

**UPSOM Curriculum Committee
Minutes of the 523rd Meeting
July 21, 2025**

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

Business of the Curriculum Committee on July 21, 2025

Motion	Vote Tally	Approved?
Approval of Meeting Minutes from 7/07	10 Yes, 0 No	YES
Approval of Content Change Request: Endocrinology	11 Yes, 0 No	YES
Approval of Two-Week Electives: (1) Global Health Prep Seminar (2) Ethical Issues in Repro and Pediatric Care (3) Ethical Issues in Clinical Decision-Making	11 Yes, 0 No	YES
Approval of Revised Clerkship Learning Objectives	11 Yes, 0 No	YES
Approval of Site Comparability	11 Yes, 0 No	YES

Voting Members Present: A. Slingerland, MS4; B. Yates, PhD; B. O'Donnell, MD; C. Yanta, MD; E. Egbert, MS2; H. Sukumvanich, MD; J. Waxman, MD, PhD; J. Rosenstock, MD; M. DeFrances, MD, PhD; N. Chen, MSTP; N. Agarwal, MD; R. Schuchert, MD; R. Maier, MD, MA; S. Truschel, PhD; S. Iyer, MS3; U. Gaffney, MS2

Ex-Officio Members Present: A. Hyderi, MD, MPH; A. Gonzaga, MD, MS; A. Serra, MD, MPH; C. Pettigrew, EdD; E. Ufomata, MD, MS; L. Borghesi, PhD; R. Buranosky, MD, MPH; R. Van Deusen, MD, MS; S. Gonzalez, MD

Invited Colleagues and Guests: A. Clark, MD; A. Kohli, MD; B. Spataro, MD, MS; C. Branstetter, MD; C. Pacella, MD; C. Newman; G. Perez, MD; G. Null, MA; J. Maier, PhD, MD; K. Scott, MA; K. Maietta, MPPM; L. Francis, MD; L. Strattan, PhD; M. Warg; R. White, PhD; R. Powers, PhD; R. Peterson, MD; S. Templer, DO, FACP, FIDSA; T. Cyr, MD, PhD

Members participated virtually and in-person.

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

Curriculum Committee members voted to APPROVE meeting minutes from 7/07.

Curriculum Committee Updates

The Curriculum Committee is preparing a fall election ballot to add two new members. Some student representatives will rotate off, with new ones joining soon. All committee members—faculty and students—should be assigned to one of the four subcommittees (three phases + assessment). Members are encouraged to join more than one to help with curricular integration, and liaison roles (e.g., linking Foundations and Clerkship phases) are being promoted.

Leadership updates include:

- Drs. Dana Cummings and Martin Schmidt as new ILS leads.
- Ongoing interviews for ALCE leads and a pre-clerkship course co-lead.
- A search is underway for a new Director of OMED, following Katie Maietta's departure.
- Dr. Stephanie Gonzalez was welcomed as the new Associate Dean for Admissions and Financial Aid.

No major LCME updates were shared. The group emphasized appreciation for in-person attendance and building positive energy for the academic year.

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Content Change Request:
Endocrinology

Dr. Lisa Borghesi presented a request to revise the Endocrinology course learning objectives. She explained that the team, led by Kathy Senko, is splitting compound learning objectives—those that combine foundational science and clinical application—into two separate objectives for clearer alignment. The foundational part will remain associated with the current Educational Program Objective (EPO), while the new, clinically focused objective will be linked to a different EPO (#16).

Curriculum Committee members voted to APPROVE the Endocrinology Content Change Request.

Update on Streams Program

Dr. Emily Geramita presented an update on the Streams Program, a structured enrichment initiative for medical students. The program includes four overarching Streams—Healer, Advocate, Innovator, and Leader—and currents, which are specific areas of interest (e.g., global health, women's health, neuroscience). Students choose one of each, and most select from standard pairings, though a small number pursue “cross-currents.”

Key points:

- **Strong initial enrollment:** About two-thirds of students from the classes of 2027 and 2028 have enrolled, far exceeding expectations.
- **Faculty support:** 12 of 15 former AOC (Area of Concentration) directors joined the new model, contributing to a leadership team of 4 stream leaders and 23 current directors.
- **Curriculum development** is ongoing, especially for the Streams, to ensure meaningful engagement beyond the initial branding ("HAIL").
- **Program rigor:** Requirements (flex weeks, electives, experiential hours) will increase slightly to ensure the program is substantive without being burdensome. These changes will be proactive, not retroactive.
- **Flex week scheduling** and communication were discussed, including the need to better align them with stream interests and give students more advanced guidance.
- Students and faculty emphasized **cross-pollination**, inclusivity, and communication across departments and programs (e.g., Honduras global health trips).
- Feedback is being sought to balance program accessibility with academic rigor and long-term curricular integration.

Overall, the program is well-received and evolving, with active engagement from students and a commitment to meaningful structure and opportunity.

Two-Week Electives

Dr. Eloho Ufomata discussed three two-week electives, which include:

- (1) **Global Health Prep Seminar:** MED 5920 has been offered as a 4-week elective. However, the timing of the elective (which accommodates the residency calendar) does not always align with the UPSOM calendar. Therefore, the Bridges Subcommittee would like to offer a 2-week elective option.
- (2) **Ethical Issues in Repro and Pediatric Care:** This will be an entirely online, discussion-focused course that will equip students to address ethical issues and conflicts arising in reproductive healthcare and pediatrics.
- (3) **Ethical Issues in Clinical Decision-Making:** This will be an entirely online, discussion-focused course that will equip students to address ethical issues and conflicts arising in clinical decision-making.

Curriculum Committee members voted to APPROVE all three two-week electives.

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Clerkship Learning Objectives
(Revisions)

Dr. Raquel Buranosky provided an overview of the Educational Program Objectives and Clerkship Learning Objectives, with a focus on aligning them more closely this academic year.

Key Differences from Last Year:

- **Improved Alignment:** This year, clerkship learning objectives have been better mapped to the updated EPOs to ensure consistency across the curriculum and accurate tracking of competency development.
- **Refined Language:** Learning objectives were revised for clarity, measurability, and alignment with national standards (e.g., AAMC, LCME expectations).
- **Elimination of Redundancies:** Duplicative or vague objectives were removed or consolidated.
- **Stronger Assessment Linkages:** Objectives now more clearly connect to the methods used to assess student performance (e.g., narrative feedback, direct observation).
- **Increased Clarity of Student Expectations for all Clerkships:** Efforts were made to ensure increased clarity of student expectations for all clerkships.

Curriculum Committee members voted to APPROVE the Clerkship Learning Objectives.

Site Comparability

Dr. Raquel Buranosky gave a presentation that focused on ensuring site comparability across clinical clerkship sites. This is required by LCME Element 8.7, which mandates that all students have comparable educational experiences and assessment regardless of site.

Key Points:

- **Approved Metrics:**
 1. Final Grade Distributions (student performance)
 2. Student Satisfaction of Site Quality (via a standardized evaluation question)
- **Standardization Achievements:**
 - In each clerkship, all sites have the same learning objectives, the same assessments using the same assessment forms, and the same required clinical experiences.
 - The approach to using learning logs for required clinical experiences (learning logs) and preceptor preparation have been standardized.
 - All clerkships use a common format for the syllabus including explicitly listing the clerkship level objectives linked to educational program outcomes and assessment plan, with centralized feedback and monitoring of the comparability metrics.
- **Monitoring Process:**
 - Includes annual data review (grades, student feedback/evaluations including regarding site quality, Step 2 scores, mistreatment reports, etc.).
 - Clerkship directors and the Clerkships Phase Subcommittee identify lack of comparability and propose action plans for Curriculum Committee review and approval. Monitoring of action plans is conducted by the Office of Accreditation and Continuous Quality Improvement
 - Outliers (positive or negative) are examined for best practices or corrective action with best practices disseminated across clerkships.
 - Comparability analyses and action plans are reviewed as part of the annual Clerkships Phase review cycle.
- **LCME Expectations:**
 - Schools are not expected to achieve perfection but must have a clear process for identifying, responding to, and monitoring action plans areas where comparability is lacking with Curriculum Committee being ultimately accountable.

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Curriculum Committee members voted to APPROVE site comparability metrics.

The next meeting is on Monday, August 4th at 4PM. Dr. Rosenstock closed the meeting at 5:20PM.

Respectfully submitted by Michelle Sergent, recording secretary.