

Curriculum Evaluation and Management Committee (CEMC) Meeting Minutes
Monday, July 6, 2020 @ 2:00 pm via Zoom

In attendance: Jon Allen, Kurt Borg, Clint Hosford, Adrienne Salentiny, Ken Ruit, Rick Van Eck, Susan Zelewski.

Not in attendance: Pat Carr, Megan Denis, Jane Dunlevy, Marcia Francis, Becca Maher, Dev Pant.

Minutes submitted by: Alissa Hancock

Reviewed by: Adrienne Salentiny

Approved by: Kurt Borg and Megan Denis

AGENDA ITEM	SUMMARY	ACTION/FOLLOW-UP
1. Welcome	Meeting called to order at 2:06 p.m. by Adrienne Salentiny.	Information
2. Old Business	a.) Minutes from June 22, 2020	MSC to approve June 22, 2020 minutes Kurt Borg / Susan Zelewski // all in favor; carried.
3. New Business	a.) Keywords List Special Updates	Tabled
	<p>b.) Subcompetencies: Continue discussion from February (summarized below). At that time, we stated that we would discuss EPAs and Subcompetencies prior to making a recommendation about either/or to UMEC.</p> <ul style="list-style-type: none"> a. Gaps and Redundancies Report showed that instead of mapping (for example) to 4.7, we ended up with a few or less mapped to each of its subcompetencies (4.7.1, 4.7.2...). If all had simply mapped to 4.7, this would not have been a gap. b. EPAs were sourced when building the Domains and Competencies document. How do EPAs fit within this structure? Should they be found on a variety of levels in the mapping process, or should they all be represented in competencies, subcompetencies, or objectives? c. Thinking about our whitepaper and upcoming reporting responsibilities: should EPAs have their own report? (This was a question on the table in February.) <p>Artificial gaps or duplications are reflected in the Gaps and Redundancies report when we find that certain objectives may be linked to a subcompetency, a competency, or BOTH. However, most sub-competencies are not directly related to the competency but are covered in the curriculum and could be linked to the competency directly. The EPAs are decided</p>	MSC to propose to UMEC to remove the sub-competencies because they are already encompassed by the competencies. Susan Zelewski / Rick Van Eck // carried.

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	<p>nationally by the AAMC and are encompassed in our competencies. The concern is that the sub-competencies if removed we would also lose the linkage to the EPAs, thus creating an artificial gap in the curriculum. It was suggested that because of how Leo is structured, we have a separate competency set created for mapping the EPAs, which can be done after the main curriculum is mapped. Doing this would satisfy the anticipation of being asked where we teach those in the future – we could find out.</p>	
	<p>Future agenda item:</p> <ul style="list-style-type: none"> • Where and when we are asking students for their perception of their learning. • Subcompetencies: are they needed and/or how they fit into our mapping • Resources needed to create reports 	Informational
	<p>Future Tasks:</p> <ol style="list-style-type: none"> 1. Implementation of Keyword list (tbd with our transition to a new system and curricular change activities) 2. Ongoing activities to course level objectives, gaps, redundancies, and the curricular change process 3. Recommendation on subcompetencies (from SMHS Domains and Competencies document) 4. Review Element 7.2 	Information
4. Adjournment	Meeting was adjourned at 2:58 p.m.	<i>The next meeting is scheduled July 6, 2020, at 2:00 pm via Zoom.</i>