

**CEC Agenda**  
**10/4/24 , 0700-0830am**

<b>700-710</b>	<b>Welcome</b> Approval of <a href="#">September minutes</a>  CEC leadership transition Election results: <i>New interim chair to serve from November of 2024 through July of 2027.</i>	<b>Fallert</b>
<b>710-720</b>	<b>MSEC Update</b>	<b>Wyman</b>
<b>720-725</b>	<b>Excused absence for interview reminder</b>	<b>Kim</b>
<b>725-735</b>	<b>RCE update</b>	<b>Proffitt</b>
<b>735-740</b>	<b>Outpatient Selective Update</b>	<b>Murray</b>
<b>740-745</b>	<b>Quantity and Quality of Feedback</b> <ul style="list-style-type: none"><li>Issue: Monitoring of LCME 9.7<ul style="list-style-type: none"><li>CEC is tasked with monitoring and improving the quality and quantity of feedback, which is essential for maintaining LCME accreditation standards</li></ul></li></ul> Plan for November CEC: <a href="#">Quality and Quantity of Feedback Review</a>	<b>Fallert</b>
<b>745-825</b>	<b>Annual Clerkship Reviews</b> Goal: opportunity for presenting clerkships to share SMART goals and to facilitate specific feedback in small group settings, to enable clerkships to use feedback refinement of SMART goals to enact for AY 2025-26.  Presenting Clerkship/LIC's: <a href="#">Peds ACR draft copy</a> <a href="#">IM ACR draft copy</a> <a href="#">FM ACR draft copy</a> <a href="#">VALUE ACR draft copy</a>  Format: 4 consecutive breakout sessions each lasting 8 minutes. You have been assigned to a specific breakout room. <ul style="list-style-type: none"><li>First 2 minutes: Presenting Director will articulate SMART goals</li></ul>	<b>Fallert introduces</b>

- Remaining 6 minutes: Attendees provide feedback about SMART goals
- Educational admin will take [notes](#) in a shared document
- 1 minute transition between breakout rooms

**825-830**

**Wrap up**

**Fallert**

Preliminary schedule for remaining ACR's

**Oct: IM, Peds, Value, FM**

Nov: Surgery, Psych, Neuro, HELIX,

Dec: OB, EM, FLIIC, and Hybrid

Jan: EPAC, M/RPAP, ICU, REACH

#### **Element 6.2 Required Clinical Experiences**

The faculty of a medical school define the types of patients and clinical conditions that medical students are required to encounter, the skills to be performed by medical students, the appropriate clinical settings for these experiences, and the expected levels of medical student responsibility.

#### **Element 8.3 Curricular Design, Review, Revision/Content Monitoring**

The faculty of a medical school, through the faculty committee responsible for the medical curriculum, are responsible for the detailed development, design, and implementation of all components of the medical education program, including the medical education program objectives, the learning objectives for each required curricular segment, instructional and assessment methods appropriate for the achievement of those objectives, content and content sequencing, ongoing review and updating of content, and evaluation of course, clerkship, and teacher quality. These medical education program objectives, learning objectives, content, and instructional and assessment methods are subject to ongoing monitoring, review, and revision by the responsible committee.

#### **Element 8.4 Evaluation of Educational Program Outcomes**

A medical school collects and uses a variety of outcome data, including national norms of accomplishment, to demonstrate the extent to which medical students are achieving medical education program objectives and to enhance the quality of the medical education program as a whole. These data are collected during program enrollment and after program completion.

#### **Element 9.7 Formative Assessment and Feedback**

The medical school's curricular governance committee ensures that each medical student is assessed and provided with formal formative feedback early enough during each required course or clerkship to allow sufficient time for remediation. Formal feedback occurs at least at the midpoint of the course or clerkship. A course or clerkship less than four weeks in length provides alternate means by which medical students can measure their progress in learning.