

Tips for Entering a New UWSOM Clerkship into Quali

Refer to this document for a breakdown of best practices for School of Medicine Non-Clinical elective entry into Quali. This document outlines areas of the course application that are most often tagged and sent back for courses due to incorrect or incomplete information. Best practices are subject to change and not policy, and approvals/accepted criteria are driven by the University of Washington Curriculum Committee (UWCC).

Course Title

1. The course title must be instructive to inform students about the course. A broad course name that doesn't indicate course specifics or topics will not be approved.
 - *Example of a rejected name:* Team-based care - the title may not be specific enough, it is too broad and may have a scope that is too big – this may be returned, especially if the objectives of the course specify rural or underserved or specific settings, or suggest introductory.
 - *Example of an accepted name:*
 - Introductory to Team-based Care in Rural/Underserved Settings (in the case of the example above)
 - Introduction to Clinical Management of Transgender Patients
 - *Some possible keywords for course titles:* Introduction to, Issues in, Healthcare in, ...for Healthcare Professionals, ...Seminar, Health Disparities in..., Core Topics in., An Experimental Elective in...,
2. The course title can be a location, clinic, city/state, or campus. For Non-Clinical electives, it does not matter what Foundations Campus or campus offers this course. This doesn't matter for the UWCC in the Course Title or the Course Syllabus. Please do not include site-specific details.
 - NOTE: If you ONLY intend to offer the course ONLINE (or virtually, with NO in-person or HYBRID OPTION), you must pay attention to the DL or Distance Learning section of the Quali application.
3. Course titles should **not** be in all caps.
4. Only include abbreviations recognizable outside of UWSOM or the department.
 - *For example:* do not use PH or GH in a title; it may be an abbreviation that you are familiar with, but others may not be; other medical schools, residency programs, upper campus UW, etc. may not recognize that abbreviation. The UWCC will likely return a course with the abbreviation *Alternative:* Public Health or Global Health.
5. For Non-required Clinical Courses: Avoid using terms in the title that may need clarification on which type of SOM graduation requirement the course meets. *For example-* don't use the word 'advanced' if the course is an elective.

Short Title

1. **MUST** align with the Course Title. Don't use words/phrases or abbreviations of words/phrases that aren't already being used in the Course Title.
2. Only include abbreviations recognizable outside of UWSOM (same as above for Course Title).
 - Abbreviations are okay, but there is no list of what abbreviations are accepted and what aren't; use your best judgment and choose abbreviations that are easily understood.
3. The short title is on the UW transcript, so that information needs to be understandable from that perspective and make sense without the context of the full title and course description.

Course Description

1. Should align to 'catalog style' and needs to provide information about what the student will be doing in the course/clerkship. Do not provide a narrative about the subject matter (ex., child abuse is a problem in society...). Instead, explain what the student will learn and what activities they will be engaged in.
 - *Example:* Covers essential curriculum management, including online course entry, common application issues, and curriculum policies.

Prerequisites

1. If you want a prerequisite for a Non-Clinical elective, you must note the exact course that needs to precede the course you would like students to complete 1st.
2. These will be listed on the Time Schedule, and students must complete the prerequisite first to register for your course.
3. The Department is responsible for ensuring that the prerequisite course and subsequent courses are on the Time Schedule at the appropriate times (Quarters) for student participation.
4. Hypothetical: You want a clinical clerkship to be a prerequisite for a non-clinical elective. This is if you want a **clinical** prerequisite (part of the medical students' required curriculum) for a non-required elective. *I.E., To take the IM Primary Care elective, you may only want medical students who have completed the required internal medicine clinical rotation in the 3rd year.* UW Curriculum Committee will sometimes send back any prerequisites that use UWSOM clinical phase designations (Patient Care/Explore & Focus) since it's a designation no one outside of UWSOM knows. They prefer the med student year to be identified instead of the phase:
 - *Example:* open to 4th year medical students only
 - *Example:* completion of core third-year clinical clerkships
 - *Example:* completion of core pediatrics required clerkship
 - *Example:* completion of Patient Care Phase (3rd-year clinical clerkships).

Credits

1. Academic courses generally assign one credit for every 3-hours of student involvement per week over a 10-week quarter.
 - Before submitting, check: Does the total number of student hours per week match the number of credits you requested?
 - *Example:* If you request two credits for a course, the average student involvement should be 6 hours per week for ten weeks.
2. If there are variable credits for a course, you need to put a comment in the multiple/range comment area and describe why the course is being offered that way. So, if the course is offered for 4 or 8 credits, you would provide a comment that the course is offered full-time (indicate the full-time/per week hours) for either two weeks (4 credits) or four weeks (8 credits).
 - *Example:* Full-time, 2-week clerkship offered for four credits, and full-time 4-week clerkship offered for 8 credits.
 - If there is a range, you need to put a comment in the multiple/range comment and describe why a range is being requested.
 - If there is a range, there should always be a max credit noted, which should be the top of that range,

Activities & Hours

1. This depends on how you are structuring your course. Typically, one credit represents an approximate time commitment of 3 hours per week for a 10-week quarter, for 30 quarter hours. In addition, one credit typically means 1 hour of weekly instruction and 2 hours of outside contact with the material.
 - *Example:* 3 credit course: 9 hours per week for a 10-week quarter (90 total quarter hours). If the instructor does 3 hours of Lecture and 6 hours of outside contact time (non-instructional hours), that comes to 9 hours per week. Only a week's total must be represented in the table in Quali.
 - *Example:* 1 credit course: 3 hours per week for a 10-week quarter (30 total quarter hours). If the instructor does 1 hour of a seminar and 2 hours of outside contact time (non-instructional hours), that comes to 3 hours per week. Again, only a week's total needs to be represented in the table in Quali.
2. Course with a credit range: A credit range should be completed based on the minimum and maximum credit amount. For example, a course with a credit range of 1 to 3 credits may be completed as follows:

In-classroom Instructional and Additional Hours (Required)
One credit represents an approximate time commitment of 3 hours per week.

	Hours/Week
Lecture	1-3
Quiz Section	
Seminar	
Laboratory	
Studio	
Other	
Non-instructional Hours	2-6
TOTAL	3-9

The minimum one credit amount of the range is represented by the minimum total weekly hour amount of 3 hours (1 hour of lecture + 2 non-instructional hours). The maximum three credit amount of the range is represented by the maximum total weekly hour amount of 9 hours (3 hours of lecture + 6 non-instructional hours). The dash between hours represents the range of hours for a 1 to 3 credit range because the course may be offered as 1, 2, or 3 credits.

Evaluation Details

1. The course grading details provided in the Evaluation Details section of the course application can be a simple list of the assessment methods and associated percentages (or points). For instance, "Participation (10%); Quizzes (20%); Paper (30%); Final Exam (40%)." If listing points, a total amount of points must be provided.
2. The grading details in the syllabus provided in the course application should align with the

grading details in the Evaluation Details section of the course application. If they don't align, the UW Curriculum Office will return the course application to the appropriate workflow node to request clarification.

3. If providing an in-classroom version and a distance learning (DL) version of the course, grading details for both versions must be provided in the Evaluation Details section of the course application. If the grading details are the same, this should be stated, such as, "Evaluation details are the same for both the in-classroom and DL versions of this course." If the grading details are different, they should be labeled for the appropriate version of the course (in-classroom or DL).
4. **Grading on Participation (NOT Attendance):** Per the Office of Student Financial Aid, the University of Washington is a non-attendance-taking institution under the Department of Education eligibility rules. To meet federal requirements, grading on participation is encouraged.
 - **Participation:**
 - Students may be assessed on their participation in the classroom as long as the rubric used to assess the quality of that participation is explicit (i.e., described in detail in the syllabus). In courses where the pedagogy requires that more than 15% of the course grade be based on in-class participation, the assessment rubric is critical so that students understand what is expected of them.
 - Since disciplines have different teaching methods, there are also different types of grading on participation. Departmental, school and college guidelines may provide specific guidelines about participation in certain types of courses. For the syllabus, what is most important is providing clear expectations of how participation will be used for evaluation purposes in the class.
5. Samples: **Evaluation Details (Required)**
 - *Example 1:*
 - →5% of the final grade: Completion of CITI training
 - →30% of the final grade: Written Assignment 1 (Literature Review Summary)
 - →30% of the final grade: Written Assignment 2 (Research Proposal)
 - →20% of the final grade: Presentation/Guide of Literature Discussion
 - →15% of the final grade: Class Participation: Evaluated based on short, several-minute-long assignments to be completed during each lecture. These may be assessed via poll everywhere or index cards distributed and collected. Students will receive credit if an answer is submitted, regardless of whether it is correct. Each class participation activity will be 2% of the final course grade, allowing students flexibility if they cannot participate on two days of the quarter. Students will receive an extra 2% for participating in 9 class session assignments and 4% for participating and completing 10 class session assignments, contributing to the student's overall class score.
 - *Example 2:*
 - Course is offered as Pass/Fail. Grading is determined by five exams (four intermittent and one cumulative), accounting for a total grade. To pass this course, students must achieve a minimum of 70% on all exams.
 - *Example 3:*
 - Course is offered as Pass/Fail. Grading is determined by exams which will account for the total of the grade. To pass this course, students must achieve a minimum of 70% on all exams.

- *Example 4:*
 - Course is offered as Credit/No-Credit. Grading is determined by the submission of (1) 2 written assignments graded (25% each), (2) a group project (25%), (3) a self-assessment (5 %), and (4) 10 brief session knowledge checks or quizzes (2% each so 20% total). To pass this course, students must achieve a minimum of 75% across all assessments.

Distance Learning

1. Distance Learning vs. In-Classroom Learning
 - A course should only be designated as Distance Learning if it will be 100% online. If the students will meet in person for even one hour, the course does not need to be marked as Distance Learning.
 - [Quick Guide for adding a DL designation to a course in Quali.](#)

Grading System

1. The default grading system for Non-Clinical Electives grading is Credit/No Credit
 - This is important because our medical students cannot receive letter grades on their transcripts.
 - If you are creating a course for medical students to participate in, but your Department's grading system is letter grading. Then we may have you create specific sections for medical students if you want your graduate students in the same class as med students. This is not done at the Quali course creation stage. This is done when we add the approved course to the schedule, so AFTER the course is approved in Quali when we are ready to start registering students!
2. The default grading system for required Foundations courses is Standard or Pass/Fail

Scheduling

1. Select that you want it to be offered in ALL QUARTERS! It is highly recommended that you select that it be offered for all quarters when adding to Quali:
 - This is even if you cannot teach it in all quarters.
 - Your availability can change from year to year. Selecting all quarters means you will have the flexibility to offer your course in any quarter.
 - If you only select Spring or Fall, you can ONLY offer your course in the Spring or Fall quarters. If, in the future, you would like to provide it in the Winter, you would have to submit a course change form to do so. However, if you select all quarters now, you are pre-approved to put your course in any quarter you wish.
 - **It is always up to you to choose when to offer the course (i.e., put it on the Time Schedule and show it to students) once approved.**

Learning Objectives & Course Syllabus

Learning Objectives

1. Ensure your learning objectives are the same in your syllabus as in your Quali Course Application. The UWCC commonly sends back course applications because the course syllabus needs to align with the application.
2. MAKE SURE THE ENTIRE QUALI COURSE APPLICATION & UPLOADED COURSE SYLLABUS ALIGN.

Create a general syllabus to upload to the course application:

3. A syllabus is required as part of the documentation submitted for review of all new course applications and proposals to change existing courses substantively. In addition to forming an essential aspect of reviewing course proposals, the Office of the University Registrar keeps the syllabus to aid in documenting the course content for students. Besides its administrative purpose, students depend on the information on a syllabus to understand what is expected of them in the course. While disciplines will vary in the format and specific content of the syllabus, certain components are essential for most courses.
4. Reach out to us if you want to see some samples of course syllabi. Remember that what you submit on Quali may be a more generalized version of what you send to students. The UW website has tips and guidelines for completing a comprehensive course syllabus.
5. Here are some basics you should include on a generalized course syllabus for Quali:
 - Course Long Title (Course Short title)
 - Course Description & Learning Objectives
 - Course Description: Make sure the description is the same as initially included in Quali
 - Learning objectives: paste the objectives also in the Quali course application
 - Delivery: Can include some general characteristics of class meetings (online, lecture-based, seminar, etc.)- best to keep general at this point and align with activities and hours in Quali
 - Course assessment/expectations
 - Assessment: Descriptions of assessment. If you have them make sure to align them with evaluation information in Quali. Ok, to not include this bullet if you do not have all assessments final.
 - Grading: Overall course grading system needs to align with the grading pasted in the Evaluation Details section of Quali.
 - Course guidelines and policies*
 - **Here is some suggested language from this website:**
 - <https://registrar.washington.edu/curriculum/syllabus-guidelines/>
 - Academic misconduct
 - Accommodation: <https://depts.washington.edu/uwdrs/faculty/syllabus-statement/>
 - Religious Accommodation - **Syllabus Language: [DO NOT AMEND]** *“Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).”*
 - Inclusivity
 - Medical notes
 - Technology protocol
6. Here are some links for creating a comprehensive course syllabus for your students:
 - <https://registrar.washington.edu/curriculum/syllabus-guidelines/>

Curricular Relationships

1. Checking other courses in Kualu.
 - <https://registrar.washington.edu/curriculum/guides/curricular-relationships/#proposing>
 - Most of the time, this does not apply to our courses, but sometimes courses are sent back requesting we reach out to a department for overlap or equivalency check. What does this mean?
 - This may mean you must contact the other unit/s for an overlap/equivalency check and [Step 3](#) – Add a proposal tracking comment and proceed through [Steps 3-6](#). It is highly recommended that you do not resubmit until you have received a response confirming the relationship (or no relationship) from the potentially affected unit. We can work with you if this happens.



The screenshot shows the 'Curriculum Management' interface. At the top, there is a navigation bar with 'Curriculum Management' and a 'Help' icon. Below this is an orange header bar with the text 'TRAIN 101 - New Course Proposals in UW Curriculum Management'. The main content area is titled 'Proposal Tracking Comments' and includes a sub-header: 'This is a table for comments related to proposal status. Approvers can add to these comments while a proposal is in their action list'. The table has three columns: 'Date', 'User', and 'Comment'. There are two rows of data. The first row has a date of '04/18/17', the user 'Bonnie Roberts', and the comment 'Waiting on the syllabus'. The second row has a date of '04/18/17', the user 'Bonnie Roberts', and the comment 'Sent request for equivalency/overlap review to Department for A'. At the bottom left of the table, there is a button labeled '+ Add Row'.

Date	User	Comment
04/18/17	Bonnie Roberts	Waiting on the syllabus
04/18/17	Bonnie Roberts	Sent request for equivalency/overlap review to Department for A