to allow the content to be updated; and the systematic evaluation of module, course, clerkship, selective, elective, theme and teacher quality. CCom continually monitors, reviews, and revises the medical educational program objectives, learning objectives, content, and instructional and assessment methods to ensure the effectiveness of the curriculum.

Goals and Objectives

- To learn and become familiar with current concepts in medical curriculum development and innovation as well as the latest technology, pedagogy, and evidence-based educational methods.
- To assure the curriculum is in accord with the standards of the Liaison Committee on Medical Education and curricula of accredited U.S. medical schools by:
 - Reviewing, evaluating, and monitoring the COM M.D. program curriculum against available objective standards and measurable outcomes on a continuing basis
 - Making changes in the curriculum based upon the results of objective internal and external reviews in order to improve the quality of the educational program and student outcomes
 - Reviewing and evaluating proposed offerings and curriculum changes
 - Assessing student performance on internal/external examinations to determine that outcomes are achieved
- To implement curricular additions/changes.
- To monitor, coordinate, and assure the implementation of horizontal and vertical integration of the COM curriculum.
- To optimize the efficiency and effectiveness of medical education by using planned redundancy and integration and focusing on key concepts needed in the future practice of medicine.
- To address curricular concerns of students, faculty, and external review bodies through a transparent process to assure that all concerns are evaluated, reviewed, and addressed.

Policy and Procedures Manual

This manual will be regarded as the working policy and procedures of the UCF College of Medicine M.D. Program Curriculum Committee (CCom).

Policies

Committee Structure/Membership

The M.D. Program Curriculum Committee is one of the college's standing committees charged and described in the Faculty Bylaws.

CCom has four primary subcommittees:

1. The M1/M2 Subcommittee is composed of the directors and co-directors of each of the courses or modules in Phase 1 of the curriculum, a member from the Clinical Skills and Simulation Center, and students representing the M1 and M2 years.
2. The M3/M4 Subcommittee is composed of the clerkship directors of each of the core clerkships, representatives from the hospital affiliates, a member from the Clinical Skills and Simulation Center, and students representing the M3 and M4 years.
3. The Program Evaluation Subcommittee is composed of faculty elected by the MD Program Curriculum Committee from foundational and clinical sciences representing each phase of the curriculum, a member from the Assessment Office, the Director of Programs of Assessment (DPA), the Director of the Longitudinal Curriculum (DLC), and students representing each year of the curriculum.
4. The Student Development Subcommittee is composed of faculty coaches from the clinical and basic sciences in addition to ex-officio representatives from PKM, SASS, the assistant dean of clinical skills and the director of student coaching.

The committee is responsible for reviewing all subcommittee activities, drafting and approving reports, creating, approving and administering committee and subcommittee procedures and processes. All proposals for new educational programs and substantial changes of existing, previously approved programs will be reviewed, and, if approved by CCom, are implemented, and supported by the College.

For the purpose of this manual, educational programs include all undergraduate medical education activities in the College of Medicine including courses, modules, clerkships, selectives, acting internships, and electives.

The M.D. Program Curriculum Committee is composed of voting and non-voting members and chaired by the Associate Dean for Academic Affairs. The voting members include the Chair of PES, who also serves as the Vice-Chair of the M.D. Program

Curriculum Committee, a faculty representative from the M1 year, M2 year, M3/M4 years, HSS, the Student Development Committee, Clinical Skills, four additional faculty members (one from UCF clinical affiliates, one from UCF GME, and two at-large), and four student representatives, one from each class. The term of appointment on CCom is three years and may be renewed for one additional term.

The committee also has representatives from Faculty Affairs, SASS, the Health Sciences Library, Student Affairs, and Planning and Knowledge Management (Assessment, Educational Technology, and Knowledge Management) who serve as non-voting, ex-officio members. The Assistant Deans for Medical Education are also non-voting ex-officio to the committee as each chairs the M1/M2 or M3/M4 subcommittees, respectively. The Associate Dean for GME and the Directors of voting Programs of Assessment and of the Longitudinal Curriculum also serve as non-ex-officio members. Other members (such as technical, reference or research personnel) may serve a non-voting, ad-hoc role as needed by the CCom to fulfill its mission. These members are appointed by the Chair. A COM staff member is assigned to support committee functions.

Four student members (one from each class) represent their constituencies as voting members on the committee. Student members are elected by their class for a one-year term. Each is eligible to be re-elected by their constituents. Four student alternates are also elected and appointed, but only one student is allowed to vote for each class.

The committee Vice-Chair (Chair of Program Evaluation Subcommittee) is elected by the Faculty Council for a term of three years. The Vice-Chair assumes the functions of the Chair whenever the Chair is unavailable. The Vice-Chair may vote in all committee business.

Meetings

The committee meets monthly. More frequent meetings may be necessary, and subcommittees and task groups may meet, as needed. Physical meetings are announced at least one week in advance of the scheduled meeting time. Committee meetings will have an agenda circulated prior to the meeting and minutes will be produced by the committee Chair and circulated for approval by committee members. Business of the committee may be conducted by electronic means when appropriate. A quorum is defined as one-half of the voting members being present (at least half must be faculty) – physically, electronically, by proxy, or via designated faculty representation.

The committee meetings are open to all faculty members and students of the College of Medicine. Student representatives will be included in all committee votes and may submit a student addendum appended to the minutes of the committee.

Subcommittees

The standing subcommittees support the committee's functions. Each subcommittee has defined charges, timetables, and memberships, as well as a chairperson approved by the committee. The standing subcommittees will meet as needed. Subcommittee meetings will be announced at least one week in advance and will have an agenda circulated prior to the meeting. Minutes will be produced by the Chair and circulated for approval by members. Business of the subcommittees may be conducted by electronic means when appropriate. A quorum is defined as one-half of the voting members being present (at least half must be faculty) – physically, electronically, or via designated faculty representation. The subcommittee Chair may vote only to break a tie of the voting members. Each subcommittee may have voting or non-voting, ex-officio representatives from the student development subcommittee (SDC), Faculty Affairs, the Health Sciences Library, Student Affairs, and Planning and Knowledge Management, in addition to the Director of Programs of Assessment and the Director of the Longitudinal Curriculum as needed.

Year Subcommittees

There are subcommittees for the first and second years and third and fourth years. Each standing subcommittee focuses on curricular issues specific to those years, respectively. The year subcommittees will facilitate communication among the year's educational program directors and discuss curricular issues within the year.

The year subcommittees are charged with the implementation and monitoring of each educational course/clerkship for mapping to the medical education program objectives (EPOs); scope, sequencing and horizontal and vertical integration of content; implementation of approved instructional and assessment methods; and scheduling. The year subcommittees are also charged with the review of all proposals for new medical education experiences and significant modifications or changes in existing programs offered within their respective academic years. Each proposal is reviewed in the context of the continuum of medical program education and the EPOs, as well as its relationship and communication with all other medical education program courses and clerkships. Once the subcommittee has approved the proposal, the proposal is forwarded to CCom for approval, and if necessary, approval by the university's Graduate Council.

Voting membership of each subcommittee consists of the appointed course/clerkship directors and co-directors of the educational programs present in those years. A representative from the Clinical Skills and Simulation Center serves on each subcommittee. A student representative (and alternate) from the M1 and the M2 class serves as a designated member of the M1/M2 subcommittee. A student representative (and alternate) from the M3 and the M4 class serves as a designated member of the M3/M4 subcommittee.

Each subcommittee Chair is an ex-officio member of the Curriculum Committee with knowledge and understanding of the year's academic issues. The Chair of the Curriculum Committee is a non-voting member of each subcommittee and chairs the meetings whenever the subcommittee Chair is unavailable.

Program Evaluation Subcommittee

The Program Evaluation Subcommittee is charged with the review of the currency, efficiency, applicability, and effectiveness of the medical education program. The subcommittee is responsible for gathering information and reporting to CCom.

The Program Evaluation Subcommittee is chaired by the Vice-Chair of CCom and co-chaired by the Associate Vice President AHSC, for Accreditation and Planning. The voting membership of the subcommittee includes a faculty representative from foundational science, clinical skills, health system science, and from the clerkship. The Director of Programs of Assessment and the Director of the Longitudinal Curriculum will serve as voting *ex officio* members. A student representative and alternate from each class also serves as voting members on the Program Evaluation Subcommittee. Representatives from Faculty Life and Planning and Knowledge Management as well as the Assistant Deans for Medical Education will serve as non-voting *ex-officio* members. Additional student input may be solicited from the student representatives on the year subcommittees. The Associate Dean for Academic Affairs is a non-voting member of the subcommittee and chairs the meetings whenever the subcommittee Chair or co-Chair are unavailable.

Student Development Subcommittee

The Student Development Committee is charged with:

Developmental monitoring: The SDC will review all assessment data points at the intermediate (before final grades are assigned) and final course levels, monitoring the development and growth of each student. The SDC does not play a role in the determination or assignment of course/clerkship final grades.

Identification of students experiencing academic difficulty: The SDC will identify students with marginal or not on-target performance and provide feedback and coaching on a voluntary basis.

Assessment quality control: The SDC will review and evaluate the quality (validity, reliability, educational impact, feasibility, etc.) of current and/or newly developed assessment instruments, providing consultation to faculty about assessment design and implementation.

Provides support and helps implement remediation plans for SEPC mandated remediations.

The subcommittee reports to the UCF COM Curriculum Committee. It will prepare and provide summary reports regarding learners' aggregate performance and milestone achievement in support of continuous curriculum quality improvement and program excellence goals.

The SDC will be a broad-based committee comprised of 8-10 members, including faculty members/coaches from the clinical and basic sciences, PKM staff, SASS office personnel, the assistant dean of clinical skills, and the director of coaching. The SDC will meet at a minimum of 6 times a year. Members of this committee cannot be voting members of the SEPC, course/clerkship directors, or co-directors.

Task Forces

Task forces are appointed for focused projects serving the committee or subcommittee making the appointment. A written charge and proposed timetable to the task force is made by the charging committee or subcommittee.

The members of the task force may be full-time, part-time, or affiliated/volunteer faculty, medical students, or others regarded as helpful to the task force and its charge.

Task forces normally do not have administrative staff or financial support and are not required to keep the minutes of their meetings. Task forces submit a final written report to the charging committee or subcommittee and this report is included in the minutes of that group. Task forces have focused charges and, generally, complete their charges and issue their final report within two (2) to four (4) months of their creation. When the final report is accepted by the charging committee or subcommittee, the task force is dissolved.

Procedures

New Program Proposal and Program Change Review

All new educational programs (courses, modules, clerkships, selectives, acting internships, and electives offered within the COM) proposals and proposals for significant changes in existing programs are reviewed by CCom. The faculty member submitting the new program proposal or the appointed director of an existing program is designated as the proposal sponsor. A new program proposal or program change for modification of an existing program from a faculty member begins with a consultation and review by both the Director of Programs of Assessment and the Director of the Longitudinal Curriculum for insight on the potential impact to the overall curriculum. The sponsor then forwards the proposal to the appropriate year subcommittee Chair, who will review the proposal for clarity and completeness. The year subcommittee Chair will submit the proposal for the agenda for the next scheduled year subcommittee meeting. The sponsor is notified of the date and time for discussion of the proposal by the Chair of the respective year subcommittee and will be requested to present the proposal to the subcommittee for review, consideration, comments, and suggestions. Following the presentation, the subcommittee will consider the proposal. Approved proposals are forwarded to the CCom and reviewed. If approved, the proposal is forwarded with recommendations to the Chief Academic Officer for final consideration.

General Reviews

Continuous Review Process

The process of curriculum review is similar to the process of Continuous Quality Improvement (CQI). The review is continuous, and a portion of the process occurs at all times during the academic year. The review is goal-oriented toward improving quality by planned change rather than review and reporting only.

External Review

The external comparative review of the curricula from the Association of American Medical Colleges (AAMC) accredited North American medical schools is used as a comparative standard for curricula. This comparative review of the entire curriculum will be repeated no less than every three (3) years. Comparative reviews of individual educational programs should be included as a part of every focused program review.

Course/Module/Clerkship Director Surveys and Reports

A survey of educational program directors occurs annually to determine needs and fruitful avenues for innovation and curricular improvement. Course /Module /Clerkship directors submit an annual report to the Program Evaluation Subcommittee, who analyzes this data and subsequently submits a report to the Curriculum Committee

summarizing course topics, content, focused learning objectives, teaching methodologies, student formative and summative assessment, assessment and grade distribution from summative examinations, opportunities for integration with other programs, and planned modifications.

Student Surveys

Each year students are surveyed to determine study habits and time demands of the COM educational programs. In addition, periodic focused surveys are conducted to determine the appropriateness of the breadth and depth of information provided by the curriculum in preparation for clinical rotations and standardized examinations. The AAMC Graduation Questionnaire results are utilized to assess the educational program, as are surveys to Residency Program Directors assessing graduates' performance after the first year of residency.

Student Course/Module/Clerkship Critiques

The number of respondents, percentage of respondents, average, standard deviation, and ranges of student critiques numeric summary information for each educational program are reviewed. Persistent low scoring areas are noted for additional review of student comments and, if indicated, faculty self-review, or peer- and administrative-review provided with assistance from CCom. In general, specific faculty critiques and comments are not part of the curricular review process. If so directed by the Chief Academic Officer, the students' critique of faculty are reviewed to determine their individual impact on the educational content, delivery, and curriculum. Specific faculty critique reviews are reported only to the Associate Dean for Academic Affairs and not to the entire committee.

Course Materials Library

A library of all written and electronic educational program materials including module/clerkship examination and grading policies, syllabi, slide presentations, texts, atlases, and course companions is maintained and revised as necessary. This library is stored and available to the entire faculty. All electronic course materials available via the course management system are available to all committee members.

Reports

The committee provides reports to the Executive Faculty and the College of Medicine Enterprise, as needed.

Appendix 1: CCom Membership

University of Central Florida College of Medicine

M.D. Program Curriculum Committee Membership



