



2026-2027
Teaching and Learning Curriculum (TLC)
Program Overview

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Purpose

To provide PGY-1 and PGY-2 Pharmacy Residents and independent participants with opportunities to:

- Increase knowledge about teaching and learning, assessment, and academia.
- Exercise teaching skills in the classroom and experiential setting.
- Develop a philosophy of teaching.
- Prepare a teaching portfolio.

Participants will be able to select between two tracks of the Teaching and Learning Curriculum (TLC) Program, based on their level of teaching experience and their interest in pursuing a career in academia. See pages 5-6 for a detailed description of each track.

- **Track 1:** Introduction to Teaching and Learning
- **Track 2:** Exploring a Career in Academic Pharmacy

Program Length

The program length is one year and must be completed prior to the end of residency training (June 30, 2027).

Certificate

Each participant who completes all required program activities (as outlined in this document) will be awarded a certificate of completion from the Department of Pharmacy Practice at the Northeast Ohio Medical University (NEOMED) College of Pharmacy. Teaching portfolios will be reviewed by the participant's teaching advisor and the TLC Program Director for completeness prior to delivering the certificate. Each Residency Program and participants will receive an electronic copy of the certificate.

College of Pharmacy Appointment and Resource Access

Participants will complete the requisite paperwork for faculty appointment as Clinical Instructor of Pharmacy Practice. As faculty, the participant will have access to the University's course management system (Canvas) and extensive library resources.

Program Director and Faculty Instructors

The Program Director is M. Petrea Cober, PharmD, MEd, BCNSP, BCPPS, FASPEN, Professor of Pharmacy Practice and Director of Professional and Workforce Development (mcober@neomed.edu). Additional NEOMED College of Pharmacy faculty will serve as instructors and resources for participants during the program.

Teaching Advisors

All participants must have a teaching advisor identified at the start of the TLC Program. If possible, the teaching advisor for participants should be located at the residency program (e.g., the participant's program director or a preceptor in the residency program).

It is recommended that the teaching advisor for participants in Track 2 (Exploring a Career in Academic Pharmacy) have a current faculty position (or a history of teaching experience) at a College of Pharmacy. In the situation where a residency program is unable to provide a Track 2 teaching advisor who meets these criteria, the College of Pharmacy faculty Course Directors (and Co-Course Directors, if applicable), will assist and serve as a resource for Track 2 lecture, assessment preparation, and feedback.

The role of the teaching advisor is to provide additional support throughout the TLC Program and to assist with verification of the participant's completion of all required program components. The teaching advisor and participant should meet periodically (at least quarterly) to review upcoming and completed teaching activities. The teaching advisor and participant must complete the Teaching and Learning Curriculum (TLC) "Verification of Program Completion Form" (APPENDIX A).

General Expectations of the Track 1 and Track 2 Teaching Advisor

- Review the participant's schedule for the TLC Program modules and assigned teaching.
- Ensure that the participant has the necessary time and support to review the TLC module content, attend TLC meetings (on the NEOMED campus and/or virtual), prepare for teaching activities, and participate in assigned teaching.
- Ensure that the participant can gain experience as co-preceptor for an Advanced Pharmacy Practice Experience (APPE) or an Introductory Pharmacy Practice Experience (IPPE) at the residency site.
- Review and verify the participant's completion of TLC Program requirements (using the **Verification Form, APPENDIX A**) and assigned teaching activities (using the **Teaching Experience Log, APPENDIX B**), teaching philosophy, and teaching portfolio at the end of each residency quarter.
- Review the participant's self-evaluations, student evaluations of the participant's teaching (if applicable), and teaching advisor/faculty evaluations (if applicable), following a teaching assignment and at least quarterly.
- Provide the participant with an evaluation of performance/feedback after a teaching activity, when possible, and if applicable to the assignment (see **Evaluation Process on page 10** for required and recommended evaluations).
 - Residency programs may also choose to provide a quarterly evaluation of the participant's participation in the TLC Program in PharmAcademic as part of a longitudinal "Teaching" or "Education" residency learning experience (note that this is not a requirement of the TLC Program). Residency programs may contact the TLC Program Director if assistance is needed with selecting the PharmAcademic goals and objectives to evaluate the learning experience.

Additional Expectations of the Track 2 Teaching Advisor (for large group lectures at NEOMED)

- Ensure the participant is aware of his/her role in the assigned teaching experience, the objectives of the assigned teaching session, what material is to be covered, and what level of detail/depth is expected.
- Ensure that the content prepared by the participant is at an appropriate level for the learner, in an acceptable format, and meets assignment deadlines (see assignment timeline for a large group lecture teaching activity below).
- Review and suggest revisions (if necessary) for teaching materials and assessment questions prepared by the participant (if applicable to the assignment).
 - Contact information for the course director (and co-course director, if applicable) is provided with the participant’s teaching schedule; all participants and teaching advisors are encouraged to contact the course director/co-director for assistance and/or questions related to preparation or content for a lecture teaching activity.
 - For participants in Track 2 who do not have a NEOMED faculty member assigned as a teaching advisor, the faculty course director/co-director will review and provide feedback on the lecture and assessment questions prepared by the participant (if applicable to the assignment); the participant is required to follow the lecture timeline outlined below to allow an appropriate amount of time for faculty feedback and participant revision. If a participant in Track 2 is co-teaching a lecture with a NEOMED faculty member, this review and feedback will be provided by the faculty member who is scheduled to co-teach with the participant.
- Provide the participant with an evaluation of performance/feedback after a large group lecture
 - For participants in Track 2 who do not have a NEOMED faculty member assigned as a teaching advisor, the participant may request the faculty course director/co-director and/or the TLC Program Director to review the lecture (in person or via Zoom or video, when available) and complete an evaluation. If a participant in Track 2 is co-teaching a lecture with a NEOMED faculty member, this evaluation will be completed by the faculty member who is scheduled to co-teach with the participant.
- Review and discuss all evaluations (participant self-evaluation; teaching advisor/faculty evaluation, and student evaluations) with the participant after a large group lecture teaching activity.

Large Group Lecture Teaching Activity Assignment Timeline

Table 1: Large Group Lecture Teaching Activity Assignment Timeline

Time Period	Activity
8 to 12 weeks prior to teaching	Review session logistics (e.g., date, time, learner level, topic)
6 to 8 weeks prior to teaching	Review of participant learning objectives and teaching session outline. Learning objectives and outline may be sent to NEOMED course director for review
4 to 6 weeks prior to teaching	Review of participant draft teaching materials and assessment items (e.g., quiz or examination questions)
3 to 4 weeks prior to teaching	Review of participant final assessment items (e.g., quiz or examination questions). Assessment items are sent to NEOMED course director at least 3 weeks prior to the assessment for review and potential revision ¹

1 to 3 weeks prior to teaching	Review of participant final teaching materials. Teaching materials are sent to NEOMED course director at least 1 week prior to lecture delivery (if obtaining course director/co-director feedback, teaching materials must be sent 3 weeks prior to teaching for review and potential revision) ¹
Within 1 week after teaching	Review of participant teaching evaluations (self, student, and advisor/faculty)

¹ Note that teaching materials and assessment items may be required sooner; check with the course director for details and revise the timeline above as needed.

Not all teaching assignments in Track 2 will require all the items listed in the table above to be completed by the participant. For example, if the participant is participating in a workshop that has already been designed by the course director, they will most likely not be preparing session objectives, teaching materials, and assessment questions. Alternatively, in a traditional lecture environment, all the above may apply. **Therefore, the participant and the course director for the teaching assignment should discuss which of the above items may or may not apply to each individual teaching assignment.**

Teaching and Learning Curriculum (TLC) Program Organization and Requirements

Two-Track Program

There are two tracks available for participants of the NEOMED TLC Program. Below is a summary table of the two-track system.

Table 2: TLC Tracks

	Track 1 (Introduction to Teaching and Learning)	Track 2 (Exploring a Career in Academic Pharmacy)
Track description	Designed for participants with little to no teaching experience and/or an <u>interest in gaining foundational knowledge and skills in teaching and learning</u>	Designed for participants with some teaching experience and/or an <u>interest in exploring an academic career path</u>
Who is eligible?	Open to <u>all</u> participants	<u>Limited</u> ¹ based on available teaching opportunities and submission of Participant letter of interest by <u>June 5, 2026</u>
What teaching and learning content is required?	<u>Four required</u> modules (see schedule on pages 7-8) Participant may choose to participate in 2 optional modules Personal teaching philosophy Electronic teaching portfolio NEOMED Preceptor Training Programs	<u>Five required</u> modules (see schedule on pages 7-8) Personal teaching philosophy Electronic teaching portfolio NEOMED Preceptor Training Programs

	Track 1 (Introduction to Teaching and Learning)	Track 2 (Exploring a Career in Academic Pharmacy)
What teaching experiences are included?	Experiential teaching at the residency site ² Assessment activities and grading Small group teaching ³ Tutoring activities ⁴ Large group lectures are <u>optional</u> ⁵ (and based on availability) <i>Opportunities for asynchronous teaching (pre-recorded videos) may also be available</i>	Experiential teaching at the residency site ² Assessment activities and grading Small group teaching ³ Tutoring activities ⁴ Large group lectures are <u>required</u> ⁵ <i>Opportunities for asynchronous teaching (pre-recorded videos) may also be available</i>
Is a teaching advisor required? (see detail on pages 3 and 4)	Yes (Participant's program director or a preceptor in the residency program)	Yes (Participant's program director or a preceptor in the residency program; <u>a teaching advisor with a current faculty position or a history of teaching experience is recommended</u>)

¹ All participants interested in Track 2 must submit a personal statement in their onboarding survey. Preference may be given to PGY2 Residents and those programs that have participated in the teaching certificate program for 5 or more years and have made the teaching experience a core focus of their residency program. Participants should discuss their decision to participate in Track 2 with their Residency Program Director prior to submitting their onboarding survey.

² Review the Experiential Teaching requirements for the TLC Program on page 8.

³ Small group teaching = facilitating a small group of learners (typically using content that has already been created; usually does not include developing session objectives and assessment items/activities; may include an evaluation of the learner during the activity).

⁴ Tutoring activities= facilitating two tutoring sessions with the Learning Center (including developing the tutoring plan and materials).

⁵ Large group lectures = owning the creation and delivery of a lecture (includes developing the session learning objectives, lecture outline and teaching plan, lecture slides, active learning activities, and assessment items for quiz and/or exam).

Teaching and Learning Themes and Content

Content for the TLC Program will be delivered during required in-person meetings, and limited pre-recorded video content will be released 2 to 4 weeks prior to scheduled meetings. It is recommended that the residency program provides the participant with designated time to review the pre-recorded video content.

Table 3: TLC Program Schedule

Date	Module Theme and Example Content ¹	Required or Optional
Thursday, July 16, 2026 (8:00 am to 5:00pm) Meeting will be held at NEOMED	Module 1: Introduction to Teaching and Learning <ul style="list-style-type: none"> TLC Program Overview NEOMED Curriculum Overview NEOMED Tutoring Program Teaching Philosophy SOAP Note Grading Workshop Creating Assessment Items 	Required for Track 1 and Track 2
Thursday, August 13, 2026 (8:30am to 5:00pm) Meeting will be held at NEOMED	Module 2: Teaching and Assessment <ul style="list-style-type: none"> Large group Lectures Learning Styles and Teaching Application Small group Discussions and Facilitation Writing Learning Objectives Active Learning Assessment of Learning 	Required for Track 1 and Track 2
Thursday, October 15, 2026 Meetings will be held at NEOMED	Morning Session: 8:30am – 12:00pm Module 3: Academia <ul style="list-style-type: none"> Academic Ladder: Rank, Promotion, and Tenure Course Planning, Organization, and Digital Accessibility Importance of Service Life as a Practice-Based Faculty Member Scholarship Tips Afternoon Session: 11:30am – 5:00pm Module 4: Experiential Teaching <ul style="list-style-type: none"> Difficult Precepting Conversations Preparing for Learners at a Practice Site Recognizing Precepting Red Flags and What to Do Teaching Learners at a Practice Site 	Morning session required for Track 2. Optional for Track 1 Afternoon session required for Track 1 and Track 2
Thursday, March 4, 2027 (9:00am to 3:00pm) Meeting will be held at NEOMED	Module 5: Transition to Independence (Lifelong Teaching and Learning) <ul style="list-style-type: none"> Emotional Intelligence Establishing Your Practice Imposter Syndrome Improving Focus and Productivity Preparing an Academic Curriculum Vitae Self-Awareness and Resilience 	Required for Track 1 and Track 2

Commented [PC1]: Add an abbreviated session on accessibility in August (virtual)?

¹ Module schedules/content will be finalized and available prior to each session.

Preceptor Training Programs

The participant will complete the [NEOMED College of Pharmacy Advanced Pharmacy Practice Experience \(APPE\) and Introductory Pharmacy Practice Experience \(IPPE\) Pharmacy Preceptor Training Programs](#). The deadline for completion is **August 12, 2026**.

Experiential Teaching

The participant will serve as a co-preceptor for an Advanced Pharmacy Practice Experience (APPE) rotation for a **minimum of one month**. Individual residency programs may substitute one month of preceptorship experience for Introductory Pharmacy Practice Experience (IPPE) student(s) in place of one month of preceptorship for APPE student(s), if appropriate. Alternatives may be available for independent participants if necessary.

Teaching Experiences at NEOMED

Depending on the TLC Track (1 or 2), the participant will be assigned a mixture of teaching experiences (e.g., large group lectures, small group, assessment) with a variety of learners (e.g., P1, P2, P3, and P4 students). Teaching assignments will be approved by the TLC Program Director with the Chair of Pharmacy Practice, based on the current teaching needs of the Department of Pharmacy Practice and the participant's schedule. The teaching assignments may or may not be in the participant's area of interest and will be randomly assigned. Exception will be given to participants in a specialty area of practice (e.g., PGY2 Residency, Master's in Health-System Pharmacy Administration and Leadership Program, Pediatric Hospital). Teaching assignments will vary based on the Track chosen by the participant.

Teaching Philosophy

The participant is required to compose a personal teaching philosophy that will continually evolve during the program and beyond. Participants should share their teaching philosophy with their teaching advisor at the end of each residency quarter.

Teaching Portfolio

The participant is required to create and maintain an electronic teaching portfolio during the program. The participant may also decide to create a hard copy of the teaching portfolio for personal use. Participants should submit their portfolios to their teaching advisor for review on (or before) **the last day of each residency quarter (i.e., the last day of September, December, and March) and before May 28, 2027**. The final portfolio must be submitted to the NEOMED TLC Program Director, via the Canvas course site, by **May 28, 2027**, and must contain the following:

- TLC Verification of Program Completion Form (APPENDIX A)
- Curriculum vitae (CV)
- Teaching philosophy
- Teaching Experience Log (APPENDIX B)
- Teaching materials (i.e., lecture slides, handouts, and test questions), as applicable
- Evaluations, as applicable (responses from the participant's Microsoft Evaluation Form that were received during the TLC Program)

- Participant self-evaluations
- Evaluations from students (learners)
- Evaluations from teaching advisor (and/or other faculty or residency director/preceptor evaluations, if applicable)
- Summary narrative (1 to 2 paragraphs on what the participant has learned and specific plans for continuing to develop teaching skills)
- Follow-up Contact Information Form (APPENDIX C)

Pharmacy Faculty Meeting Attendance

While not required, participants are welcome to attend a department and/or College faculty meeting. Participants that are interested in attending a meeting should contact Petrea Cober. These meetings take place on the third Wednesday of each month. Department meetings occur from 1:00 to 2:20 pm, with a college meeting following each Department meeting.

Evaluation Process

Teaching evaluations (including participant self-evaluation) will be completed online using a **Microsoft Evaluation Form**. Each participant will be provided with a unique evaluation link to share and receive feedback/evaluation.

Teaching Evaluation Overview (for Both Track 1 and Track 2 Participants)

- **Participant self-evaluation** - REQUIRED for all teaching activities assigned by the TLC Program. RECOMMENDED for teaching activities assigned by the residency program (including experiential teaching).
- **Student (learner) evaluation** - REQUIRED (when possible) for each large group lecture, small group teaching activity, and tutoring activity. RECOMMENDED for experiential teaching activities at the residency program site.
- **Teaching advisor evaluation (or other faculty/preceptor evaluation)** - REQUIRED for each large group lecture and for pre-recorded lecture videos. RECOMMENDED (when possible) for small group teaching activities, tutoring activities, and teaching activities assigned by the residency program (including experiential teaching).

It is recommended that self-evaluations, student (learner) evaluations, and advisor/faculty/preceptor evaluations (if applicable) are reviewed with the teaching advisor shortly after each teaching assignment is completed (and at least quarterly).

The next table contains suggestions on obtaining teaching evaluations in the TLC Program.

Obtaining Teaching Evaluations in the TLC Program

Table 4 - Teaching Activities

Teaching Activity Category	TLC Participant Self-Evaluation	Advisor/Faculty Evaluation	Student (Learner) Evaluation
Large group Lectures	When available, it is recommended that the participant views a recording of the lecture to complete the self-evaluation.	When possible, participant coordinates with teaching advisor/faculty to be present (in person or via Zoom if the lecture is virtual/hybrid) and observe/evaluate the lecture. Recording the lecture may also be possible for advisor review and evaluation later.	Participant shares link to evaluation form with students. Participants may also include the evaluation link on their lecture slides or other teaching materials. It is recommended that the participant provide students with the last 5 minutes of class time to complete the evaluation.
Small group Teaching Activities (e.g., recitation, workshop, or small group discussion)		For small group teaching conducted with a teaching advisor (or with an advisor present for observation), the advisor fills out the evaluation. For small group teaching conducted separate from the teaching advisor, the participant may request the course director or another faculty member at the teaching activity to fill out the evaluation (when possible). Note that it may not be possible to receive advisor/faculty evaluations for every small group activity.	Participant shares link to evaluation form with students. Participant may also include the evaluation link on their teaching materials (if applicable). Note that it may not be possible to receive student evaluations for every small group activity.
Assessment Activities and Grading (e.g., grading a counseling activity, reflection, or SOAP note)		For assessments conducted with a teaching advisor, the advisor can fill out the evaluation (optional). For assessments conducted separate from the teaching advisor, the participant may request the course director or another faculty member participating in the assessment to fill out the evaluation (when possible). Note that it may not be possible to receive advisor/faculty evaluations for most assessment grading activities.	Not applicable
Tutoring Activities (e.g., Pharmacotherapy tutoring, P4 NAPLEX review session)	When available, it is recommended that the participant views a recording of the tutoring session to complete the self-evaluation.	When possible, participant coordinates with teaching advisor/faculty to be present (in person or via Zoom if the tutoring session is virtual/hybrid) and observe/evaluate the tutoring session. Recording the tutoring session may also be possible for advisor review and evaluation later.	Participant shares link to evaluation form with students at the conclusion of a tutoring or review session.

Teaching Activity Category	TLC Participant Self-Evaluation	Advisor/Faculty Evaluation	Student (Learner) Evaluation
Experiential Teaching (Precepting)		<p>Residency directors and/or preceptors are encouraged to evaluate the participant's performance as a co-preceptor using a PharmAcademic evaluation of the residency objectives related to precepting (for PGY1 programs, this includes objectives R4.2.1, R4.2.2, and E6.2.3). If possible, the evaluation should be included in the participant's TLC Program teaching portfolio.</p> <p>In addition, an evaluation can be completed using the participant's evaluation form link.</p>	<p>The IPPE/APPE student should include feedback on the participant's performance as a co-preceptor using the standard preceptor evaluation for their College of Pharmacy. When possible, the student should share this feedback with the participant, and the evaluation should be included in the participant's TLC Program teaching portfolio.</p> <p>In addition, an evaluation can be completed using the participant's evaluation form link.</p>

Program Overview Appendices

APPENDIX A - Verification of Program Completion Form

APPENDIX B - Teaching Experience Log

APPENDIX C - Follow-up Contact Information Form

**Teaching and Learning Curriculum (TLC)
Verification of Program Completion Form**

TLC Participant:

TLC Track: **Track 1:** Introduction to Teaching and Learning **Track 2:** Exploring a Career in Academic Pharmacy

Teaching Advisor:

Teaching Advisor Email:

TLC Activity Checklist for Participants:

TLC Participants: Please verify that you have completed each required activity of the TLC Program by placing your initials and the date of completion below. Please review this form with your teaching advisor at least quarterly.

Table 5 - TLC Activity Checklist

Time Period	Required TLC Program Activities	Date of Completion	Participant Initials
July 16, 2026	Attend the Module 1 meeting		
Before August 13, 2026	Complete NEOMED FERPA Training. See "Course Assignments" in the course TLC Program 2026-2027 in Canvas .		
Before August 13, 2026	Complete the NEOMED College of Pharmacy IPPE and APPE Pharmacy Preceptor Training Programs. See "Course Assignments" in the course TLC Program 2026-2027 in Canvas .		
Before August 13, 2026	Review NEOMED teaching assignments with advisor		
August 13, 2026	Attend the Module 2 meeting		
Before October 1, 2026	Complete the online NEOMED Digital Accessibility PowerPoint Training and take the quiz. See "Course Assignments" in the course TLC Program 2026-2027 in Canvas (Track 2 participants only)		
October 15, 2026	Attend the Module 3 and/or Module 4 meeting		
March 4, 2027	Attend the Module 5 meeting		
Before May 28, 2027	Serve as an IPPE or APPE co-preceptor for at least 1 month		
Before May 28, 2027	Complete all NEOMED teaching assignments		
On or before May 28, 2027	Submit final teaching portfolio* to NEOMED TLC Program Director (uploaded all required materials to Canvas and completed the Follow-Up Contact Information Survey)		

(continued on the next page)

TLC Activity Checklist for Teaching Advisors:

Teaching Advisors: Please verify that the TLC participant has completed the required quarterly teaching advisor meetings by placing your signature below.

The TLC participant and teaching advisor should review the following items during each quarterly meeting:

1. Teaching schedule
2. Teaching log
3. Teaching philosophy
4. Teaching portfolio
5. Teaching evaluations

Table 6-TLC Activities Checklist

Time Period	Required TLC Program Activities	Meeting Date	Teaching Advisor Signature
End of 1 st Residency Quarter	Quarterly meeting with teaching advisor		
End of 2 nd Residency Quarter	Quarterly meeting with teaching advisor		
End of 3 rd Residency Quarter	Quarterly meeting with teaching advisor		
Before May 28, 2027	Quarterly meeting with teaching advisor and final teaching portfolio review (in preparation for teaching portfolio submission to NEOMED TLC Program Director by May 28, 2027)		

1. Final teaching portfolio must include:

- TLC Verification of Program Completion Form
- Curriculum vitae (CV)
- Teaching philosophy
- Teaching Experience Log
- Teaching materials (i.e., lecture slides, cases developed, handouts, test questions), as applicable
- Teaching evaluations (see below), as applicable
- Summary narrative (1 to 2 paragraphs on what the participant has learned and specific plans for continuing to develop teaching skills)
- Completion of the Follow-up Contact Information Survey

2. Teaching evaluations (for both Track 1 and Track 2 participants) include:

Teaching evaluations (including participant self-evaluation) will be completed online using a **Microsoft Evaluation Form**. Each participant will be provided with a unique evaluation link to share and receive feedback/evaluation. It is recommended that self-evaluations, student (learner) evaluations, and advisor/faculty/preceptor evaluations (if applicable) are reviewed with the teaching advisor shortly after each teaching assignment is completed (and at least quarterly).

- **Participant self-evaluation** - REQUIRED for all teaching activities assigned by the TLC Program. RECOMMENDED for teaching activities assigned by the residency program (including experiential teaching).
- **Student (learner) evaluation** - REQUIRED (when possible) for each large group lecture, small group teaching activity, and tutoring activity. RECOMMENDED for experiential teaching activities at the residency program site.
- **Teaching advisor evaluation (or other faculty/preceptor evaluation)** - REQUIRED for each large group lecture and for pre-recorded lecture videos. RECOMMENDED (when possible) for small group teaching activities, tutoring activities, and teaching activities assigned by the residency program (including experiential teaching).



**Teaching and Learning Curriculum (TLC)
Follow-Up Contact Information Survey**

[TLC Follow-Up Contact Information Survey](#)