

Clinical Education Committee (CEC) Meeting

Friday, October 3, 2025

7-8:30am

Meeting Chair: Molly Wyman

CEC Contact: Britt Ernst

Zoom: [Link](#) | Meeting ID: 94564904053, Passcode: p3zjnh | Audio: +1 346-248-7799 Passcode: 498681

Time	Presenter	Topic	LCME Element	Roles in Curricular Components	Recommendation/ Action Required
7-7:05am	Molly Wyman	- Welcome - COI Reminder: <i>"Before we begin, please disclose any potential conflicts of interest related to today's agenda items to ensure transparency and integrity in our decision-making."</i> September Minutes Voting LINK			Voting item ▾
7:05-7:15am	Randi Lassiter	- MSEC Update September Minutes			Informational ▾
7:15-7:35am	Claudio Violato	CSA-R proposal z.umn.edu/CSAR_Survey Formatted export of survey Voting LINKhttp://z.umn.edu/CSAR_Survey	9.4, 9.7	RCC.7	Voting item ▾
7:35-7:50am	Betsy Murray	Best practice in timely grade submission Voting LINK	9.8	RCC.5	Voting item ▾
7:50am-8:20 am	Betsy Murray	- CoreEPA graduation requirements implementation - Breakout exercise	9.6, 9.9	RCC.1, RCC.2	Breakout groups ▾
8:20-8:25am	Molly Wyman	ACR update	8.5	RCC.11	Informational ▾
8:25-8:30am	Molly Wyman	Adjournment			
		Next Meeting: Friday, November 7th, 7-8:30am via zoom			

UPCOMING EVENTS AND DEADLINES

CEC RESPONSIBILITIES

SOP

LCME elements

8.5 Medical Student Feedback. In evaluating medical education program quality, a medical school has formal processes in place to collect and consider medical student evaluations of their courses, clerkships, and teachers, and other relevant information.

9.4 Assessment System. A medical school ensures that, throughout its medical education program, there is a centralized system in place that employs a variety of measures (including direct observation) for the assessment of student achievement, including students' acquisition of the knowledge, core clinical skills (e.g., medical history-taking, physical examination), behaviors, and attitudes specified in medical education program objectives, and that ensures that all medical students achieve the same medical education program objectives.

9.6 Setting Standards of Achievement. A medical school ensures that faculty members with appropriate knowledge and expertise set standards of achievement in each required learning experience in the medical education program.

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.

9.8 Fair and Timely Summative Assessment. A medical school has in place a system of fair and timely summative assessment of medical student achievement in each course and clerkship of the medical education program. Final grades are available within six weeks of the end of a course or clerkship

9.9 Student Advancement and Appeal Process. A medical school ensures that the medical education program has a single set of core standards for the advancement and graduation of all medical students across all locations. A subset of medical students may have academic requirements in addition to the core standards if they are enrolled in a parallel curriculum. A medical school ensures that there is a fair and formal process for taking any action that may affect the status of a medical student, including timely notice of the impending action, disclosure of the evidence on which the action would be based, an opportunity for the medical student to respond, and an opportunity to appeal any adverse decision related to advancement, graduation, or dismissal

VOTING MEMBERSHIP

LINK

