

**Curriculum Management Committee
Wayne State University School of Medicine**



WAYNE STATE
School of Medicine

Table of Contents

Section 1.0 By-Laws of the Faculty Senate Governing the Standing Committees.....Page 3

Section 2.0 Charge of Curriculum Management CommitteePage 4

Section 3.0 Role of Curriculum Management Committee.....Page 5

Section 4.0 Membership of Curriculum Management Committee.....Page 6

Section 5.0 Subcommittees of Curriculum Management Committee.....Page 8

Section 1.0: By-Laws of the Faculty Senate Governing the Standing Committees

The following is an excerpt from the by-laws of the Faculty Senate summarizing the role of the Standing Committees of the Faculty Senate, including the Curriculum Management Committee.

Article IV. Committees

SECTION II. Standing Committees:

These committees will be the following: Faculty Information Technology, Curriculum, Graduate Affairs, Library, Student Promotions, Budget Advisory, and Research Development. Members of each committee will be appointed by the President of the Senate with the advice and consent of the Executive Committee. Each committee shall develop a set of operating procedures, subject to approval by the Executive Committee, which will govern its activities. The Admissions Committee serves as a joint administrative committee. The Executive committee makes recommendations to the Dean for this committee.

Section 2.0: Charge of the Curriculum Management Committee

In accordance with LCME Standard 8.1 (Curricular Management), the Curriculum Management Committee (CMC) is the institutional entity (e.g., the faculty committee) that oversees the medical education program as a whole and that has responsibility for the design, management, integration, evaluation and enhancement of a coherent and coordinated curriculum. Its authority originates by delegated powers from the School of Medicine Faculty Executive Committee (by-laws of the Faculty: Article IV. Committees, Section II. Standing Committees).

The Curriculum Management Committee is by design a predominately faculty committee that has full authority and final approval over curriculum for the medical education program leading to the MD degree at WSUSOM. The CMC is specifically organized to incorporate the characteristics of an effective central curriculum authority (“Integrated Institutional Responsibility”); the characteristics of an effective system of curriculum management (“Curriculum Management”); and the requisite elements to support the design and implementation of a “Coherent and Coordinated Curriculum” as delineated by the LCME (See LCME glossary).

The CMC is designed to be a protocol driven entity that emphasizes data driven decision-making and CQI philosophy. Through its management and oversight of the undergraduate program leading to the Medical Doctor (M.D.) degree, the Curriculum Management Committee ensures that students learn the requisite knowledge, skills, attitudes and behaviors to be well prepared and highly qualified for subsequent medical licensure, postgraduate residency training, and a successful career in the field of medicine.

In situations which Curriculum Management Committee decisions rely on substantial financial commitments by the medical school or violates established policies, the dean of the medical school shall have final review and approval.

The CMC is an oversight and decision-making entity. Accordingly, major responsibilities of the CMC are to:

- Set priorities
- Establish accountability
- Ensure timely follow up of designated and approved actions
- Engage in continuous curricular assessment and quality improvement
- Engage in the systematic collection, analysis, and interpretation of relevant data for the purposes of identifying curricular challenges and curricular strengths and to act on this information in support of curricular improvement and the establishment of an optimal learning environment
- Evaluate program effectiveness by outcomes analysis, using best practices and national metrics of accomplishment as a frame of reference
- Monitor content and workload in each discipline, including the identification of omissions and unplanned redundancies
- Review stated objectives of each individual curricular component and of methods of instruction and student assessment to ensure their linkage to and congruence with institutional educational objectives
- Monitor and enforce existing educational policies and developing and recommending new policies

- Provide reports and recommendations to the School of Medicine Dean, the Vice Dean for Medical Education, the Executive Committee of the Faculty Senate, relevant Offices of the School of Medicine and the Faculty and students as a whole as is appropriate.

Section 3.0: Role of the Curriculum Management Committee

- Build and maintain a culture of continuous quality improvement in all aspects of curriculum management.
- Monitor and approve the regular systematic course/clerkship reviews with respect to objectives, content, instructional activities, time allocation, evaluative procedures, outcomes, and to make recommendations for improvement. A formal review of each course/clerkship occurs annually.
- Monitor and approve the regular systematic reviews of the medical education curriculum, including segments of the curriculum and the curriculum phases, and review of the entire/overall curriculum to make recommendations for revisions to ensure the achievement of the medical education program objectives (formal review every five years).
- Ensure there is horizontal and vertical integration (i.e., that curriculum content is coordinated and integrated within and across academic years/phases).
- Advise, recommend, and approve minor and major proposed curriculum revisions. Any changes to course objectives, assessment methods, or teaching delivery methods must be approved by the Curriculum Management Committee.
- Adjudicate and resolve major curricular disputes and issues.
- Review the quality of the education being delivered at each of the partnered Clinical sites ensuring comparable education experiences and equivalent methods of assessment across all Clinical Campus Partners.
- Conduct regular reviews of processes and procedures designed for the students' evaluation of faculty performance and to make recommendations for improvement.
- Set priorities and charge subcommittees to improve the curriculum.
- Review recommendations of subcommittees and approve all curriculum and program changes.
- Review all activities conducted by the subcommittees or other ad-hoc committees convened by the Curriculum Management Committee.
- Monitor and enforce existing policies related to curriculum management and to develop and recommend new policies to the Dean.
- Review any proposals brought by students, faculty, staff and administration.
- Continually report to the students, faculty, staff and administration on Curriculum Management Committee activities.

Section 4.0: Membership of the Curriculum Management Committee

The Curriculum Management Committee is composed of 23 appointed voting members.

Chair:

*The Chairmanship (appointed by the Vice Dean for Medical Education with concurrence of the Dean) is the responsibility of the Senior Associate Dean of Undergraduate medical Education.

Members:

- Nine (9) voting faculty members are appointed by the Executive Committee of the School of Medicine's Executive Committee of the Faculty Senate.
- Four (4) voting faculty/administrators from the clinical partners (one from each clinical site) are appointed by the Vice Dean for Medical Education.
- *Five (5) voting students from the Student Education Subcommittee (SES) are appointed as voting members by the School of Medicine Student Senate. Four additional students from each class are appointed as alternates by the WSUSOM Student Senate.
- Five (5) (Non-student) voting Subcommittee Chairs are appointed by the Vice Dean for Medical Education.
- Ex-officio (non-voting) members appointed by the Vice Dean for Medical Education include:
 - Dean of Graduate Medical Education
 - Dean of Diversity and Inclusion
 - Dean of Admissions
 - Dean of Student Affairs
 - Dean of Office of Learning and Teaching
 - Director of Enrollment
 - Director of Continuous Quality Improvement
 - Director of Accreditation
 - Student Senate President

Term limits:

The Curriculum Management Committee members are appointed for four-year terms and are eligible for reappointment. There is no maximum length of service for committee members.

Quorum:

A quorum of 50% of the voting members is necessary for a formal vote.

Voting:

A simple majority vote is necessary to approve any motion reviewed by the Curriculum Management Committee. The Chair is a non-voting member unless there is a tie. In this situation, the Chair shall have the tie-breaking vote. The Curriculum Management Committee has the final vote on all curriculum management approvals. If an appointed student member for a class is not present, the alternate from the respective class may cast an advisory vote in his/her absence.

2018-19 Members

Curriculum Management Committee

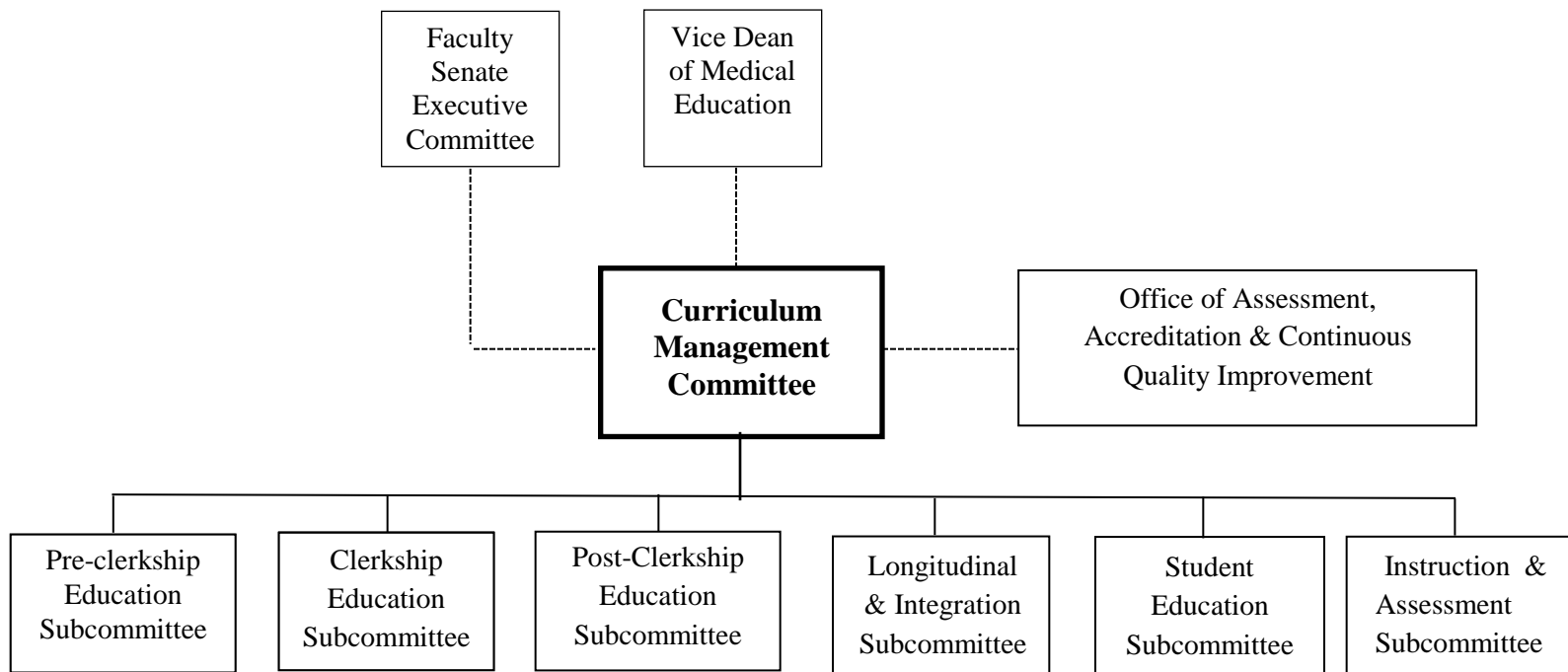
Chair
Richard Baker, MD
Assurance Officer
Robert Reaves, MBA
Recorder
Sharon Taylor
Faculty Senate Appointees (Voting Members)
Barbara Bosch, MD
Rod Braun, PhD
Yvonne Friday, MD
Diane Levine, MD
Robert Lasley, PhD
Raymond Mattingly, PhD
Kaladhar Reddy, PhD
T.R. Reddy, PhD
Joel Appel, DO
Subcommittee Chairs (Voting Members)
Jason Booza, PhD, Instruction & Assessment
Margit Chadwell, MD, Post-Clerkship Education
Chih Chuang, MD, Longitudinal & Integration
Matt Jackson, PhD, Pre-clerkship Education
Aaron Tisack, Yr. 3, Student Education Subcommittee
Chris Steffes, MD, Clerkship Education
Clinical Partners (Voting Members)
Eileen Hug, DO, Henry Ford Health System
Maryjean Schenk, MD, Veteran Affairs Medical Center
Steven Minnick, MD, St. John Providence Health System
Vacant, Beaumont Health System
Student Representatives (Voting Members)
Alexander Swantek, Yr. 2
Aaron Tisack, Yr. 3
Alexander Waselewski, Yr. 4
Cooper Laurain, Yr. 1
Alt. Student Representatives (Non-voting Members)
Vacant, Yr. 2 Alt
Ashleigh Peoples, Yr. 3 Alt
Swapna Musunur, Yr. 4 Alt
Sevan Misirliyan, Yr. 1 Alt

Ex-officio Non-Voting Members
Tsveti Markova, MD, Associate Dean of GME
Herbert Smitherman, MD, Vice Dean of Diversity
Kevin Sprague, MD, Associate Dean of Admissions
Jamie Fox, MPA, Director of Enrollment
Heidi Kromrei, PhD, Office of Learning & Teaching
Kanye Gardner, MBA, Director of CQI
Jeremy Llaniguez, Student Senate President

Section 5.0: Subcommittees of the Curriculum Management Committee

Six standing subcommittees function as operational workgroups in support of the CMC. Three subcommittees are phase based and correspond to the pre-clerkship, clerkship and post-clerkship phases of the curriculum. Three subcommittees are non-phase based. The Longitudinal and Integration Subcommittee addresses curricular elements that are not specific to a phase as well as the integration of elements across phases (e.g., student research, quality and safety). The Student Education Subcommittee facilitates robust input and substantive engagement of students in curriculum development and implementation. The Instruction and Assessment Subcommittee ensures availability of expertise in curricular design and methods of instruction, student assessment, and program evaluation and the consistent application of this expertise to the curriculum as is appropriate. In addition to the standing subcommittees, ad hoc subcommittees may be created as necessary at the behest of the CMC.

Curriculum Management Committee Structure



*Section 5.0: Subcommittees of the Curriculum Management Committee (continued)***5.1 Pre-Clerkship Education Subcommittee Charge**

The Pre-Clerkship Education Subcommittee (PES) oversees the management of the curriculum that provides the foundation of knowledge, skills and behaviors requisite to the practice of medicine. The responsibilities of the PES are delegated by the Curriculum Management Committee and include following the directives to resolve curricular areas of concern through process improvement methodology, as well as develop the working groups and action plans to address issues or problems. The PES also monitors the activities associated with the day-to-day delivery of the curriculum. The Chair of the PES submits monthly subcommittee minutes and reports the subcommittee activities quarterly or more often as requested by the Curriculum Management Committee.

5.2 Clerkship Education Subcommittee Charge

The Clerkship Education Subcommittee (CES) oversees the management of the curriculum for required clinical clerkships. The responsibilities of the CES are delegated by the Curriculum Management Committee and include resolving curricular areas of concern through process improvement methodology as well as developing the working groups and action plans to address any issue gap and opportunity identified. The CES also monitors the activities associated with the delivery of the curriculum. The Chair of the CES submits monthly subcommittee minutes and reports the subcommittee activities quarterly or more often as requested by the Curriculum Management Committee.

5.3 Post-Clerkship Education Subcommittee Charge

The Post-Clerkship Education Subcommittee (PCES). The PCES is responsible for monitoring the elective process for students that have finished the required clerkship rotations, including assessing the quality of the current electives, determining gaps in the electives offered and opportunities for new electives, as well as annually reviewing the post-clerkship schedule to ensure students are prepared for residency training. The PCES will oversee students' readiness for residency training, assuring that all graduating physicians have been provided the knowledge and skills and attitudes to prepare them for residency training. This includes providing the necessary opportunities to meet the core entrustable professional activities for entering residency, as well as equip students with the necessary clinical and research and other opportunities through career advising to successfully obtain the residency of their choice. The responsibilities of the PCES are delegated by the Curriculum Management Committee and include resolving curricular areas of concern through process improvement methodology, as well as developing the working groups and action plans to address any issue or problem, as well as any gap or opportunity identified. The PCES also monitors the activities associated with delivery of the curriculum. The Chair of the PCES submits monthly subcommittee minutes and reports the subcommittee activities quarterly or more often as requested by the Curriculum Management Committee.

*Section 5.0: Subcommittees of the Curriculum Management Committee (continued)***5.4 Longitudinal and Integration Subcommittee Charge**

The Longitudinal and Integration Subcommittee (LIS) addresses curricular elements that are not specific to a phase as well as the integration of elements across phases (e.g. student research, quality and safety). The LIS evaluates and coordinates longitudinal curricular themes, interprofessional education, and the horizontal and vertical integration of curriculum throughout the entire timeframe of medical school. The responsibilities of the LIS are delegated by the Curriculum Management Committee and include resolving curricular areas of concern, applying CQI methodologies including root-cause analysis in developing action plans to address any issue or problem. The Chair of the LIS submits monthly subcommittee minutes and reports the subcommittee activities quarterly or more often as requested by the Curriculum Management Committee.

5.5 Student Education Subcommittee Charge

The charge of the Student Education Subcommittee (SES) is to ensure the meaningful engagement of medical students in the design, development, monitoring of effectiveness and the continuous improvement of the undergraduate medical curriculum by providing direct access and open, bidirectional communication between the CMC and an ongoing, independent student subcommittee. The primary role of the Student Education Subcommittee is to provide feedback, practical suggestions and formal proposals to the Curriculum Management Committee about the curriculum in the form of reports and participation in regular meetings. Operationally, the SES provides a platform for student-led collation, discussion, and dissemination of information relevant to the curriculum. In addition, the SES is a vehicle for regularly scheduled formal and informal interactions with course directors, teaching faculty, and medical education administration for the purpose of optimizing bidirectional communication and supporting curricular continuous improvement. The Chair of the SES submits monthly subcommittee minutes and reports the subcommittee activities quarterly or more often as requested by the Curriculum Management Committee.

5.6 Instruction and Assessment Subcommittee Charge

The responsibilities of the Instruction and Assessment Subcommittee are delegated by the Curriculum Management Committee. The primary role of the Instruction and Assessment Subcommittee is to ensure that expertise in curricular design, methods of instruction, student assessment and program evaluation are readily available to the CMC and that this expertise is consistently applied to curriculum development, curriculum modification and implementation of existing elements of the curriculum to ensure their linkage to and congruence with programmatic educational objectives. The Instruction and Assessment Subcommittee also advises the CMC on instructional technology as it relates to the curriculum.

