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## M.D. Program Curriculum Committee Meeting Minutes

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**Date:** December 15, 2023

**Time:** 2:02 PM – 3:34 PM

**Chaired by:** Dr. Jeffrey LaRochelle

**Voting members present:** Drs. Beg, Castiglioni, Dil, Fagan, Gros, Kay, Khan-Assad, Martinez, Plochocki, and Taitano; (M1) Brandt, (M1) Cunningham, (M2) Dagley, and (M3) Williams

**Attendees:** Drs. Bhatti, Bradshaw, Dexter, Hernandez, Kauffman, Kibble, Lone, Selim, Smith, and Verduin; Ms. Berry, Ms. Borges, Ms. Brooks, Ms. Corsi, Ms. Poole, Mr. Quigley, Mr. Van Blaricom, and Mr. Voorhees

### Approval of Minutes

- November 17, 2023: Minutes were approved as circulated.

### M1/M2 Subcommittee – Dr. Kauffman

- Members approved the 2023-24 FIRE1 Grading Schema: Upon re-assessment of the Honors criteria used, it was proposed to improve the rigor of the FIRE I Module by modifying the criteria as follows: Students must meet the “Pass” requirements, have no serious lapses in professionalism, and achieve at least three of the following six criteria:
  1. Student received predominantly “Outstanding” reviews (90% or better on rubric) for their final research proposal.
  2. Student scores 90% or higher on the Epi/Biostats assessments (cumulative score from assessments in HB1, 2, & 3).
  3. Research Mentor recommends the student for “Honors” (Survey evaluations will be sent to Mentors at end of I-1).
  4. Student and Research Mentor submit FIRE research proposal for competitive external grant/fellowship funding.\*
  5. Student submits an abstract with Research Mentor to present FIRE research at an external scientific/medical conference.\*
  6. Student and Research Mentor submit a manuscript based on the student’s FIRE project for publication to a respectable scientific journal.\*

\*Student must be listed as an author on abstract and paper submissions, or as an Investigator on fellowship/grant submissions. The submissions must be documented and verified before the end of the I-1 Module (May 15, 2024).

- **Members approved the 2023-24 HB3 Grading Schema:** The revised grading scheme was based on changes to the number of TBLs (from 9 to 6), concept maps, and inclusion of the M1/M2 uniform peer evaluation and reflection criteria.

Final Exam 50%

Midterm 19%

TBLs 24% (4% per TBL)

Concept Mapping 4%

Peer Evaluation and Reflection 3%

### **M3/M4 Subcommittee – Dr. Lone**

- **Members approved the Hospice and Palliative elective for a new site of an existing course .**
- The committee recommended a formal review of all electives to ensure the prerequisites are appropriate for the students.
- The committee also requested that the objectives of any existing courses be sent with the course proposal moving forward.

### **CREATe Task Force – Dr. Castiglioni**

- **Members approved the Assessment Alignment Proposal.**
  - The overarching goal is to leverage the function of assessment as a driver of learning. Programmatic assessment includes the following principles:
    1. Use of a mix of methods of assessment
    2. Longitudinally (allows an assessment of the learner over time, evaluating growth and development, use of program related assessments instead of course related assessment, separate assessment moments from decision moments)
    3. Triangulation of data from different assessments for the purpose of feedback and decision (results from different assessments can be aggregated to achieve a more “accurate” evaluation of the learner and to identify areas for feedback)
    4. Proportionality (higher stakes decisions are made by a committee and are based on rich assessment data).
  - In addition, the assessment system takes into consideration the following:
    1. Educational effect: has a positive effect on student’s learning.
    2. Validity and reliability: there is evidence that the assessment supports valid inferences about the attribute meant to be measured, is consistent and reproducible.
    3. Feasibility: the assessment is practical, and realistic.
  - The assessment taskforce has selected a mix of assessment methods that are aligned with the UCF competency framework and clustered around specific domains: basic, clinical and health system sciences. The assessments selected have been reported in

the literature to have validity and reliability. It is important for assessments to be implemented over time, starting from year 1 and occurring throughout year 2 and 3. This will allow monitoring of students' performance, evaluation of their development and growth while enhancing feasibility given faculty and students familiarity with such assessments.

- Faculty expressed wanting the taskforce to help/guide the individual assessment development and quality control (TBLs and MCQs).

### **Students Updates**

- M1: No issues or updates.
- M2: Students completed their final GI/Renal TBL and will complete their exam on Tuesday. No issues or updates.
- M4: Students are three months away from Match Day and are well underway for most specialties. No issues or concerns.

### **Announcements/Updates – Dr. LaRochelle**

- Military Match has already occurred. One matched to Categorical Medicine at Walter Reed, one to Categorical Medicine in Portsmouth VA, and one to Prelim Surgery at Walter Reed.

### **Action Items**

- No action items.