

UC Riverside, School of Medicine Policies and Procedures**Policy Title:** Review and Approval of Proposals for Educational Program Changes**Policy Number:** 950-06-002

Responsible Officer:	Senior Associate Dean, Medical Education
Responsible Office:	Office of Undergraduate Medical Education
Origination Date:	05/01/2021
Date of Revision:	08/2022; 05/18/2023; 12/21/23
Scope:	All UME curricula and related staff and faculty, as well as all medical and graduate students within the SOM

I. Policy Summary

The Medical Education Committee (MEC)'s subcommittees and teams: the Pre-clerkship Curriculum Subcommittee (PCCS), the Clinical Curriculum Subcommittee (CCS), the Learning Environment Council (LEC), and the Medical Education Integration Subcommittee (MEIS), Longitudinal Ambulatory Care Experience Team (LACE), the Team for Emphases and Curricular Threads (TECT), the Assessment and Evaluation Team (A&E), the Electives Team (ET) and/or the Teaching Excellence and Course Enhancement (TEACH) Team may recommend modifications of aspects of the curriculum, graduation requirements, and educational or student progress policies at any time with final approval of the MEC before a student completes the requirements for graduation. Approved changes will designate an effective date or affected student cohort but may affect all students.

The purpose of this policy is to specify the types of program changes at UCR SOM that can be implemented at the level of the course, clerkship, selective or thread and the types of changes that require central MEC approval prior to implementation.

II. Definitions

- A. A&E: Assessment and Evaluation Team
- B. CCS: Clinical Curriculum Subcommittee
- C. ET: Electives Team
- D. FEC: Faculty Executive Committee
- E. LACE: Longitudinal Ambulatory Care Experience Team
- F. LEC: Learning Environment Council
- G. MEC: Medical Education Committee
- H. MEIS: Medical Education Integration Subcommittee
- I. OAE: Office of Assessment and Evaluation
- J. PCCS: Pre-clerkship Curriculum Subcommittee
- K. TECT: Team on Emphases and Curricular Threads
- L. TEACH: Teaching Excellence and Course Enhancement Team
- M. UME: Undergraduate Medical Education

The Liaison Committee on Medical Education requires that:

“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.” [LCME element 8.3]

Related LCME Standards

8.1: Curricular Management

8.2: Use of Medical Education Program Objectives

8.3: Curricular Design, Review, Revision/Content Monitoring

III. Policy Text

A. Proposals for changes in the educational program that require approval at the central level:

These changes to any part (required or optional) of the 4-year medical school curriculum listed below must be approved through the process outlined in ‘Section V. Procedures’ and then the respective MEC subcommittees and the parent MEC. The Medical Education Committee (MEC) is ultimately responsible for oversight of all changes to the overall curriculum.

Proposed Change in the Educational Program	Oversite Committee and Role
Revision of UCR SOM educational program objectives (UCR EPOs)	A&E – Review and recommend MEC – Develop, review, recommend, final approval /take action
Revision of course/clerkship/selective/thread learning objectives/outcomes and their linkages to the UCR SOM educational program objectives (EPOs) for courses/clerkships/ selectives/threads after review by the Associate Dean of Clinical Medical Education, Executive Associate Dean of Pre-clerkship Medical Education, Associate Dean for Clinical Skills Education and Innovation and the Senior Associate Dean for Medical Education	PCCS – Review and recommend for pre-clerkship phase CCS – Review and recommend for clinical phase MEIS - Review and recommend for across phases TECT - Review and recommend for threads and emphases LACE - Review and recommend for LACE curriculum MEC – Final approval / take action
Curriculum content placement decisions, including horizontal and vertical integration	PCCS – Review and recommend for pre-clerkship phase CCS – Review and recommend for clinical phase MEIS - Review and recommend for across phases TECT - Review and recommend for threads and emphases MEC – Review, recommend, final approval /take action
New required courses, clerkships, selectives, designated emphases, threads, UCR SOM electives or changes in curricular structure	PCCS – Review and recommend for pre-clerkship phase CCS – Review and recommend for clinical phase TECT - Review and recommend for threads and emphases MEIS - Review and recommend for across phases

	ET - Review and recommend for UCR sponsored electives MEC – Review, recommend, final approval /take action
Changes in the duration of a course, clerkship or selective	PCCS – Review and recommend for pre-clerkship phase CCS – Review and recommend for clinical phase MEC – Final approval / take action
Changes in course, clerkship, selective or thread titles	PCCS – Review and recommend for pre-clerkship phase CCS – Review and recommend for clinical phase MEC – Final approval /take action
Changes (<i>including addition or removal</i>) of a major content area for a block course and its modules (e.g., USMLE subject areas, etc.)	PCCS – Review and recommend for pre-clerkship phase MEIS - Review and recommend for across phases MEC – Recommend, final approval /take action
Changes (<i>including addition or removal</i>) of a major content area for a clerkship, selective or Y3/4 course (e.g., USMLE subject areas, etc.)	CCS – Review and recommend for clinical phase MEIS - Review and recommend for across phases MEC – Recommend, final approval /take action
Removal of content or session(s) from a block course and its modules, clerkships and/or selectives that has been identified by the MEC as longitudinal “thread”, which enhances the overall educational program and/or closes potential curricular gaps (e.g., HESJAR. Health Systems Sciences, etc.)	TECT – Review, recommend CCS – Review, recommend PCCS – Review, recommend MEIS - Review and recommend for across phases MEC – Review, recommend, final approval /take action
Change of any active learning session in a Block Course and its modules to a lecture	TEACH – Review, recommend PCCS – Review, recommend MEC - Recommend, final approval /take action
Change of any case-based learning session (e.g., self-directed learning as required by LCME) into any other type of instructional method	TEACH – Review, recommend PCCS – Review, recommend MEC - Recommend, final approval /take action
Introduction of an instructional tool or method that is new to the overall institution	TEACH – Review, recommend MEC - Recommend, final approval /take action
Introduction of an assessment tool or method that is new to the overall institution	A&E – Review, recommend MEIS - Review and recommend for across phases MEC - Recommend, final approval /take action
Changes in tools or methods to assess student performance (e.g., course/clerkship incorporates use of a new oral exam, institutionally written MCQ exam, peer assessment, clinical performance rating/ checklist, etc.).	A&E – Review and recommend PCCS – Review, recommend, approve for pre-clerkship phase CCS – Review, recommend, approve for clinical phase MEIS - Review and recommend for across phases MEC – Final approval / take action
Changes to the current grading rubric for a course, clerkship, selective including the addition, deletion, timing, or frequency of formative and summative exams.	A&E – Review and recommend PCCS – Review, recommend, approve/ take action for pre-clerkship phase CCS – Review, recommend, approve/ take action for clinical phase

	MEC – Final approval
Any requested changes to the required clinical encounter (RCE) logs involving conditions, procedures, levels of student responsibility, alternate experiences, the clinical setting for each educational experience, the number of patients required to pass a clerkship, or any changes to logging policies and procedures.	CCS – Review, recommend, approve/ take action for clinical phase MEC – Final approval
Major changes in evaluation forms of programs and/or instructors	A&E - Review, recommend PCCS - Review, recommend CCS - Review, recommend MEIS - Review and recommend for across phases MEC: Final approval OAE: Take action

B. Examples of changes that can remain at the course, clerkship, selective, thread level

1. Changes in the sequence of content within a course, clerkship, selective, thread.
2. Updating content on an annual basis for the course / clerkship / selective/ thread.
3. The introduction of a new topic occurring within an individual teaching session (e.g., didactic or small group session).
4. Changes in the required reading materials and resources for a course/clerkship/selective with review by the Executive Associate Dean of Pre-clerkship Medical Education and/or Associate Dean of Clinical Medical Education.
5. Changes in faculty members and other non-faculty instructors who teach in individual instructional sessions.
6. Changes in specific clinical services available to students within a clinical site (e.g., removal or addition of a hospital sub-specialty unit or ward).

C. Exceptions to this policy must be approved by the Senior Associate Dean of Medical Education, the Senior Associate Dean of Student Affairs, and the MEC.

IV. Responsibilities

- A. Medical curricula are different in structure and delivery than those experienced by students in the larger university. Whereas students with a declared major are largely free to take courses in any order, the medical curriculum is characteristically a strict sequence of offerings to which students have very little discretion. Thus, when aspects of the medical curriculum need to be modified, those modifications and their effects on requirements cannot be avoided by ongoing medical students because no alternative can be offered. Thus, there is no possibility that medical students can be assured the curriculum or the graduation requirements in place upon their entry will be exactly those they will experience throughout their entire programs.
- B. It is critical that significant curricular changes be reviewed by faculty and staff with a general and deep understanding of how those changes will affect all other courses, blocks, threads, and other curricular elements.
- C. MEC and its designated subcommittees and teams will review and approve all changes to the curriculum and evaluate how those changes affect all other aspects of the curriculum. **The Medical**

Education Committee (MEC) is ultimately responsible for oversight of all changes to the overall curriculum.

- D. The procedure to submit proposals for changes in the educational program that require approval at the central level is outlined in Appendix A of this policy.
- E. The Senior Associate Dean of Medical Education has final authority as to whether a change requires approval by the MEC and its subcommittees or can be presented for informational purposes only.
- F. Faculty who are unsure if their proposal requires this procedure must contact the Office of Medical Education to clarify.

V. Forms/Instructions

Appendix A - Curricular Change Proposal form

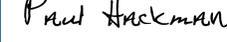
Approvals:

MEDICAL EDUCATION COMMITTEE (12/21/2023)

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 1/3/2024 | 3:08 PM PST

 PABLO JOO., MD,
 SENIOR ASSOCIATE DEAN, MEDICAL EDUCATION
 SCHOOL OF MEDICINE
 DATE

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 PAUL HACKMAN, J.D., L.L.M.
 CHIEF COMPLIANCE AND PRIVACY OFFICER,
 SCHOOL OF MEDICINE
 DATE

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 DEBORAH DEAS, M.D., M.P.H
 VICE CHANCELLOR, HEALTH SCIENCES
 DEAN, SCHOOL OF MEDICINE
 DATE



Appendix A - UCR SOM Guidelines for Proposal for Educational Program Changes

Approval by: Medical Education Committee (MEC)

Date of original adoption: 5/1/2021

Date of last review: 12/21/2023

Accompanies Policy: 950-06-002

Overview

Prior to implementation, all changes to the MD Program curriculum require submission, review, and approval of a proposal. In addition to major modifications to one or more years of the program, these guidelines also apply to the introduction of minor modifications, such as pilot projects as well as changes to courses, clerkships, selectives, threads, emphases, or other discrete curricular elements. The following proposals for changes in the medical education program requires review of Office of Medical Education leadership and final approval of the Medical Education Committee (MEC):

- Title of a course, clerkship, selective, thread, elective, and designated emphasis
- Revision of UCR SOM educational program objectives (UCR EPOs)
- Revision of course/clerkship/selective/thread learning objectives/outcomes and their linkages to the UCR SOM educational program objectives (EPOs) for courses/clerkships/selectives/threads (**refer to page 3 for this specific protocol**).
- Curriculum content placement decisions, including horizontal (with a year level) and vertical integration (across multiple year levels)
- New required courses, clerkships, selectives, designated emphases, threads, UCR SOM electives or changes in curricular structure
- Changes in the duration of a course, clerkship or selective
- Changes in course, clerkship, selective or thread titles
- Changes (including addition or removal) of a major content area for a block course and its modules (e.g., impacting USMLE subject areas, EPO coverage, other courses, learning outcomes, etc.)
- Changes (including addition or removal) of a major content area for a clerkship, selective or Y3/4 course (e.g., impacting USMLE subject areas, EPO coverage, other courses, learning outcomes, etc.)
- Removal of content or session(s) from a block course and its modules, clerkships and/or selectives that has been identified by the MEC as longitudinal “thread”, which enhances the overall educational program and/or closes potential curricular gaps (e.g., HESJAR. Health Systems Sciences, etc.)
- Change of any active learning session in a Block Course and its modules to a lecture
- Change of any case-based learning session (e.g., self-directed learning as required by LCME) into any other type of instructional method
- Introduction of an instructional tool or method that is new to the overall institution
- Introduction of an assessment tool or method that is new to the overall institution

- Changes in tools or methods to assess student performance (e.g., course/clerkship incorporates use of a new oral exam, institutionally written MCQ exam, peer assessment, clinical performance rating/checklist, etc.).
- Changes to the current grading rubric for a course, clerkship, selective including the addition, deletion, timing, or frequency of formative and summative exams.
- Any requested changes to the required clinical encounter (RCE) logs involving conditions, procedures, levels of student responsibility, alternate experiences, the clinical setting for each educational experience, the number of patients required to pass a clerkship, or any changes to logging policies and procedures.
- Major changes in evaluation forms of programs and/or instructors
- Addition or removal of curricular content
- Total duration and/or time dedicated to a particular unit or sub-section
- Assessments forms and grading rubrics
- Evaluation forms of courses, clerkships, selectives and instructors

The Medical Education Committee (MEC) is responsible for oversight of all changes to the program curriculum. **The approval process and information requirements are dependent upon the type of curriculum change, as fully described in the Policy 950-06-002 Review and Approval of Proposals for Educational Program Changes.**

Approval Process

- A. The intent of this approval process is to support and ensure a coherent and coordinated effort among multiple stakeholders, curriculum directors, deans, and other teachers, students, and administrative staff responsible for oversight and delivery of the curriculum. The development of curriculum change proposals will also involve consultation with other individuals, offices and/or committees.
- B. The development of any proposal that requires approval by the MEC and its subcommittees should involve *early consultation* with:
 - a. Pre-clerkship Block Courses and Electives - Executive Dean for Pre-clerkship Medical Education
 - b. Doctoring, Case-based Learning, and Clinical Skills – Associate Dean for Clinical Skills Education and Innovation
 - c. Clerkships, LACE 1/2/3, Fourth Year Selectives, Third and Fourth Year Courses and Electives - Associate Dean for Clinical Medical Education
 - d. Threads, Designated Emphasis, Overall Curriculum – Senior Associate Dean for Medical Education

in order to determine the appropriate information requirements and approval processes.
- C. Faculty who would like to formally propose a curricular change listed in Section III A of policy 950-06-002 must complete and submit the “Educational Program Change Proposal” form (Page 5 of Appendix A) to the respective Associate Dean of Clinical Medical Education, Executive Associate Dean of Pre-clerkship Medical Education, Associate Dean for Clinical Skills Education and Innovation or the Senior Associate Dean for Medical Education
- D. The Senior Associate Dean of Medical Education has final authority as to whether a change requires approval by the MEC and its subcommittees or can be presented for informational purposes only.
- E. Faculty who are unsure if their proposal requires this procedure must still first contact the Office of Medical Education to clarify.

All curriculum, assessment, or evaluation changes require approval by the relevant designated subcommittee of MEC, as listed in policy 950-06-002, prior to implementation and according to

submission/reporting processes determined by the subcommittee or team chair. All such proposed changes must be reported by the subcommittee or team chairs to the MEC in a timely manner. Recommendations of subcommittees require final review and approval by the MEC.

The specific protocol for annual review and revision of course/clerkship/selective/thread learning objectives/outcomes and their linkages to the UCR SOM educational program objectives (EPOs) for courses/clerkships/selectives/threads is stated on Pages 4 and 5 of this document.

Authors or proposers of curricular changes must utilize the proposal template on Page 6 below intended to help guide the development and approval of curriculum changes that involve substantive changes to or the removal of existing curricula/requirements as well as significant changes to the content, objectives, delivery, assessment and/or evaluation of individual courses, components, themes or other discrete curricular elements. ***The relevant Associate Deans are responsible for providing direction, in accordance with these guidelines, with respect to the information required for MEC and MEC subcommittee presentation.***

Examples of changes that can remain at the course, clerkship, selective, thread level without MEC vetting

1. Changes in the sequence of content within a course, clerkship, selective, thread.
2. Updating content on an annual basis for the course / clerkship / selective/ thread.
3. The introduction of a new topic occurring within an individual teaching session (e.g., didactic or small group session).
4. Changes in the required reading materials and resources for a course/clerkship/selective with review by the Executive Associate Dean of Pre-clerkship Medical Education and/or Associate Dean of Clinical Medical Education.
5. Changes in faculty members and other non-faculty instructors who teach in individual instructional sessions.
6. Changes in specific clinical services available to students within a clinical site (e.g., removal or addition of a hospital sub-specialty unit or ward).

<i>Protocol for review and revision of course/clerkship/selective/thread learning objectives/outcomes and their linkages to the UCR SOM educational program objectives (EPOs) for courses/clerkships/selectives/threads</i>				
Foundational Sciences Module	Doctoring, Case-based Learning, and Clinical Skills Modules	LACE 1 and 2	Applied Sciences Threads	Clerkships, LACE 3, Fourth Year Selectives, Third and Fourth Year Courses
<p><i>Step 1 – Block director must provide or revise their:</i></p> <p>A) <i>foundational sciences module learning objectives (MLOs)</i></p> <p>B) <i>proposed MLOs links to the UCR SOM EPOs 8 weeks prior to the start of the block course.</i></p>	<p><i>Step 1 – CS/Doctoring/CBL module directors must provide or revise their:</i></p> <p>A) <i>CS/Doctoring/ CBL module learning objectives (MLOs) for each block 8 weeks prior to the start of the block course</i></p> <p>B) <i>proposed CS/Doctoring/CBL MLOs for each block with links to the UCR SOM EPOs 8 weeks prior to the start of the block course.</i></p> <p>C) <i>CS/Doctoring/CBL longitudinal MLOs to the UCR SOM EPOs prior to the start of the academic year.</i></p>	<p><i>Step 1 – LACE 1 and 2 module directors must link their:</i></p> <p>A) <i>LACE 1 and 2 module learning objectives for each block 8 weeks prior to the start of the block course.</i></p> <p>B) <i>Proposed LACE 1 and 2 MLOs for each block with links to the UCR SOM EPOs 8 weeks prior to the start of the block course</i></p> <p>C) <i>LACE 1 and LACE 2 module longitudinal MLOs to the UCR SOM EPOs prior to the start of the academic year.</i></p>	<p><i>Step 1 – Applied sciences thread directors must link their:</i></p> <p>A) <i>Thread learning objectives for each block 8 weeks prior to the start of the block course.</i></p> <p>B) <i>proposed thread LOs for each block with links to the UCR SOM EPOs 8 weeks prior to the start of the block course</i></p> <p>C) <i>Thread learning objectives for each class year to the UCR SOM EPOs prior to the start of the academic year.</i></p>	<p><i>Step 1 – Clerkship/ Selective / LACE 3 director(s) must link their clerkship, selective or LACE 3 learning objectives to the UCR SOM EPOs in the Spring prior to the start of the academic year</i></p>
<p><i>Step 2 / Integration Step -- The objectives from the modules and threads and their proposed linkages to the EPOs are reviewed by the Executive Associate Dean for Pre-clerkship Medical Education, the Associate Dean for Clinical Skills and Innovation, the Associate Dean for Clinical Medical Education and the Office of Faculty Development, and feedback is given to the directors to compose the final Block Course Level Learning Objectives and their links to the EPOs.</i></p>				<p><i>Step 2 – The linkages are reviewed by the Associate Dean for Clinical Medical Education and feedback is given to the director</i></p>

<p><i>Step 3 – The Block Course Directors present their Block Course Level learning objectives or any changes in learning objectives or in mapping to EPOs for preliminary approval by the PCCS a few weeks before the start of the block course.</i></p>	<p><i>Step 3 – These directors present their learning objectives or any changes in learning objectives or in mapping to EPOS for preliminary approval by the CCS</i></p>
<p><i>Step 4 – Final review and approval by the MEC before start of course.</i></p>	<p><i>Step 4 – Final review and approval by the MEC before start of academic year</i></p>
<p><i>Step 5 – The Office of Faculty Development uploads the new linkages to Acuity each year prior to start of each pre-clerkship block course AND prior to the start of each academic year for clerkships, selectives, threads and Y3/Y4 courses.</i></p>	

Appendix A – Educational Program Change Proposal

Please review policy 950-06-002 Review and Approval of Proposals for Educational Program Changes before submitting.

Date of Educational Program Change Submission:

Proposed Date of Change Implementation:

Author of Proposed Change:

Proposed Initial Submission to: (PCCS, CCS, MEIS, A&E, LACE, TECT, TEACH, or MEC) if known

Note:

1. Submission of new electives in Y1-4 have their own form and process and go to the Chairs of the Electives Team.
2. Proposals to update of change learning objectives and their links to EPOs have their own form provided by the Office of Medical Education

OVERVIEW

1. Name of course, clerkship, selective, thread being changed or introduced. Is the existing director of the course, clerkship, selective, thread aware of this proposal?
2. Indicate the type(s) of change(s) being proposed or introduced (see pages 1-2 of this document).
3. Indicate the desired effective date of the change(s).

DETAILED DESCRIPTION OF CHANGE

4. Provide an academic rationale for the change(s), including how it relates to the UCR SOM's overarching goals and objectives.
5. Provide a detailed description of the change(s), including, as appropriate, how they relate to the existing:
 - a. curriculum structure
 - b. curriculum content placement changes including horizontal and vertical integration
 - c. course/clerkship/selective/thread-level requirements
 - d. program-level requirements
 - e. assessments of students

f. evaluations of the program

Note: comment, as applicable, on the appropriateness of the change to support student achievement of curricular requirements, learning objectives and competencies

IMPACT ON STUDENTS

6. Outline the expected impact on continuing students, if any, and how they will be accommodated. Include a summary of any consultation regarding the change with students.

EVALUATION

7. Please provide a brief description of how the proposed change(s) will be evaluated.

CONSULTATION AND IMPLEMENTATION

8. If the proposal includes a change in student assessments or evaluations of teaching, has the Associate Dean for Medical Education Quality, the Associate Dean for Assessment and Evaluation, the Assessment and Evaluation Team been consulted, including with respect to implementation? If yes, please summarize.

10. If the proposal includes a change in learning modality and/or education setting, has consultation taken place with the individuals/offices who will be supporting implementation of the change (e.g., Director, Faculty Development, Facilities leadership, Student Instruction Support, Director of SP or Sim, the TEACH Team, etc.)? If yes, please summarize.

11. If the proposal will result in a change in teacher recruitment, has consultation with those responsible for recruitment (e.g., Block Director, Sim Director) taken place with respect to implementation? If yes, please summarize.

12. Will the change require faculty development support? If so, has consultation taken place with the Director, Faculty Development? Please summarize.

RESOURCE IMPLICATIONS

13. Describe any resource implications of the change(s) including but not limited to teaching capacity, technology, and space.

14. If the resource implications are being addressed through a reallocation of existing resources, please describe how.

15. If new/additional resources are required, please describe the consultations that have taken place to secure the necessary resources. This may include a statement of support from the Senior Associate Dean of Medical Education.

APPROVALS

F. REQUIRED: Before this change can be brought to the MEC or its MEC subcommittee, *early consultation* MUST take place with:

- Pre-clerkship Block Courses and Electives - Executive Dean for Pre-clerkship Medical Education
- Doctoring, Case-based Learning, and Clinical Skills – Associate Dean for Clinical Skills Education and Innovation
- Clerkships, LACE 1/2/3, Fourth Year Selectives, Third and Fourth Year Courses and Electives - Associate Dean for Clinical Medical Education
- Threads, Designated Emphasis, Overall Curriculum – Senior Associate Dean for Medical Education