

Executive Committee Charge (updated 9/2020)

Introduction

The Bridges Curriculum is designed to produce physicians for the 21st Century who improve health and reduce suffering. To govern this new complex curriculum, the Medical Education Leadership and the Committee on Curriculum and Educational Policy have developed a governance structure that streamlines communication across committees, improve curricular integration, and incorporate the responsibilities and management of all new and existing components of the curriculum. The structure aims to be inclusive of students, clinical and basic science faculty, as well as staff and administrative leadership.

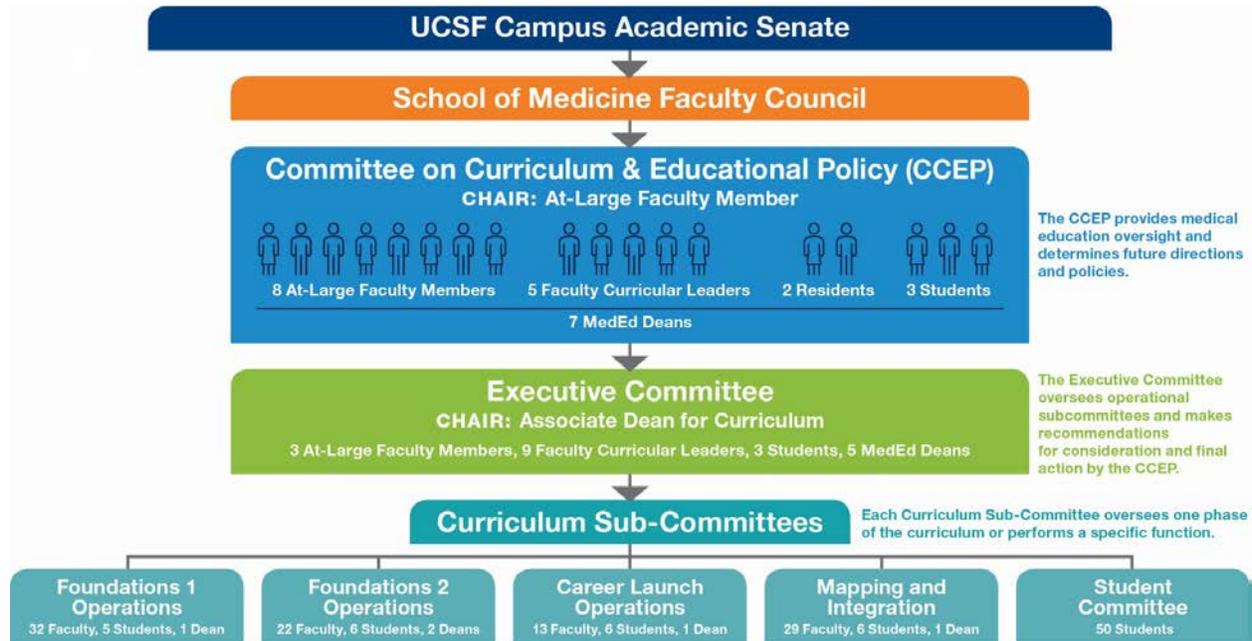
Executive Committee Charge

This charge document describes the role and responsibilities of the Bridges Executive Committee. Beginning August 1, 2017, the Executive Committee will be responsible for managing the work of the curriculum governance structure. This group will issue charges to and act on recommendations from its subcommittees. All proposed program, policy, and course changes are to be vetted by the Executive Committee with consideration of the appropriateness of the proposed action in the context of the overall curriculum, service to students, and School of Medicine and University missions.

The Executive Committee is a subcommittee of the Committee on Curriculum and Educational Policy (CCEP) and is charged by the CCEP to oversee the work of the curriculum governance operations committees and make recommendations for consideration and final action by the CCEP. In order to facilitate more nimble operation and responsiveness of the implementation and quality improvement of this new curriculum, the CCEP grants authority to the Executive Committee to implement curricular decisions urgently as needed, as the Executive Committee's monthly meeting cycle will allow for rapid decision making as compared to the quarterly meeting cycle of the CCEP. While all decisions made by the Executive Committee may be operationalized immediately based on the authority granted by the CCEP, such decisions must be presented to CCEP at the subsequent quarterly meeting. In the event that a decision, change or new process is implemented, the final authority remains with the CCEP, who will ultimately approve or disallow continuance of the Executive Committee's decisions.

The following Curriculum Subcommittees that report to the Executive Committee are: Foundations 1 Operations, Foundations 2 Operations, Career Launch Operations, Mapping and Integration and the Student Committee (refer to the diagram below).

Executive Committee Charge (updated 9/2020)



The management of Program Evaluation resides with the Director of Program Evaluation and the evaluations team. Relevant program evaluation data/reports will be shared across the appropriate governance committees as part of the CQI process.

The specific responsibilities of the Executive Committee, as charged by the CCEP are to:

1. Help to ensure that the School of Medicine is compliant with all LCME educational standards;
2. Review and revise educational policies to provide recommendations to the CCEP;
3. Oversee the curriculum content quality, consistency, and distribution across all curricular courses, clerkships, and programs;
4. Deliberate and approve/reject curriculum changes proposed by subcommittees;
5. Promote and vet curricular innovations and change, ensuring that they are consistent with the vision and goals of the Bridges Curriculum and mission of the School of Medicine;
6. Review the remaining curricular elements that have yet to be finalized to ensure they are integrated with the already developed and operational Bridges Curriculum;
7. Promote horizontal and vertical integration amongst all curricular components;
8. Ensure that educational experiences in all courses meet the goals of our curriculum, with a focus on continuous quality improvement of the curriculum;
9. Encourage faculty development efforts to promote excellence across the curriculum;
10. Ensure the effective and successful integration of the UCSF Unique Programs (e.g. MSTP), into the new Bridges Curriculum;
11. Facilitate effective communication across governance subcommittees and broader stakeholders to ensure transparency and broader awareness of curriculum-related decisions and changes.

Executive Committee Charge (updated 9/2020)

The specific LCME standards that the Executive Committee is responsible for are:

Standard 6.1: Program and Learning Objectives

Standard 8.2: Use of Program Objectives

Standard 8.3 a,b: Curricular Design, Review, Revision, Content Monitoring

Standard 8.7: Comparability of Education/Student Assessment

Standard 8.8: Monitoring Student Workload

Standard 9.4: Student Assessment

Standard 9.7: Formative Feedback

Standard 9.8: Fair and Timely Summative Assessment

Membership:

The Executive Committee is comprised of the leaders of all subcommittees, including the student committee chairs, the curriculum element directors (CMC and Inquiry), the Director of Faculty Development, Director of Evaluation, the Vice Dean for Medical Education, the Associate Deans (Medical Education, Assessment, and Students), the Director of PRIME US, general faculty members at-large, the Staff Director of Assessment, Curriculum and Evaluation, and the staff steward. In 2020, the Faculty Director of Assessment and Director of Learning and Teaching in Procedural Specialties was added to the membership. The Executive Committee is chaired by the Associate Dean for Curriculum.

Meetings:

The Executive Committee will meet monthly and the Associate Dean for Curriculum will provide quarterly reports to the CCEP.

Foundations 1 Operations Committee Charge (9/2020)

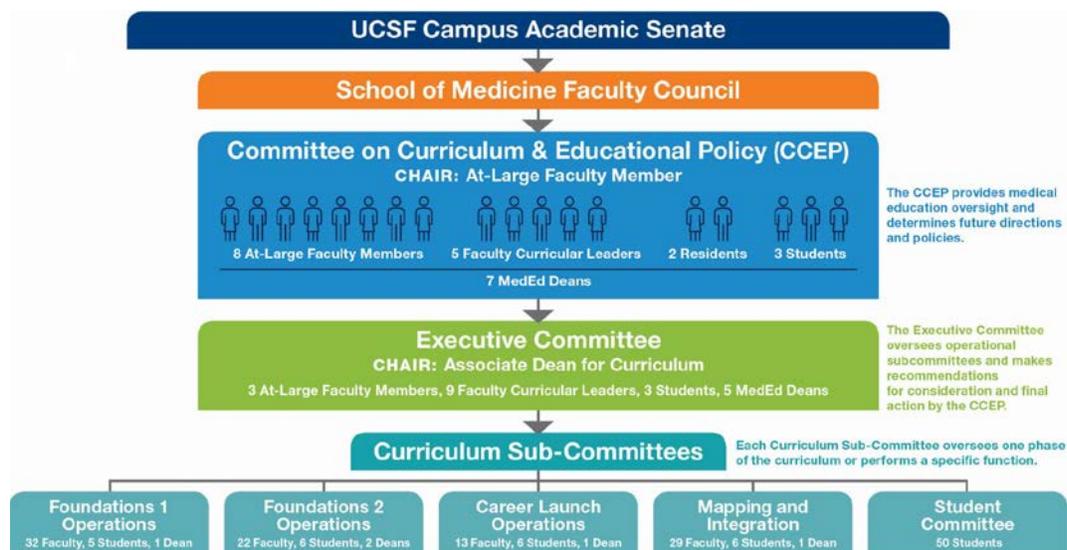
Introduction

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Foundations 1 Operations Committee

This charge document describes the role and responsibilities of the **Foundations 1 Operations (F1 Ops) Committee**. Beginning August 1, 2017, the F1 Ops Committee will report to the Executive Committee and will be responsible for overseeing the operations, procedures and quality improvement of the Foundations 1 phase of the curriculum, including all elements within this phase (Clinical Microsystem Clerkship, Foundational Sciences, Inquiry, Inquiry Immersion, and ARCH weeks). The F1 Ops Committee has the authority to recommend procedural and content changes related to the Foundations 1 phase of the curriculum, within the scope of existing curricular policies and in alignment with the program objectives. Any proposed program, policy, and significant course scheduling changes are to be vetted by the Executive Committee with consideration of the appropriateness of the proposed action in the context of the overall curriculum, service to students, and School of Medicine and University missions.

The Curriculum Governance diagram demonstrates the reporting relationship of the 4 Operations subcommittees of the Executive Committee.



The management of Continuous Quality Improvement and Program Evaluation resides with the Director of Program Evaluation and Continuous Quality Improvement and the evaluations

Foundations 1 Operations Committee Charge (9/2020)

team. Relevant program evaluation data/reports will be shared across the appropriate governance committees as part of the CQI process.

The specific responsibilities of the F1 Ops Committee, as charged by the Executive Committee are to:

1. Monitor (as scheduled) the following LCME standards to help ensure the compliance of the School of Medicine in the Foundations 1 phase of the curriculum:

Standard 6.3: Self-Directed and Life-Long Learning: Pre-Clerkship Workload

Standard 7.3: Scientific Method/Clinical/Translational Research

Standard 7.4: Critical Judgement/Problem Solving Skills

Standard 7.8: Communication Skills

2. Monitor curricular operations, execution of policies, and maintenance of quality and appropriate distribution of curricular content in the Bridges Curriculum within the Foundations 1 phase and its elements;
3. Ensure that students experience a consistent and integrated learning experience across courses in Foundations 1 including a manageable workload;
4. Promote and oversee ongoing curricular innovations within the Foundations 1 phase, ensuring consistency with the vision and goals of the Bridges Curriculum with a focus on continuous quality improvement;
5. Collaborate with other subcommittees to maintain and improve horizontal and vertical integration of content throughout all curricular elements in Foundations 1 and across the other curriculum phases, especially in Foundations 2;
6. Review Course and Clerkship (CCPR) Summary Reports for Foundations 1 courses with CCPR Teams to inform the quality improvement plans for courses;
7. Work with the Technology Enhanced Education (TEE) unit to integrate effective and efficient digital curriculum that enhances student mastery of the Foundations 1 curriculum.
8. Communicate issues, questions or concerns to appropriate subcommittees, the Executive Committee, or associate dean in a timely manner;
9. Deliberate on issues that are presented to the F1 Ops Committee and provide recommendations/response to the person or committee that requested the F1 Ops feedback.

Membership:

The F1 Ops Committee is comprised of the element leaders (directors and co-directors) of all of the Foundations 1 courses. The F1 Ops Committee is chaired by a faculty element director and stewarded by the Director of Assessment, Curriculum and Evaluation. The Associate Dean for Curriculum will be a member of this Committee and provide leadership support to the Chair as needed. Each course has a single vote regardless of the number of representatives present at the meeting. In addition, a single student vote for each phase of the curriculum is allowable.

Meetings:The F1 Ops Committee will meet monthly and the Chair will represent the committee and present any critical issues at the monthly Executive Committee meeting.

Foundations 2 Operations Committee Charge (updated 9/2020)

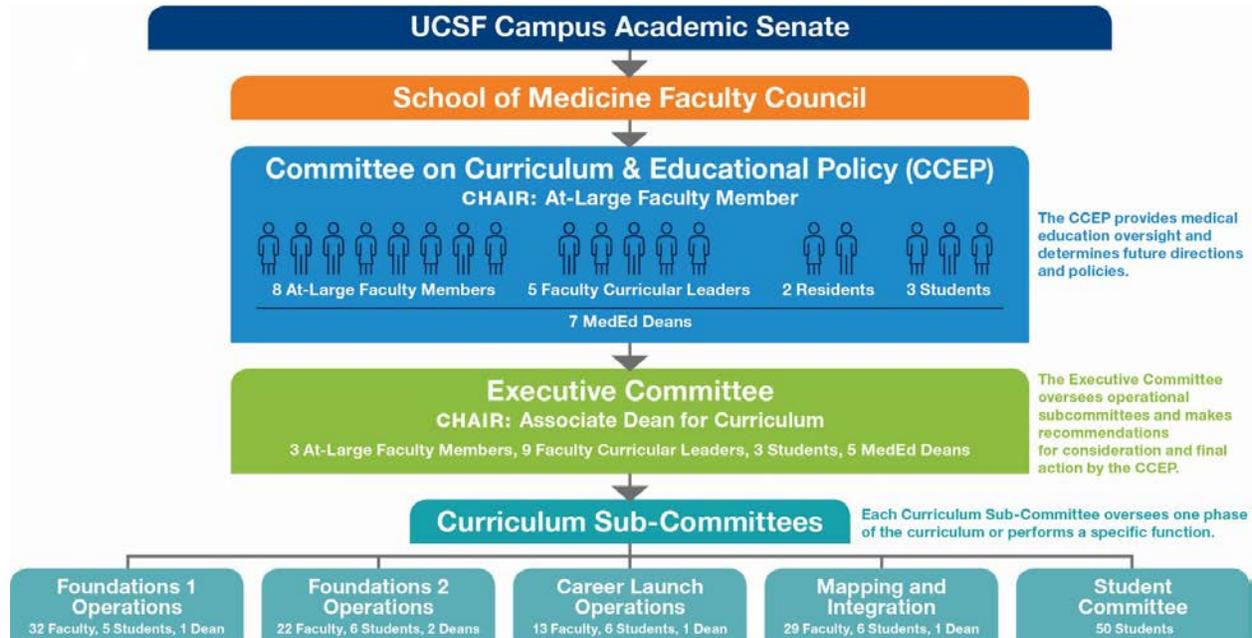
Introduction

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Foundations 2 Operations Charge

This charge document describes the role and responsibilities of the Foundations 2 Operations (F2 Ops) Committee. Beginning August 1, 2017, the F2 Ops Committee will report to the Executive Committee and will be responsible for overseeing the operations, procedures and quality improvement of the Foundations 2 phase of the curriculum, including all elements within this phase (FS in F2 Days, Core Clerkships, Clinical Immersion Experiences (CIEx's), Inquiry, and ARCH weeks). The F2 Ops Committee has the authority to recommend procedural and content changes related to the Foundations 2 phase of the curriculum, within the scope of existing curricular policies and in alignment with the program objectives. Any proposed program, policy, and significant course scheduling changes are to be vetted by the Executive Committee with consideration of the appropriateness of the proposed action in the context of the overall curriculum, service to students, and School of Medicine and University missions.

The diagram below demonstrates the reporting relationship of the 4 Operations subcommittees of the Executive Committee.



Foundations 2 Operations Committee Charge (updated 9/2020)

The management of Program Evaluation resides with the Director of Program Evaluation and the evaluations team. Relevant program evaluation data/reports will be shared across the appropriate governance committees as part of the CQI process.

The specific responsibilities of the F2 Ops Committee, as charged by the Executive Committee are to:

1. Monitor (as scheduled) the following LCME standards to help ensure the compliance of the School of Medicine in the Foundations 2 phase of the curriculum:

Standard 6.2: Required Clinical Experiences

Standard 6.4: Inpatient/Outpatient Experiences

Standard 8.6: Monitoring completion of Required Clinical Experiences

Standard 8.8: Monitoring Student Workload

Standard 9.3: Clinical Supervision of Medical Students

Standard 9.4-1: Observation of Clinical Skills

Standard 9.7: Formative Assessment and Feedback

Standard 9.8: Fair and Timely Assessment

2. Monitor curricular operations, execution of policies, and maintenance of quality and appropriate distribution of curricular content in the Bridges Curriculum within the Foundations 2 phase and its elements;
3. Ensure that students experience a consistent and integrated learning experience across courses in Foundations 2 including a manageable workload;
4. Promote and oversee ongoing curricular innovations within the Foundations 2 phase, ensuring consistency with the vision and goals of the Bridges Curriculum with a focus on continuous quality improvement;
5. Collaborate with other subcommittees to maintain and improve horizontal and vertical integration of content throughout all curricular elements in Foundations 2 and across the other curriculum phases, especially in Foundations 1;
6. Review Course and Clerkship (CCPR) Summary Reports for Foundations 2 courses with CCPR Teams to inform the quality improvement plans for courses;
7. Work with the Technology Enhanced Education (TEE) unit to integrate effective and efficient digital curriculum that enhances student mastery of the Foundations 2 curriculum.
8. Communicate issues, questions or concerns to appropriate subcommittees, the Executive Committee, or associate dean in a timely manner;
9. Deliberate on issues that are presented to the F2 Ops Committee and provide recommendations/response to the person or committee that requested the F2 Ops feedback.

Membership:

The F2 Ops Committee is comprised of the Clerkship Directors for all of the core clerkships. The Director of the FS in F2 Days, faculty leaders in the clerkships, students, and evaluation team representative, among others. The F2 Ops Committee is chaired by a faculty Clerkship leader

Foundations 2 Operations Committee Charge (updated 9/2020)

and stewarded by the lead F2 staff member. The Associate Dean for Curriculum will be a member of this Committee and provide leadership support to the Chair as needed.

Meetings:

The F2 Ops Committee will meet monthly and the Chair will represent the committee and present any critical issues at the monthly Executive Committee meeting.

Career Launch Operations Committee Charge (Updated 9/2020)

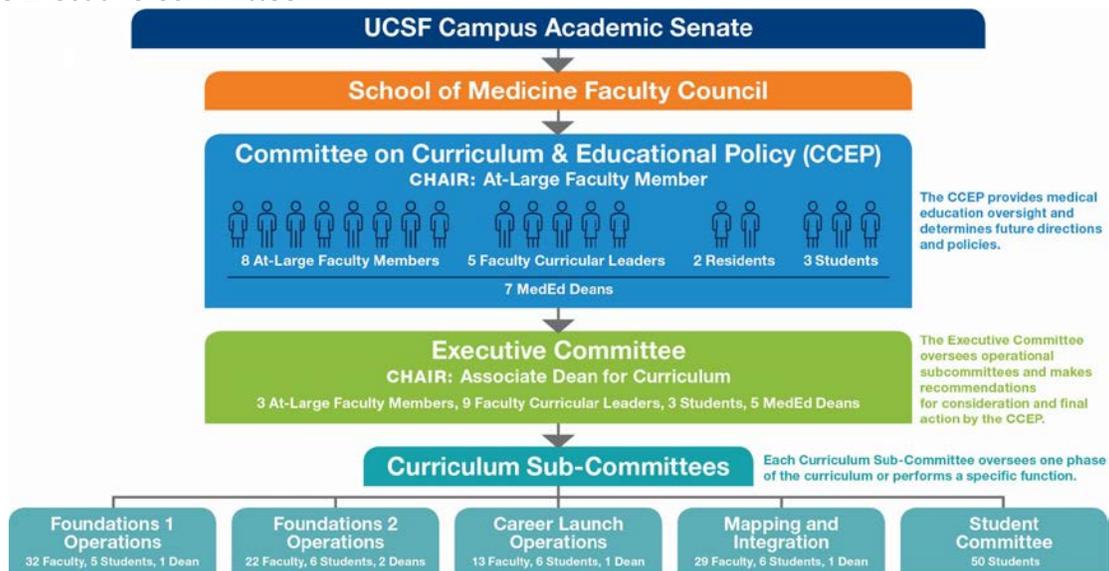
Introduction

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Career Launch Charge

This charge document describes the role and responsibilities of the Career Launch Operations (CL Ops) Committee. Beginning August 1, 2017, the CL Ops Committee will report to the Executive Committee and will be responsible for overseeing the operations, procedures and quality improvement of the Career Launch phase of the curriculum, including all elements within this phase (Clinical Electives, Ambulatory Care Experiences (TRACE), Inquiry Deep Explore and CODA). The CL Ops Committee has the authority to recommend procedural and content changes related to the Career Launch phase of the curriculum, within the scope of existing curricular policies and in alignment with the program objectives. Any proposed program, policy, and significant course scheduling changes are to be vetted by the Executive Committee with consideration of the appropriateness of the proposed action in the context of the overall curriculum, service to students, and School of Medicine and University missions.

The diagram below demonstrates the reporting relationship of the 4 Operations subcommittees of the Executive Committee.



The management of Program Evaluation resides with the Director of Program Evaluation and the evaluations team. Relevant program evaluation data/reports will be shared across the appropriate governance committees as part of the CQI process.

Career Launch Operations Committee Charge (Updated 9/2020)

The specific responsibilities of the CL Ops Committee, as charged by the Executive Committee are to:

1. Monitor (as scheduled) the following LCME standards to help ensure the compliance of the School of Medicine in the Career Launch phase of the curriculum:

Standard 11.3: Oversight of Extramural Electives

Standard 11.3: System for collecting evaluations from extramural rotations

Standard 11.3: Extramural elective student assessment used by school

2. Monitor curricular operations, execution of policies, and maintenance of quality and appropriate distribution of curricular content in the Bridges Curriculum within the Career Launch phase and its elements;
3. Ensure that students experience a consistent and integrated learning experience across courses in Career Launch including a manageable workload;
4. Promote and oversee ongoing curricular innovations within the Career Launch phase, ensuring consistency with the vision and goals of the Bridges Curriculum with a focus on continuous quality improvement;
5. Collaborate with other subcommittees to maintain and improve horizontal and vertical integration of content throughout all curricular elements in Career Launch and across the other curriculum phases, especially in Foundations 2;
6. Review Course and Clerkship (CCPR) Summary Reports for Career Launch courses with CCPR Teams to inform the quality improvement plans for courses;
7. Work with the Technology Enhanced Education (TEE) unit to integrate effective and efficient digital curriculum that enhances student mastery of the Career Launch curriculum.
8. Communicate issues, questions or concerns to appropriate subcommittees, the Executive Committee, or associate dean in a timely manner;
9. Deliberate on issues that are presented to the CL Ops Committee and provide recommendations/response to the person or committee that requested the CL Ops feedback.

Membership:

The CL Ops Committee is comprised of the clinical faculty leaders, the Director of Inquiry, students, staff, and evaluation team representative, among others. The CL Ops Committee is chaired by a clinical faculty leader and stewarded by the lead CL staff member. The Associate Dean for Curriculum will be a member of this Committee and provide leadership support to the Chair as needed.

Meetings:

The CL Ops Committee will meet monthly and the Chair will represent the committee and present any critical issues at the monthly Executive Committee meeting.

Mapping and Integration Committee Charge (updated 9/2/2020)

Introduction

The Bridges Curriculum is designed to produce physicians for the 21st Century who improve health and reduce suffering. To govern this new complex curriculum, the Medical Education Leadership and the Committee on Curriculum and Educational Policy developed a governance structure that streamlines communication across committees, improves curricular integration, and incorporates the responsibilities and management of all new and existing components of the curriculum. The structure aims to be inclusive of students, clinical and basic science faculty, as well as staff and administrative leadership.

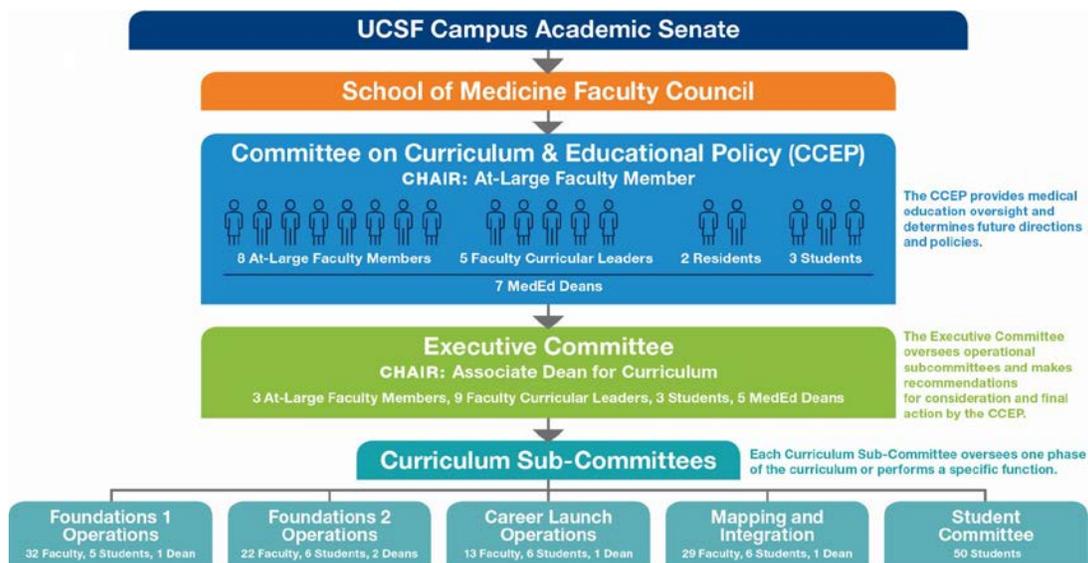
Mapping and Integration Charge

The Mapping and Integration Committee is charged by and thereby reports to the Curriculum Executive Committee. This charge document describes the role and responsibilities of the Mapping and Integration Committee. Beginning September 1, 2017, the committee will be responsible for overseeing the longitudinal stewardship and tracking of curriculum topics (i.e. themes, disciplines) including the identification of gaps and redundancies:

The specific responsibilities of the Mapping and Integration Committee are to:

1. Develop and implement an evidenced-based approach to steward curriculum topics, including the UCSF49, throughout the three phases of Bridges;
2. Monitor compliance of LCME topic requirements throughout the curriculum;
3. Recommend strategies to address gaps and redundancies in topic areas by working with the curriculum governance operations committees listed below.
4. Develop a process for ongoing systematic review of topics that facilitates continuous improvement and correlates with the Course and Clerkship Program Review (CCPR).

The following diagram shows the Curriculum Governance structure:



Mapping and Integration Committee Charge (updated 9/2/2020)

The management of Continuous Quality Improvement and Program Evaluation resides with the Director of Program Evaluation and Continuous Quality Improvement and the evaluations team. Relevant program evaluation data/reports will be shared across the appropriate governance committees as part of the CQI process.

The specific LCME standards that the Mapping and Integration Committee is responsible for are:

Standard 8.3c,d: Curricular Design, Review, Revision, **Content Monitoring**

Standard 7.1: Biomedical, Behavioral, Social Sciences

Standard 7.2: Organ Systems/Life Cycle/Primary

Care/Prevention/Wellness/Symptom/Signs/Differences/Differential Diagnosis/Treatment

Planning/Impact or Behavioral and Social Factors

Standard 7.5: Societal Problems

Standard 7.6: Cultural Competence and Disparities

Standard 7.7: Medical Ethics

Membership:

The Mapping and Integration Committee is comprised of topic curators, student representatives, the Associate Dean for Curriculum, a representative from the Curriculum Evaluation Team, Technology Enhanced and Education team, and medical school librarian. The committee will be led by a faculty chair and staff steward. The Chair will also serve as a member of the Curriculum Executive Committee.

Meetings:

The Mapping and Integration Committee will meet monthly and the chair will liaise with other committees through the Executive Committee meetings to facilitate cross-committee communication and collaboration.