

**UPSOM Curriculum Committee
Minutes of the 512th Meeting
February 3, 2025**

Jason Rosenstock, MD, Chair
Bill Yates, PhD, Vice-Chair

Business of the Curriculum Committee on February 3, 2025

Motion	Vote Tally	Approved?
Approval of Meeting Minutes from 1/06	14 Yes, 0 No	YES

Voting Members Present: A. Yarkony, MS2; A. McCormick, MD, FAAP; A. Doshi, MD; B. Yates, PhD; B. Spataro, MD, MS; B. O'Donnell, MD; C. Yanta, MD; E. Egbert, MS1; H. Hohmann, MD; J. Waxman, MD, PhD; J. Rosenstock, MD; N. Chen, MSTP; N. Agarwal, MD; O. Torres, MD, MS; P. Drain, PhD; R. Schuchert, MD; R. Maier, MD, MA; S. Truschel, PhD; U. Gaffney, MS1; V. Agarwal, MD; Z. Tariq, MS4

Ex-Officio Non-Voting Members: A. Hyderi, MD, MPH; A. Gonzaga, MD, MS; E. Ufomata, MD, MS; L. Borghesi, PhD; R. Buranosky, MD, MPH

Invited Colleagues and Guests: A. Brown, MD; A. Clark, MD; A. Serra, MD, MPH; A. Young, MLIS; C. Newman; G. Null, MA; J. Moore, MD, MS, FCCM; J. Maier, PhD, MD; J. Szymusiak, MD, MS; K. Maietta, MPPM; M. Elnicki, MD; M. Sergeant, MPH, MSL; M. Wargo; N. Agarwal, MD; P. Phrampus, MD, FACEP; P. Workman, MD; R. Van Deusen, MD, MS; R. Powers, PhD

All members participated virtually

Dr. Rosenstock opened the meeting at 4:00PM.

Curriculum Committee members voted to APPROVE meeting minutes from 1/6.

Standing Subcommittees

No standing subcommittee reports due to the Whole Curriculum Review.

Whole Curriculum Review (Part One)

Drs. Hyderi and Borghesi presented Part One of the Whole Curriculum Review.

Overview of Curriculum Review Process: There will be three separate meetings planned for the Whole Curriculum Review, each with two topics. This first session provides an overview of the LCME accreditation process and the Foundations curriculum review. Dr. Hyderi highlighted that the accreditation body, LCME (Liaison Committee on Medical Education), ensures medical education program standards. Additionally, schools must meet these standards to maintain eligibility for federal financial aid, board certification, and residency programs.

Accreditation Process & Implications: The LCME is a peer-reviewed accreditation process that ensures medical schools meet standards for continuous improvement. Accreditation status affects eligibility for federal student aid and residency applications. Schools can receive:

- Full accreditation (ideal outcome).
- Accreditation with monitoring (requires follow-up improvements).
- Probationary status (serious concerns).
- Loss of accreditation (worst-case scenario).

Key Terminology and Accreditation Data Collection There are 12 LCME Standards, with 93 elements, that need to be evaluated. The Data Collection Instrument (DCI) is used to record schools' responses to

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accreditation criteria using:

- Independent Student Analysis (ISA): Student-administered survey.
- Graduation Questionnaire (GQ): National survey for benchmarking.
- Self-Study Process: School's internal evaluation of strengths and areas for improvement.

LCME Survey Visit Timeline

- March 1-3, 2027: Official site visit by LCME.
- November 19, 2026: Submission of final DCI, ISA report, and self-study report.
- May 2025 - January 2026: Self-study committees conduct evaluations.
- Spring 2025: Call for student and faculty volunteers for self-study committees.

Current Areas of Focus for Improvement: (1) Curriculum Mapping: Ensure educational program objectives align with courses and assessments; (2) Continuous Quality Improvement (CQI): Foster an intrinsic motivation for improvement beyond LCME compliance; (3) Student Feedback Mechanisms: Address concerns about anonymity in surveys; (4) Assessment and Monitoring: Strengthen tracking of curriculum effectiveness, student workload, and learning outcomes.

Whole Curriculum Review: Revisit Foundations Phase Review: Dr. Borghesi gave an overview of the Foundations Phase of the 3RC curriculum. The curriculum phases are as follows: Foundations (Years 1-2), Clerkships (Year 3), Bridges (Year 4). This also includes clinical skills training and research opportunities and integrated threads (Social Medicine, Leadership, Clinical Reasoning, and Interprofessional Education). To note, the discussion followed LCME accreditation standards to ensure compliance. Key updates and improvements include (1) increased **curriculum flexibility**, including optional review sessions; (2) **Progress testing** introduced to track student learning; (3) Adjustments to **assessment methods** (e.g., reducing OSCEs to allow **more clinical practice**). **There are a few challenges and areas for growth which include:** (1) Curriculum mapping is **still in progress to ensure alignment with objectives**; (2) Student workload concerns, **especially among M1 students**; (3) **Need for clearer communication on self-directed vs. independent learning**; (4) Assessment improvements **to maintain fair and effective evaluations**.

Next Steps:

- Ensure completion of curriculum mapping across all courses.
- Continue collecting and analyzing student survey data to monitor progress.
 - Ensure continuous quality improvement
- Prepare for self-study committee recruitment in Spring 2025.
- Enhance faculty and student engagement in the CQI process.

The next meeting is on Monday, February 17th at 4PM. Dr. Rosenstock closed the meeting at 5:35PM.

Respectfully submitted by Michelle Sergent, recording secretary.