UGME Curriculum Change Request Guideline

Modifications and/or New Requests for Learning Content and/or Objectives

Curricular Change Request Process Guidelines

All new or proposed modifications to existing UGME learning modules or objectives, both for pre-clerkship and clerkship, **MUST, WITHOUT EXCEPTION,** be pre-approved by the CCRC **BEFORE** these changes can be developed and made available to faculty and students.

This is extremely important as the Assessment, Evaluation and Curriculum Office's is responsible to manage all curricular content and is the only entity to be able to properly assess and support change requests and determine the impact any new or modifications to existing content may have on the rest of UGME's curriculum design, content and established learning objectives.

These guidelines are applicable to any new or changes to current UGME learning objectives as well as (and not limited to) the following learning modules, including their supporting documentation (e.g., tutor guides):

- CBL – Cased Based Learning modules
- SLM – Self Learning Modules
- CPM – Comprehensive Patient Modules
- TBL – Team Based Learning
- PSD Cases (Physician Skills Development)
- Clinique Simulées Cases
- Professionalism Cases

The change request approval process (content or objectives) is as follows:

1. The initiator of the Change Request will be asked to discuss and come to agreement with their appropriate language stream counterpart and respective Unit Leaders prior to proposing a change request.

2. The initiator will then document the proposed modifications using a Change Request Form developed by the Assessment, Evaluation and Curriculum (AEC) Office and email the form to: currcoord@uOttawa.ca.

3. The Curriculum Coordinator and Curriculum Director will review the proposed Change Request Form and determine the type of request (minor, moderate or major – see Appendix A).

   Minor Changes

   a. If the request is deemed **minor**, the Curriculum Director will review and approve /propose modifications via email (through the Curriculum Coordinator).

   Moderate or Major Changes

   b. If the request is deemed to be **moderate** or **major**, a subsequent meeting will be scheduled with the initiator of the change request, their language stream counterpart, Unit Leaders, the Curriculum Director, and Curriculum Coordinator to further discuss implications, impact on existing curriculum content, delivery method, whether the proposed change is considered mandatory for student assessment, additional supporting documentation, incorporation within existing curriculum, scheduling, etc.…

4. Once the implications and impacts are identified the initiator of a moderate or major change request will be asked to contribute to the development of a briefing note that describes the action, rationale and the motion, for approval by CCRC.

    a. In addition, CCRC will be provided with a summary of the need, the changes proposed to the learning objectives, a summary of the module's content (new or revised), the educational design strategies that have been integrated into the module, how the module will be evaluated, and whether the module is or is not mandatory.

5. If the changes proposed are approved by CCRC, the initiator will work with the Curriculum Coordinator to develop a timeline for the appropriate implementation of the change request details and including the completion of a linguistic review, translation requirements, eLearning development, User Acceptance Testing (UAT).

    a. If the change request affects learning objectives, once the appropriate level of approval is obtained the Curriculum Coordinator will follow up with the appropriate Supervisor of Academic Services (Pre-Clerkship or Clerkship) and request that the learning objectives be modified accordingly in Elentra.

    b. If the change request affects learning modules, once the UAT is completed /approved at all levels, the new or revised content is deemed ready for 'Go Live'. At this point, a correspondence will be sent to the appropriate Supervisor of Academic Services (Pre-Clerkship or Clerkship) who will notify the appropriate curriculum delivery team members.

    c. All major change requests (new course development /major modification or abolishment of a course) will require the additional approval of UCC, Faculty Council and Council of Undergraduate Studies.

Appendix A

Definitions of change request categories:

- **Minor**: Changes that do not impact the educational purpose, design or evaluation of an existing learning activity.
  Examples:
  - Changing the dates when a session is provided.
  - Correcting spelling errors.
  - Revising, modifying or replacing a sentence, word or graphic in a CBL module; Tutor guide; SLM; other learning resources.
  - Fixing or replacing broken links.
  - Modifying the reference material / explanation or guidance provided in a tutor guide.
  - Adding new articles or reference materials to prepare students for a learning activity, unit or block.

- **Moderate**: Changes that impact the educational purpose, design or evaluation of an existing learning activity / unit / courses / rotations OR proposals to add new learning activities within a unit or rotation.
  Examples:
  - Revisions to the learning objectives or educational design (flipped classroom; lecture to a workshop) of an existing learning activity.
  - Changes to the sequencing of learning activities within a unit or rotation.
  - Revisions to existing longitudinal curriculum components (e.g., Ethics; PSD / DAC; SIM; Professionalism).
  - Adding new CBL/CPM or SLM modules, lectures, workshops, UDA or laboratory sessions.
  - Revisions to an established course (e.g. Link Block to Transition to Clerkship course; Back to Basics to Transition to Residency course).
  - Proposals to expand or modify existing courses (Leadership curriculum, Procedural skills curriculum)

- **Major**: Changes that impact the MD program objectives, add to or revise the number of course codes, or proposed changes to the educational design of the MD Program.
  Examples:
  - Revisions to the MD Program objectives.
  - Adding a new course code (e.g., the EPA Achievement course).
  - Modifications to the educational design of the curriculum (e.g., moving from a block design to an integrated longitudinal spiral curriculum).
  - Revisions to the length of the MD Program.

Typical **process timelines** for minor, moderate and major change requests are as follows:

Minor	Moderate	Major
1-3 months	3-6 months	6-12 months