



**Charles R. Drew University of Medicine and Science**  
*"A Private University with a Public Mission"*  
**College of Medicine - MD Program**

<b>EDUCATIONAL POLICY AND CURRICULUM COMMITTEE POLICY</b>
<b>CDU Policy 318.1a</b>
<b>Issuing Officer:</b> Dean of College of Medicine
<b>Responsible Office:</b> College of Medicine
<b>Date Approved by the Faculty Executive Board:</b> June 23, 2021
<b>Date of Dean's Final Approval:</b> June 24, 2021
<b>Revised Date/Review Date (at least 3 years from Effective Date):</b> To be reviewed June 23, 2023
<b>Supersedes (if necessary):</b> N/A

**POLICY STATEMENT**

The College of Medicine (COM) Educational Policy and Curriculum Committee (EPCC) is the committee charged to represent the faculty to oversee the medical education program as a whole and has responsibility for the overall design, management, integration, evaluation, and enhancement of a coherent and coordinated medical curriculum.

The EPCC will formulate and periodically review the educational program objectives for the undergraduate medical education. The EPCC will review and revise the medical school curriculum, including the scheduling of courses, clerkships and didactic series. In addition, the EPCC is responsible for evaluating all courses and clerkships of the undergraduate medical education curriculum to ensure achievement of the approved course/clerkship objectives and that they follow COM's overall educational program objectives.

**EPCC CHARGE**

1. Ensures the integrated institutional responsibility for the overall design, management, evaluation, and central oversight of a coherent, efficient, coordinated curriculum, including curriculum coordination, development, objectives, content and methods of evaluation.
2. Define the objectives of the educational program for the MD degree.
3. Ensures the medical education program as a whole is designed to achieve coherence and coordination via logical sequencing of the various segments of the curriculum coordination and integration of content within and across the academic periods of study.
4. Develop and implement policies regarding the amount of time medical students spend in required activities, including contact hours and time in clinical clerkships rotations.
5. Determine the types of patients, clinical conditions, and appropriate clinical setting for education experiences, along with expected level of medical student responsibility.
6. Regularly evaluate and, when necessary, modify the curriculum, student experiences, and methods of student assessment to ensure that the objectives of each student and course, as well as the overall medical education program are achieved.
7. Maintain minutes and implement methods that invite input from all faculty on the curriculum, draft policies, and actions of the EPCC.
8. Maintain compliance with LCME standards.

**SOURCE OF AUTHORITY**

The EPCC is the designated Curriculum Committee of the COM of Charles R. Drew University of Medicine and Science (CDU). Members to the EPCC shall be recommended by the Faculty Executive Board (FEB), department chairs, and the faculty based on their expertise of curriculum design, instructional methods, and evaluation. All members must be CDU faculty members.

**COMPOSITION OF THE EDUCATIONAL POLICY AND CURRICULUM COMMITTEE**

The EPCC shall be composed of 20 voting members and 11 non-voting members. The faculty members shall be chosen for their active interest and experience in undergraduate medical education and shall collectively represent the broad range of the basic and clinical sciences. They are expected to be advocates for the curriculum at large rather than representatives of specific departments or divisions.

- Voting Members
  - EPCC chair (appointed by the dean in consultation with the FEB and only votes in the case of a tie)
  - EPCC vice chair (elected by the FEB)
  - 7 faculty members (elected by the FEB)
  - 1 community faculty member (elected by the FEB)
  - 2 basic science course directors
  - 2 clerkship directors
  - Director, Longitudinal Research/Thesis Program
  - Director, Simulation Center
  - 1 COM Academic Senate faculty representative
  - Student representatives – 3 voting/5 non-voting (2 students per year elected by the members of their respective classes with MS2, MS3, and MS4 having 1 student vote per year = 3 votes)
- Non-Voting Ex-Officio Members
  - Senior Associate Dean, Academic Affairs
  - Senior Associate Dean, Student Affairs & Admissions
  - Assistant Dean, Medical Education
  - Executive Director, Faculty Development & Assessment
  - Director, Library Science
  - Senior Director, Learning Skills

**SUBCOMMITTEES OF THE EPCC**

It is the responsibility of the EPCC to oversee the medical education program. All standing and special committees of the EPCC will provide recommendations to the EPCC but will not act independently.

- Standing Committees: The EPCC shall have 4 Standing Committees
  1. *Pre-clerkship Phase Subcommittee*: Responsible for overseeing the content and consistency of the pre-clerkship required courses (phase 1 and 2) including collecting, collating, and reviewing data required by pre-clerkship courses. The subcommittee will report to the EPCC and make proposals about these matters. The subcommittee chair was appointed by the EPCC chair in consultation with the dean and the FEB. The membership will include the course directors of the pre-clerkship curriculum, director of intersessions, director of medicine & society, director of research education, and director of clinical education.
  2. *Clerkship Phase Subcommittee*: Responsible for overseeing the content and consistency of the clerkship required courses (phase 3 and 4) including collecting, collating, and reviewing data required by clerkship courses. The subcommittee will report to the EPCC

and make proposals about these matters. The subcommittee chair was appointed by the EPCC chair in consultation with the dean and the FEB. The membership will include the clerkship directors, director of medicine & society, director of research education, director of clinical education, and director of simulation education.

3. *Student Workload Subcommittee*: Responsible for monitoring data and drafting policies for EPCC approval on student workload, duty hours, and independent study time. The subcommittee will report to the EPCC. The subcommittee chair was appointed by the EPCC chair in consultation with the dean and the FEB. The membership will include the director of assessment, representative from Student Affairs, and three members of the EPCC.
  4. *Elective Subcommittee*: Responsible for fourth-year electives and oversight of the fourth year (phase 4) curriculum. The subcommittee will report to the EPCC and make proposals about these matters. The subcommittee chair was appointed by the EPCC chair in consultation with the dean and the FEB. The membership will include three members of the EPCC and the residency program director or associate director.
- Special Committees: The EPCC may appoint Special Committees (i.e., Ad Hoc Committees and Task Forces), as the need arises. The following must be clearly articulated in writing for any Special Committees:
    - A written charge
    - Specific outcomes or charges to be delivered
    - Beginning date and expected date of completion (Ad Hoc committees shall disband at completion of their charge)
    - Appointment of a chair for the subcommittee
    - Identification of support/administrative staff (if needed)
    - Identification and approval of budget resources (if needed)

## PROCEDURES

- Faculty member vacancy positions on the EPCC are voted on by the FEB. All COM faculty will be notified by the EPCC Chair of available positions on the EPCC. Faculty may be nominated or submit themselves for a position.
- The EPCC Chair and Vice Chair are appointed for four-year terms and can be reappointed for one additional four-year term.
- Faculty member terms last for four years and may be renewed for a total of eight years. Terms will be staggered to provide continuity.
- The EPCC will have the authority to broadly direct courses, contact time, pedagogy, and assessment. The EPCC will be responsible for overall review and coordination of the curriculum and its content. Course directors and faculty will be given notice and opportunity to bring concerns to the EPCC and engage in dialogue about these issues. Ultimately, course directors and faculty are accountable to the EPCC and the Dean.
- The EPCC will provide reports to the FEB at least quarterly and will provide access to EPCC minutes.
- Recommendations for a major change to the curriculum, defined as a new course, elimination of an existing course, changes in contact time greater than 25% over the course of a year or more, expansion of class size, grading scheme, new tracks or programs, must be brought to the FEB for consultation, discussion and recommendation to secure additional faculty participation through this representative body. The FEB serves in an advisory capacity to the EPCC and Dean when engaged to participate in this review and discussion.

- The EPCC shall submit semi-annual reports to the faculty as a whole at the semi-annual faculty meetings.
- Standing committees shall submit minutes to the EPCC after each meeting and the chairs of the respective standing committee shall present the report for final approval by the EPCC at least quarterly or as needed for follow-up of supplemental reports requested by the EPCC.

**VOTING AND QUORUM GUIDELINES**

- A traditionally defined quorum (50% of committee voting membership) must be present for the usual work of the committee. “Present” means taking part in the live committee conversation around issues, whether in person or remote via technology.
- A “change quorum” must be present (75% of voting membership) for major changes, such as adding or removing courses and clerkships, altering significantly how students are graded/evaluated and other large curricular changes as designated by the chair of the curriculum committee. For “change quorum” votes, 2/3 of members must vote in favor of the change.

**DEFINITIONS**

Integrated institutional responsibility: Oversight by an appropriate central institutional body (commonly a curriculum committee) of the medical education program as a whole. An effective central curriculum authority exhibits the following characteristics: 1) participation by faculty, students, and administrators; 2) the availability of expertise in curricular design and methods of instruction, student assessment, and program evaluation; and 3) empowerment, through bylaws or decanal mandate, to work in the best interests of the medical education program without regard for parochial or political influences or departmental pressures. (LCME Element 8.1)

**RELATED INFORMATION**

- Bylaws of Charles R. Drew University of Medicine and Science, College of Medicine
- LCME Standards, Publications, & Notification Forms <https://lcme.org/publications/>

Review History:	Change Description:
5/3/2023	Updated with new university policy number and upcoming review date which is two years from approved date