UGME Curriculum Change Request Guidelines

New or Modified Learning Content and/or Objectives

Curricular Change Request Process Guidelines

All new or modified undergraduate medical education (UGME) curricular content or objectives, for both pre-clerkship and clerkship, **MUST WITHOUT EXCEPTION** be approved by the Curriculum Content Review Committee (CCRC) **BEFORE** they can be implemented.

The Assessment, Evaluation and Curriculum Office is responsible for managing all curricular content and objectives, and is the only entity mandated to assess requests and determine their impact on the existing program.

These guidelines are applicable to the following curricular components, including their supporting documentation (e.g., tutor guides):

- Case-based learning modules (CBLMs)
- Self-learning modules (SLMs)
- Comprehensive patient modules (CPMs)
- Team-based learning (TBL)
- Physician skills development (PSD)
- Clinique simulées
- Professionalism

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 an agreement with their appropriate language stream counterpart and respective unit leaders prior to submitting a change request.

2. The curriculum coordinator and director will review the submitted Change Request Form and categorize the request (minor, moderate or major changes – see Appendix A).

   Minor changes

   a. If the changes are deemed **minor**, the curriculum director will review and approve them or propose modifications via email (through the curriculum coordinator).

   Moderate or major changes

   a. If the changes are deemed **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 the curriculum coordinator to further discuss implications, impact on existing curriculum content, delivery method, whether the proposed changes are considered mandatory for student assessment, additional supporting documentation, incorporation within existing curriculum, scheduling, etc.

   b. **Important note**: All change requests submitted after the deadlines below will only be applied to the following academic year.

   c. The deadlines to submit approved modifications for individual units are indicated below.

Unit	Unit's Start Date	Deadline Minor Changes	Deadline Moderate Changes	Deadline Major Changes for 2024-2025
Introduction Unit	September 5, 2023	May 29, 2023	February 27, 2023	September 2023
Foundations Unit	September 18, 2023	June 12, 2023	March 13, 2023	September 2023
Unit I	January 8, 2024	October 2, 2023	July 3, 2023	January 2024
Unit II	September 5, 2023	May 29, 2023	February 27, 2023	September 2023
Unit III	January 8, 2024	October 2, 2023	July 3, 2023	January 2024
Unit IV	April 2, 2024	January 8, 2024	September 1, 2023	April 2024

3. 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 purpose, rationale and the motion for consideration by CCRC.

   a. In addition, CCRC will be provided with a summary of the identified need, the changes proposed to the learning objectives, a summary of the module's content (new or revised), any changes to 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.

4. If the changes proposed are approved by CCRC, the initiator will work with the curriculum coordinator to develop an implementation timeline that includes linguistic review, translation, eLearning development, user acceptance testing (UAT), etc.

   a. If the changes relate to learning objectives, the curriculum coordinator will ensure the approved learning objectives are revised, translated and updated in Elentra, and inform the appropriate academic programs manager and academic administration specialist(s).

   b. If the changes relate to a learning module, once the UAT is completed and approval is obtained at all levels, the new or revised module is deemed ready to go live. At this point, a correspondence will be sent to the appropriate academic programs manager and the appropriate academic administration specialist(s).

   c. Some major change requests (new course, major modifications or abolishment of a course) will require the additional approval of UCC, Faculty Council and uOttawa's Senate 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 date when a session is provided.
  - Correcting spelling errors.
  - Revising, modifying, or replacing a sentence, word or graphic in a module, tutor guide or other learning resources.
  - Fixing or replacing broken links.
  - Modifying the reference material, explanations 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, course, or rotation OR proposals to add new learning activities within a unit or rotation.
  Examples:
  - Revisions to the learning objectives or educational design (flipped classroom; transforming a lecture into 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, SIM, Professionalism).
  - Adding a new lecture, workshop, unit-directed activity, or laboratory session.
  - Modifications and revisions to an existing CBLM, CPM or SLM.
  - Revisions to an established course (e.g., conversion of link block into Transition to Clerkship course, conversion of Back to Basics into Transition to Residency course).
  - Expansion or modification of existing courses (e.g., Leadership curriculum, procedural skills curriculum)

- **Major**: Changes that impact the MD Program objectives, add to, or revise the course codes, or proposed changes to the educational design of the MD Program.
  Examples:
  - Adding new CBLMs, CPMs or SLMs.
  - 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).
  - Adding a new longitudinal curriculum component.
  - 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

Appendix B

Module Development or Modification Process

This appendix lays down the steps that must be taken when developing or modifying BrightSpace modules for the UGME program.

Developing a New Module (CBLM and SLM)

1. Timeline: 6 to 12 months
2. Curriculum coordinator (CC) receives requests for new module creation from content experts (CEs).
3. Module development initiator discusses and comes to agreement with their appropriate language stream counterpart, respective unit leaders (ULs) as well as leaders from social medicine (SM) and professional identity (PI) to incorporate these aspects in the module.
4. Meeting between CEs, ULs, curriculum director (CD) and CC is held to discuss implications, impact on existing curriculum content, delivery method, whether the proposed changes is considered mandatory for student assessment, additional supporting documentation, incorporation within existing curriculum, scheduling, etc.
5. CC works with the author(s) to:
   - get a letter of understanding signed;
   - provide a module template;
   - establish a timeline for the project;
   - provide copyright guidelines.
6. Module content is developed by CEs, ULs, and SM and PI leaders.
7. CC ensures follow up with author(s) regarding timeline, material and copyright standards.
8. Draft module is sent to CC, who forwards it to the CD for approval. A briefing note is prepared for CCRC. Author(s) present the proposal at a CCRC meeting.
9. CC opens a ticket with eLearning and creates a blueprint in a project tracking software (Jira).
10. CC sends all material to Translation Services.
11. CC ensures that copyrights are obtained if necessary and contacts CEs if there are issues.
12. Translator-editor returns the revised and translated module to CC.
13. Documents are sent to eLearning team for online programming.
14. eLearning team confirms readiness of the module for user acceptance testing (UAT).
15. CC sends the link for both the English and French modules to the CEs for UAT.
16. CEs confirm the readiness of the module or request corrections.
17. When required, corrections requested are implemented and a second UAT is performed by CEs.
18. When final version is approved, the module goes live.
19. eLearning ticket is closed.
20. CC creates/modifies learning objectives in Elentra if required.
21. CC informs program delivery team of the module launch and the learning objectives to be included in the schedule.

Revising an Existing Module (CBLM and SLM)

1. Moderate change timeline – 3 to 6 months
2. Content Experts (CEs) send requests to make modifications to an existing module to the Curriculum Coordinator (CC). Language counterpart needs to agree on proposed changes.
3. CC consults with the curriculum director (CD) and Translation Services to determine if the changes are minor, moderate, or major.
4. CC forwards the change request to the CD for approval. If necessary, a briefing note will be created for approval at a CCRC meeting where the CEs will be invited to present the proposal of changes or for an eVote.
5. CC opens a ticket with eLearning, creates the project within Jira and establish timelines to send to the CEs.
6. CC ensures that copyright is obtained if necessary and contacts CEs if there are issues.
7. Once approved, CC sent the documents to Translation Services for linguistic review and translation.
8. Translator-editor returns the revised and translated documents to CC.
9. Documents are sent to eLearning for online programming.
10. eLearning confirms readiness of the module for user acceptance testing (UAT).
11. CC sends the links to the CEs to perform the UAT.
12. CEs confirm the readiness of the module or request corrections.
13. When required, corrections requested are implemented and a second UAT is performed by CEs.
14. When final version is approved, the module goes live.
15. eLearning ticket is closed
16. CC creates/modifies learning objectives in Elentra if required.
17. CC informs program delivery team of the changes to the module and the learning objectives if applicable.