Overview

The Post-Secondary Learning Act of Alberta gives General Faculties Council (GFC) responsibility, subject to the authority of the Board of Governors, over “academic affairs” (Section 26(1)). Faculty councils “may determine the programs of study for which the faculty is established” (Section 29(1)). In addition, “a faculty council may delegate any of its powers, duties and functions under this act as it sees fit and may prescribe conditions governing the exercise or performance of any delegated power, duty or function, including the power of sub-delegation (Section 29(3)).”

Acknowledging the mission and vision of the Faculty of Medicine & Dentistry, Faculty Council and the dean assign the MD Program Committee (MDPC) the responsibility to ensure the coordination of all academic elements of, supports for, and overall direction of the MD Program. The MD Program Committee assigns, with the consent of the dean, the MD Curriculum Committee authority to oversee the overall design, management and evaluation of a coherent and coordinated curriculum.

The MD Curriculum Committee contains working groups that review curricular objectives in specific content areas to ultimately form a comprehensive curriculum review.

Purpose

The curriculum review working groups are composed of relevant course and clerkship coordinators, a family physician, specialists, basic and clinical sciences, and learners including both students and PGY1 or PGY2 residents.

The purpose of each working group is to review curricular objectives’ implementation, assessment and evaluation in specific content. The process is a critical part of the comprehensive curriculum review, ensuring everything is integrated horizontally and vertically throughout all four years, and aimed at a generalist level that will prepare students for successful transition into residency.

PROCEDURE

1. GOAL
   a. Review all courses and content areas from the current year.
   b. List improvements for next year.
   c. Review and ratify course implementation for next year.

2. OUTLINE
   a. Meeting 1
      i. Review course/clerkship content and objectives, and consider requirements of the course/clerkship for the next academic year.
      ii. Ensure course content and objectives are: 1) aligned with PLO 2) appropriate for the learner at a given time and 3) appropriately delivered across the 4-year curriculum.
      iii. Discussion points:
         • How is this course/clerkship/focus area doing?
What are we doing well on this course/clerkship/focus area?
Is there anything we can do to make this course/clerkship/focus area better?
Is there anything else we need to know about this course/clerkship/focus area?

b. Meeting 2
   i. Review improvements and suggestions for the course/clerkship, as well as other areas of integration based on discussions from last meeting.
   ii. Review evaluation outcomes.
      - Course/clerkship evaluations, including site specific analysis where appropriate
      - Canadian Graduation Questionnaire (CGQ) data
      - Institutional Self-Study (ISS) and other available data
   iii. Review student assessment outcomes.
      - Course assessment data
      - Assessment item analyses
      - Medical Council of Canada (MCC) results where applicable
   iv. Suggestions for new tasks, objectives and content.

c. Meeting 3
   i. Review and ratify the content and objectives for the next academic year.
   ii. Discuss blueprinting, assessment and evaluation methodology.
   iii. Present the results from the current year.
   iv. Compare this year and proposed implementation for next year.
      - Given the areas of improvement raised in these meetings, have these areas been adequately improved?
      - Given the suggestions from these meetings, what do we expect to happen next year?
      - Do we agree on how the course will be implemented next year?

DEFINITIONS

<table>
<thead>
<tr>
<th>Definition</th>
<th>Description</th>
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<tbody>
<tr>
<td>Canadian Graduation Questionnaire (CGQ)</td>
<td>The Canadian Medical School Graduation Questionnaire (CGQ) is an annual survey administered by the AAMC (Association of American Medical Colleges) to students graduating from participating M.D. degree-granting programs in Canada.</td>
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<tr>
<td>Institutional Self-Study</td>
<td>A medical school brings together representatives of the administration, faculty, student body, and other constituencies to collect and review data about the medical school and its educational program, identify institutional strengths and issues requiring action, and define strategies to ensure that the strengths are maintained and any problems are addressed effectively. The summary report resulting from the self-study process provides an evaluation of the quality of the medical education program and the adequacy of resources to support it.</td>
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The Medical Council of Canada (MCC) assesses medical students and graduates every year through its examinations.

**FORMS**

There are no forms for this procedure.

**RELATED LINKS**

- [Canadian Graduation Questionnaire (CGQ)](CGQ)

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<tr>
<th>APPROVER</th>
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<th>DATE</th>
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<tbody>
<tr>
<td>MD Curriculum Committee</td>
<td>Approved</td>
<td>22 August 2013</td>
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