

CI Season Opens Soon, and Getting Started!

Curriculum Inventory (CI) Upload 2020

The [CI Portal](#) will open for data uploads beginning August 1, 2020! As previously mentioned, all participating schools will be automatically given an extension through Friday, October 23, 2020. You may receive automatic emails with a due date of September 30, but the deadline has been extended this year due to the unique circumstances COVID-19 has caused. It's important also to remind you that participation in the AAMC CI is strictly voluntary so if your school cannot commit resources to the project this year, it is okay and hope we can continue to support you during this challenging time. [Resources for Medical Schools during the COVID-19 Pandemic](#) offers a lot of the projects, guidelines, and resources the AAMC medical education team has coordinated.

If you are going to participate in the 2020 upload season or just wondering how to document the change in your curriculum due to COVID-19, please see the following resources:

- [CI Newsletter July 13, 2020](#) (second half of the newsletter relates to the upload season)
- [CI Newsletter May 14, 2020](#)
- [Building Better Curriculum webinar July 8, 2020](#) (second half of the webinar)

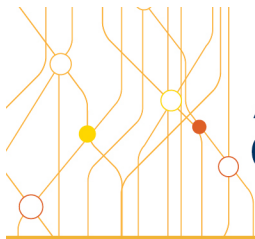
Questions about how to document your CI, especially given COVID-19, can be sent to ci@aamc.org.

Building a Curriculum Inventory (CI) – Getting Started!

As I noted in the previous CI newsletter when I announced the new AACOM/AAMC partnership, a section of our newsletters will feature tips and tasks we are sharing with AACOM members to get them “upload ready” by August 2021. We are calling this section, “Building a Curriculum Inventory (CI).” Each chapter will start with a list of highlights, followed by the chapter’s body of text, related materials and suggested tasks, and end with a list of key questions. There is more than one “right” way to build a CI, and while this approach is not the only approach a school may take in building their CI, we’re hopeful that going through each chapter and its related questions and tasks will help schools building a CI from scratch, or schools wanting to take a fresh look and approach to their CI.

For newer AAMC member schools and even longtime CI upload participants, we think there are valuable insights that might be gleaned from sharing this content with you, too. The first installment, probably quite logically, is focused on getting started.

Chapter 1: Getting Started



What is a curriculum inventory (CI)? A CI is essentially a data collection – it is the documentation of a school's curriculum and can include many data fields. The CI collects data typically found in a learning management system (LMS), such as courses, events, timing, learning objectives, and more.

- Watch: [AAMC CI Orientation video](#).

Chapter 1 Highlights

1. Motivations and goals for your CI
2. CI data to collect
3. Internal operations to support your CI

Motivations and goals from your CI

There are many reasons a school builds and maintains a CI. Schools' chief motivation for building a CI is often accreditation, although there are many other purposes a CI can serve, including program and course evaluation, evidence-based curriculum change, curriculum integration and alignment, and more.

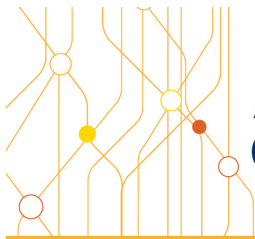
It will be helpful for your school to identify why you are building a CI – is it only for accreditation? Are there other goals you wish your CI to serve? Outlining the motivations and goals for your school's CI will help guide the choices you make and resources you will need as you work through building your CI.

- Read: [Making the Case for Curriculum Documentation](#)
- **Task #1:** Identify your school's goals for your CI, and share the orientation video and "Making the Case for Curriculum Documentation" with your school's stakeholders.

CI data to collect

The AAMC CI collects curriculum data from the *previous* academic year, so building a CI is the kind of project a school would start *the year before* they wish to upload their CI data to AAMC. For example, in August 2021, the AAMC CI collects schools' data on curriculum which occurred July 1, 2020 through June 30, 2021.

From a technical standards perspective, some AAMC CI data fields are required and others are optional. However, documenting some optional data fields may be critical to your school's CI goals. It may be helpful to first outline all the required elements of your CI based on the technical standards, and then prioritize the optional data fields, noting which ones help meet your school's CI goals. Please note that some optional data fields are necessary to populate your schools Verification Report, which is the report each school receives after successfully uploading to the AAMC CI.



- Visit & Explore: CI technical components on our [Resources for CI Developers webpage](#).
- View: Sample Verification Report on the [Resources to Use Your CI Effectively webpage](#).
- **Task #2**: Develop an outline of the required elements of your CI based on the technical standards and which optional data fields, especially those visible in verification report, you might want to include in your data collection to meet your goals.

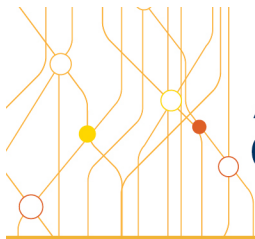
Internal operations to support your CI

Collecting CI data, ensuring it is accurate and complete, choosing the technical platform to house the CI...all these steps will be a large-scale project over time. From an operations standpoint, it will be helpful to marshal resources, people, and time for this project. There may be individuals with some curriculum leadership responsibilities, but not direct responsibility for your school's CI. A team of people who contribute to your school's CI and have distinct roles on the AAMC CI platform includes:

1. The first team member to identify is your **Curriculum Dean**. This person should be someone familiar with the curriculum overall, as one of their key responsibilities will be verifying your school's Verification Report to complete the CI upload process with AAMC.
2. Your school will also need to identify a **CI primary admin** – this is a person who is involved in the nitty gritty of the CI, and is typically someone who a curriculum management, curriculum IT, or curriculum director role.
3. You can also designate faculty and staff as **CI viewers** – this role gives individuals view-only (rather than edit) access so they can monitor your school's progress and view reports.

Next it will be important to identify who else will need to be on your CI team, and who will need to be informed about your CI's progress. There may be faculty and staff at your school who already collect CI data, such as curriculum coordinators and course directors. While a curriculum coordinator may be able to hand off course content to a centralized database, there will need to be some degree of central oversight to help ensure that curriculum documentation practices across courses and people are consistent. The amount of staffing and time your CI requires in this initial year is likely more than the amount of staffing and time it will take in subsequent years to maintain it, although some degree of faculty and staff FTE will be necessary to maintain the CI over time.

- Read: The official AAMC CI roles in the [CI Portal User Guide](#), beginning on page 5.
- **Task #3**: Please send an email to ci@aamc.org to:
 - i. List your school's curriculum dean
 - ii. List your school's CI primary admin
 - iii. List your school's CI viewers
- **Task #4**: Make your CI an institutional/school goal and integrate the goal into all identified CI team members individual performance goals this year.



In addition to formal staffing roles to support the CI, you will need a technical platform which meets the AAMC CI standards. Schools can create an institutionally developed system or choose to work with a third-party vendor. We will discuss the technical platform of your CI in our next newsletter. A list of AAMC CI participating vendors is available on our [Resources for CI Developers webpage](#). It may be that a software program your school already has offers CI services. It will be important to consider your technical platform (e.g., server hosting, subscription service, staffing to manage the software, etc.) in your budget.

Chapter 1 key questions

1. What are our motivations for having a CI? What do we want our completed CI to be able to do? Essentially, what are our goals for our CI?
2. After reviewing the required AAMC CI data fields (see the CI technical specifications on the [Resources for CI Developers webpage](#)), what are the data fields (including required and optional data fields) that we must collect in order to meet our CI goals?
3. Who will be our school's official curriculum dean for the AAMC CI? Who will be our CI primary admin? Who needs CI viewer access? See the [CI Portal User Guide](#), beginning on page 5, for more detail on CI roles.
4. Who at our school may hold or collect CI-related data currently? It will be helpful to keep a list.
5. Who at your school will need to be on your CI team? Who at your school needs to be informed about your CI's progress?
6. Share the AAMC [CI orientation video](#) and CI Newsletter "[Making the Case for Curriculum Documentation](#)" discussed above with your CI team and consider sharing this project with other key faculty and stakeholders so they are aware this project is underway.
7. What is our budget for staffing and technical support?

As questions arise, please feel free to reach out to ci@aamc.org.

Onward!

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Association of American Medical Colleges

www.aamc.org/cir