

**UPSOM Curriculum Committee  
Minutes of the 530<sup>th</sup> Meeting  
December 1, 2025**

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

Business of the Curriculum Committee on December 1, 2025

<b>Motion</b>	<b>Vote Tally</b>	<b>Approved?</b>
Approval of Meeting Minutes from 11/17	8 Yes, 0 No Approve: MS1, MS2, MS4 Absent: MS3, MSTP	YES
Approval of Content Change: POCUS in ICM1	12 Yes, 0 No Approve: MS2, MS4 Abstain: MS1 Absent: MS3, MSTP	YES
Approval of New Two-Week Elective: Ophthalmology	11 Yes, 0 No Approve: MS1, MS2, MS4 Absent: MS3, MSTP	YES
Approval of Diagnostics Course Teaching Plan	13 Yes, 0 No Approve: MS1, MS4 No vote: MS2 Absent: MS3, MSTP	YES
Approval of Removing ALCE as a Required Course	11 Yes, 0 No Approve: MS1 No vote: MS2, MS4 Absent: MS3, MSTP	YES
Approval of MD/MBA Graduation Requirements	12 Yes, 0 No Approve: MS1, MS4 No vote: MS2 Absent: MS3, MSTP	YES

**Voting Members Present:** A. Brophy, MS2; A. Murillo, MD; B. Yates, PhD; B. Ratangee, MS1; G. Booth, MS4; H. Sukumvanich, MD; J. Waxman, MD, PhD; J. Rosenstock, MD; J. Maier, PhD, MD; M. DeFrances, MD, PhD; M. Chapman, MS1; M. Schmidt, PhD; P. Drain, PhD; R. Schuchert, MD; R. Maier, MD, MA; S. Truschel, PhD; T. Cyr, MD; PhD

**Ex-Officio Members Present:** A. Hyderi, MD, MPH; A. Gonzaga, MD, MS, FAAP, FACP; A. Serra, MD, MPH; E. Ufomata, MD, MS; E. Reis, MD; L. Borghesi, PhD; R. Buranosky, MD, MPH

**Invited Colleagues and Guests:** B. O'Donnell, MD; C. Branstetter, MD; C. Pacella, MD; C. Newman; E. Barberis, MS3; E. Lovallo, MD; G. Perez, MD; G. Null, MA; J. Baldwin, MD, MPH, MA; K. Scott, MA; K. Senko, Ed.D; K. Maietta, MPPM; K. Ramonell, MD; K. Miller, MS; M. Sergent, MPH, MSL; M. Ramkumar, MD; P. Workman, MD; R. Vanderberg, MD; R. Powers, PhD; R. Peterson, MD; T. Bartholow, MD; T. Bui, MD

**Members participated virtually and in-person.**

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

Curriculum Committee members voted to APPROVE meeting minutes from 11/17.

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**Diagnostics Course Teaching Plan**

Drs. Eloho Ufomata, Barton Branstetter, and Tanner Bartholow discussed the Diagnostics Course within the 3RC Bridges curriculum—a required fourth-year course designed to strengthen students’ skills in evidence-based, high-value diagnostic testing. The course includes six sessions delivered in two-hour blocks every other month, combining large-group lectures and small-group activities led by radiology and pathology faculty. It begins in March, at the start of the Bridges phase, and runs through January.

Students on away rotations are excused from attending, but all absences—excused or otherwise—will require makeup work. Much of the discussion focused on exemptions, scheduling conflicts with advanced electives and audition rotations, and concerns about disrupting important specialty-specific fourth-year experiences.

The committee agreed to provisionally APPROVE the course structure and objectives, with the understanding that the course directors will return with a clearer, more robust makeup policy for final endorsement.

**New Elective: Ophthalmology – 2-Weeks**

Dr. Eloho Ufomata proposed a new two-week ophthalmology elective, modeled after a previous four-week version but designed as a shorter introduction to the field. Students will observe outpatient care and surgeries, use ophthalmic exam simulators and slit lamps, and complete some asynchronous activities. The rotation offers about 30–40 hours of experience, is pass/fail, has no prerequisites, and will take place at the new Vision Center.

Because ophthalmology is no longer a standalone required course—though some content is integrated into clerkships—this elective provides exposure for students curious about the specialty or wanting basic eye-exam skills. A separate four-week elective will remain available for students pursuing ophthalmology more seriously. The Bridges Subcommittee has approved the proposal.

Curriculum Committee members voted to APPROVE the Ophthalmology 2-Week Elective.

**Content Change Request: POCUS in ICM1**

Dr. Rob Powers introduced a new required POCUS (point-of-care ultrasound) component across several spring organ-system blocks within the ICM course. Each block will include one hour of hands-on POCUS instruction aligned with that system’s content. Cardiology already integrates this into ICM afternoons; other blocks will use Friday morning sessions after the formative exam review, taught by POCUS faculty.

Because this adds instructional time, first-year students will need to be notified of schedule changes. Senior students in the soon-to-sunset POCUS certificate program will help teach over the next two years, and a new POCUS honors track is being developed to support future near-peer instructors.

Curriculum Committee members voted to APPROVE the POCUS in ICM1 content change request.

**The Future of ALCE**

Dr. Jason Rosenstock proposed shifting the Advanced Longitudinal Clinical Experience (ALCE) from a required element to a longitudinal elective. Although ALCE was originally created to support students’ clinical skill development for GME, many newer curricular components—longitudinal coaching, clinical reasoning, expanded Boot Camp, the four-year Longitudinal Alliance Program, and increased elective time—now provide similar benefits. Significant logistical challenges (scheduling across Bridges,

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interviews, away rotations, clinical site coordination) also make a required version difficult to implement.

The proposal emphasizes that this change does not reflect a lack of effort or value in the extensive work faculty and staff have put into ALCE. Instead, creating a pilot elective would allow committed students to participate while the school tests feasibility, refines logistics, and collects outcomes—much like earlier pilots (e.g., Boot Camp, LAP) that later became required once proven successful. Faculty strongly supported continuing development with the already-hired ALCE leads and exploring parameters for longitudinal electives more broadly before deciding whether ALCE should ever become required.

Curriculum Committee members voted to APPROVE the proposal.

**MD/MBA Graduation Requirements**

Dr. Jason Rosentock and Katie Maietta reviewed a proposed change to the MD/MBA five-year program. Currently, students step out in the middle of the Clerkships phase to complete the MBA, then return to finish clerkships and take Step 2 CK—an arrangement can be difficult academically and logistically. The proposal shifts the MBA “year out” to after completion of clerkships, Step 2 CK, and the CCA, placing it in the middle of the Bridges phase instead. This sequencing aligns better with students’ clinical preparation, avoids long gaps during clerkships, and matches emerging standards in other dual-degree programs.

The group also discussed the need for a consistent re-entry process for students returning from dual-degree years, possibly including brief clinical refreshers. This will be explored across all dual programs. The School of Business agreed to the timing change, and the committee voted to approve it.

Curriculum Committee voted to approve the revised MD/MBA graduation requirements.

**AAMC Annual Meeting Updates**

The LCME is in its second year of revising Standard 7, which governs required medical school content. They plan to consolidate elements, add explicit expectations for nutrition in chronic disease prevention/management, include AI use in diagnosis and patient management, elevate professional and personal development beyond self-directed learning, and emphasize CQI and healthcare delivery systems.

These changes will apply starting with the 2027–28 review cycle, so Pitt’s 2027 visit will still use the current version. Schools have begun receiving federal inquiries about their curriculum maps, underscoring the need for robust mapping.

Several conference sessions highlighted innovations:

- AI-assisted curriculum mapping (e.g., Cincinnati’s bot that auto-reads course materials and generates draft mappings, dramatically reducing faculty time), with similar projects underway at WashU and Yale.
- A civil-discourse activity for MS1s (UAB), modeled on StoryCorps, pairing students for guided conversations about disagreement, followed by reflection in learning communities. Discussion centered on whether similar activities could fit within Pitt’s existing small-group, relationship-based curriculum.

AI was a major theme across the conference. Leadership expressed urgency to integrate it more intentionally and rapidly into the curriculum and plan to explore a strategic partnership group with institutional AI leadership to guide next steps.

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**The next meeting is on Monday, December 15<sup>th</sup> at 4PM. Dr. Rosenstock closed the meeting at 5:30PM.**

Respectfully submitted by Michelle Sergent, recording secretary.