

Standard 6 – Element 6.1-1

Evidence Submission

Curriculum Committee Charge

DYU-COM Curriculum Committee Charge

This section defines the DYU-COM Curriculum Committee's role in overseeing the development, evaluation, and continuous improvement of the medical curriculum, ensuring it meets educational standards and aligns with the institution's mission. It encompasses the committee's responsibilities for reviewing and approving curricular changes, integrating feedback from faculty and students, and ensuring that the curriculum remains current with advancements in osteopathic medicine and medical education. By detailing the committee's charge, this section aims to clarify its scope of work, facilitate effective governance, and support the delivery of a high-quality educational experience for all students.

The DYU-COM Curriculum Committee is in place to exercise the collective responsibility for the education program as a whole and is charged with the following responsibilities.

Development and maintain a curriculum that:

- Meets the standards for graduation as set forth by the COCA.
- Helps students become competent residents as they progress to GME.
- Contributes to students becoming empathetic competent confident osteopathic physicians, who can practice independently and, in a team, and in different healthcare settings.
- Integrates the assessment feedback of students learning outcomes, and student/faculty satisfaction.

Provide special attention to:

- The focus area of cultural competency and community health disparities.
- The focus area of osteopathic manipulative medicine and osteopathic principles and practice.
- Educational and medical technologies that offer a relevant, best-in-class medical education.

Oversee the evaluation and approval of:

- The design of curriculum assessment instruments, tools, and procedures.
- Proposals for curriculum changes.

Committee Composition, Terms, and Schedule

The DYU-COM Curriculum Committee will be chaired by an individual elected by the curriculum committee on an annual basis. The elected chair is permitted to serve four (4) consecutive terms. Additional membership will include all DYU-COM Program Directors/Chairs, three (3) faculty members (representing pre-clinical and clinical education), and one (4) medical student (one from each class year). Faculty and student representatives are appointed annually by the Dean and may serve for multiple years. Student representatives in total will have a vote equal to two (2), or a value of ½ vote per student when all four (4) student representative seats are filled. Meetings will be monthly, or as needed if a meeting is required sooner. Any changes will have to be approved by all members before they can take effect. Any changes to curriculum requires a two-thirds majority.

DYU-COM Curriculum Committee Membership

Stakeholder Group	Quantity/Description
Chair	Elected Position
Faculty Leadership	All Program Directors/Chairs
Faculty Representatives	(3) Faculty members
Student Representatives	(4) Students (representing different cohorts)

As part of the program's ongoing self-assessment process, the Program Data Analytics Committee, which meets every two to three weeks, tabulates student academic performance data at the conclusion of each semester for each cohort. This data includes final course grades (individual and aggregate), the number of required course remediations, remediation outcomes, and student attrition. Additionally, course directors complete a course analysis at the end of each semester, which is discussed at the Curriculum Committee meetings.

The faculty and advisors use low performance grades (TBD) or below, course director evaluations/feedback, course analysis, remediation activity, and outcomes to ensure remediation provides students an opportunity to correct deficiencies and meet course- and program-defined competencies prior to the completion of the course.

The Program's curriculum Committee identifies didactic courses that do not meet the program's benchmark for low performance grades. The Curriculum Committee analyzes the course outcomes data for trends and cause-and-effect relationships with data across additional program areas (e.g., prerequisite course work, admissions data, attrition, course outcomes, COMAT, and COMPLEX pass rates). In addition, as part of its analysis of the effectiveness of the didactic curriculum, the Committee triangulates this data with student feedback on courses and instructors to identify strengths and areas in need of improvement in the didactic curriculum. Overall, the analysis of course failure rates is used by the program to:

- Identify strengths and weaknesses in the admissions process;
- Develop ongoing academic risk models for individual students;
- Serve as a point of triangulation within the assessment of didactic curriculum effectiveness