

School of Nursing Undergraduate Curriculum Committee

Standard Operating Procedures

Charge: Responsibilities of the Undergraduate Curriculum Committee include:

1. Develop, review, and approve of new and/or revised undergraduate course and program proposals.
2. Review, approve, and monitor curriculum-related action plans in response to TPE committee reports.
3. Oversee the development, implementation, evaluation and support of IPE, clinical experiences, and simulation within undergraduate curricula, and
4. Conduct regular curriculum plan reviews and mapping to ensure alignment of student learning outcomes with accreditation standards, professional nursing standards and guidelines, state regulations, and reporting requirement.

In fulfilling this charge, the UCC articulates the educational philosophy of the faculty providing the framework through which the best possible nursing education can be delivered.

Membership:

Committee membership includes the undergraduate program coordinators, HSC Clinical Learning Resource Center Liaison(s), HSC Interprofessional Education committee liaison, and five faculty members with at least one representative from each campus.

The Associate Dean for Undergraduate Nursing Education shall serve in an advisory capacity with voice but no vote.

Two undergraduate students, one junior and one senior, shall be elected by the student body or appointed by the Assistant Dean for Student Affairs and shall have voice and vote. Student members shall serve a term of one year and are eligible to serve more than one term.

Meetings:

The Undergraduate Curriculum Committee will meet monthly during the academic year. Meetings may be held face-to-face or electronically, as needed. The UCC Chair may call special meetings as needed.

Procedures:

Course changes and new course proposals will be submitted to the UCC for review. The proposal including syllabi and other pertinent information will be circulated to all members of UCC at least 3 business days before a scheduled meeting for comment. Proposal may be voted on electronically (via email) or in person at a regular meeting. A quorum (80% of the voting members) is required for a vote to be valid.

Standard Guidelines for Determination of Course Levels for New Course Proposals:

Prerequisite Courses:

If a new course is dependent upon material taught in (a) previous course(s), these earlier courses serve as prerequisites for the new course. It is expected that a new 400-level course would have

prerequisites from the existing 300- or 400-level course. All prerequisite courses will be enforced for courses taught in the School of Nursing.

Student Learning Outcomes:

Student Learning Outcomes for a new course without prerequisites will focus on level-appropriate cognitive dimensions (See Table 1).

The focus of Student Learning Outcomes of a proposed:

300-level course will use primarily Dimensions 1, 2, & 3.

400-level course will use primarily Dimensions 4, 5, & 6.

All new course proposals will be reviewed by the UCC for adherence to these guidelines. Any modifications to these guidelines will require a majority vote of the full Undergraduate Curriculum Committee. Any changes in these guidelines will be reported to the University Undergraduate Curriculum Committee.

Table 1.

| | | COGNITIVE PROCESS DIMENSION | | | | | |
|---------------------|--------------------------|--|--|--|--|---|--|
| | | 1. REMEMBER Recall of foundational disciplinary information. | 2. UNDERSTAND Make meaning out of information. | 3. APPLY Use information in a similar situation. | 4. ANALYZE Take apart information and explore component connections. | 5. EVALUATE Examine critically and judge. | 6. CREATE Create something new. |
| Knowledge Dimension | A. Factual | <i>List</i> <i>State</i> | <i>Summarize</i> <i>Discuss</i> | <i>Respond</i> <i>Use</i> | <i>Select</i> <i>Question</i> | <i>Check</i> <i>Predict</i> | <i>Generate</i> <i>Write</i> |
| | B. Conceptual | <i>Recognize</i> <i>Define</i> | <i>Classify</i> <i>Compare</i> | <i>Provide</i> <i>Implement</i> | <i>Differentiate</i> <i>Examine</i> | <i>Determine</i> <i>Debate</i> | <i>Assemble</i> <i>Construct</i> |
| | C. Procedural | <i>Recall</i> <i>Retrieve</i> <i>Locate</i> | <i>Clarify</i> <i>Summarize</i> <i>Explain</i> | <i>Demonstrate</i> <i>Prepare</i> <i>Chart</i> | <i>Integrate</i> <i>Experiment</i> <i>Illustrate</i> | <i>Judge</i> <i>Appraise</i> | <i>Design</i> <i>Collaborate</i> <i>Manage</i> |
| | D. Meta-Cognition | <i>Identify</i> <i>Duplicate</i> | <i>Predict</i> <i>Interpret</i> | <i>Use</i> <i>Solve</i> | <i>Deconstruct</i> <i>Test</i> | <i>Reflect</i> <i>Critique</i> | <i>Create</i> <i>Negotiate</i> |

Determination of Equivalency for Non-Traditional Course Proposals:

Existing courses seeking approval in a non-traditional format will be reviewed by the UCC prior to submission to the University Undergraduate Curriculum Committee. A syllabus from the proposed course must be submitted along with a syllabus from the existing course. These will be evaluated for equivalency in both contact hours and Student Learning Outcomes. Any proposed course that does not meet the equivalency standard, will be returned to the proposer for modification.

If a new course is being proposed for non-traditional approval, the syllabus will be evaluated by the UCC for appropriate learning outcomes (see section on Assignment of Course Level). Contact hours will be evaluated as to the proposed schedule, course assignments, material provided, course expectations, etc. Equivalency of both Student Learning Outcomes and contact hours will be certified in the curricular approval process (currently CARS). If equivalency cannot be certified in both areas, the course will not be approved. Records of the outcome of these processes will be kept by the Chair of the SON UCC.

Calculating contact hours in online and hybrid classes

(Adapted from [USC Annenberg School for Communication and Journalism](#))

As detailed in the Carnegie Unit, contact hours quantify the amount of regular and substantive interaction between students and their instructor. Contact hours are traditionally associated with the number of hours that a class meets on campus. In the online format, this can be interpreted as the number of hours of synchronous online instruction. However, best practice dictates that a combination of synchronous and asynchronous class activities is preferred for online and hybrid courses. The general guideline is that a functional equivalent of contact time, an asynchronous online activity must a) be required for all students (not optional), and b) involve substantive interaction with the faculty. Below are examples of such combinations and how they meet contact hour requirements.

Online Live/Synchronous Activities

Contact hours may be met through live synchronous class meetings and office hours, as well as organized live discussion groups between students.

- **Live class meetings:** The most straightforward way to fulfill contact time is through live class meetings. For example, a 2-hour synchronous meeting might be useful during the initial class meeting to orient students to a course. Live sessions may also be useful during key points in the course, for example before exams or other major assignments such as student presentations.
- **Live required office hours:** Another way to plan contact time with students is to schedule required office hours during the term. These could be held individually with all students, or they could be broken into several times with smaller groups, such that all can participate during a given week. Note that office hours that are optional can't be counted toward the required contact hours.
- **Guided student groups:** Another option is to require live group sessions between students. This could be considered contact time if treated much like a break-out discussion during a traditional in-person meeting. For example, the faculty provides a task and guidelines for the study group discussion (or this could be videotaped instructions which students then review at the top of their study session or individually in advance). Using Zoom or other tools, the students can also record their discussion and then submit the recording to the faculty for accountability or for review. Other ad-hoc or student-initiated study sessions would not count as required contact hours.

Online Asynchronous Activities

In addition to online activities involving live/synchronous contact or interaction, there are asynchronous activities that can be considered functionally equivalent to contact hours. The following is a non-exhaustive list to provide some examples.

- **Video lecture of faculty or invited expert:** Faculty or invited expert is recorded giving a mini-lecture which all students are required to view and then respond to in some way. Note that for an outside or invited expert or guest, this would need to be someone invited by the faculty and filmed for purposes of the course, as opposed to simply having students watch existing footage (e.g. watch a TED talk), which generally wouldn't be deemed as equivalent to contact time with the faculty.
- **Recorded interview with expert:** Faculty may wish to interview someone and film the interview for students to view and respond to. This would be reminiscent of inviting an expert or guest to class and facilitating a discussion. This can be done in-person or remotely using Zoom or Skype for example. VoiceThread would be another suitable technology to use for this type of content. This could also be an audio-only capture and presented as a podcast.
- **Faculty mediated online discussion forum:** Students are asked to respond to prompts on a discussion forum, which faculty monitors and participates in at some level. Again, VoiceThread and other tools offer a video-based form of interactive discussion.
- **Moderated video viewing/discussion:** Faculty may wish to have students watch a video or other type of media content asynchronously and then facilitate dialogue via a discussion forum. This would go beyond simply having students watch a film and instead involve faculty directly in the subsequent discussion in some way.
- **Required or scheduled communication with faculty:** In some rare instances, a required communication between students and faculty as part of a course could feasibly be counted as part of contact time. This would not include normal exchanges that typically occur as part of a course, but rather a specific required part of an assignment, for example, exchanging a product with the instructor and receiving feedback, whether through email, a discussion forum, the course wall, VoiceThread or a video file.

The table below delineates how contact hours and non-contact hours are related to synchronous and asynchronous activities. For example, in the top left box, Live class meetings via Zoom are classified as synchronous contact hours. In the box below that, recorded video lectures by the instructor have been marked as asynchronous contact hours. As you examine this table, you may notice that the unifying theme for contact hours is that there is a substantial amount of interaction or oversight that an instructor has with students or student groups.

Modification of Standard Operating Procedures:

Changes to any of the operating procedures must be approved by a majority of the UCC, and the Bylaws Committee before submission to the University Undergraduate Curriculum Committee for their records.

Examples of Contact and Non-Contact Hours

| Course Type | Contact Hours | Non-Contact Hours |
|-------------------------------|--|--|
| Synchronous | <ul style="list-style-type: none"> • Live class meetings via Zoom • Live required office hours • Guided live student study groups | <ul style="list-style-type: none"> • Online study groups • Live editing student group projects • Live support in the Digital Lounge |
| Asynchronous | <ul style="list-style-type: none"> • Recorded video lectures by instructor • Recorded video lectures by guest expert • Interviews with an expert • Faculty mediated online discussion forums • Moderated video viewing/discussions • Required communication with faculty | <ul style="list-style-type: none"> • Discussion board • Readings • Homework assignments • Videos of non-USC recordings (e.g., TED Talk, PBS special, etc.) • Student blogs • Blackboard quizzes • Essay assignments • Literature reviews |
| Sync/Async Combo Example 1 | <p>Recorded Worked-Out Examples: Instructor-created videos, 6 recordings per week, ~10 minutes each)</p> <p>Zoom Meetings: Discussions about problems that students encountered and application to real world: MWF, 30 minutes per meeting</p> | <ul style="list-style-type: none"> • 6.5 hours of homework • Six, 10-minute quizzes |
| Sync/Async Combo Example 2 | <p>Recorded Lecture: Instructor-created videos that discuss media artifacts, 6 recordings per week, ~10 minutes each</p> <p>Zoom Meetings: Discussions around areas of uncertainty and implications from the recorded lectures, MWF, 30 minutes per meeting</p> | <ul style="list-style-type: none"> • 4 hours of reading • 2 hours of literature review for midterm and final papers • 3 hours of reflective writing • 30 minutes of writing on the discussion board (at least one post and three responses to other students per week) |
| Sync Async Combo Example 3 | <p>Virtual Tours: Instructor-created videos that narrate visits to museums, 6 recordings per week, ~10 minutes each</p> <p>Zoom Meetings: Discussions around areas of uncertainty and the implications of museum artifacts from the virtual tours, MWF, 30 minutes per meeting</p> | <ul style="list-style-type: none"> • 3 hours of reading • 2 hours of literature review for final project • 2 hours of online journaling each week; students must add pictures from museum virtual tour or other relevant pictures and comment |

| Course Type | Contact Hours | Non-Contact Hours |
|--|---|--|
| | | <ul style="list-style-type: none"> • 30 minutes of writing on the discussion board (at least one post and three responses to other students per week) |
| <p>Sync/Async Combo Example 4</p> | <p>Recorded Expert Interviews: Instructor-led interviews of media experts, 1-hour interview each week</p> <p>Zoom Discussion and Lecture: The first part of the Wednesday meeting is a discussion of the recorded interview. The last part of Wednesday and all of Friday is lecture and discussion of other course material, WF, 50 minutes per meeting (the class would normally meet on Monday but that is replaced with the recorded interview)</p> | <ul style="list-style-type: none"> • 4 hours of reading • 2 hours of literature review for midterm and final papers • 3 hours of reflective writing • 30 minutes of writing on the discussion board (at least one post and three responses to other students per week) |
| <p>Sync/Async Combo Example 5</p> | <p>Live Small Group Writing: A 2-hour guided exercise that includes peer feedback and presenting conclusions to class. Students break into small groups to work on assigned writing exercises (write five leads, write an intro to a PR essay, etc.) using instructor guidelines. They each create individual work but provide feedback to one another in small groups, then present their group's work to the class.</p> <p>Structured Student Peer Review: Peer review of student presentations via VoiceThread or equivalent program. Students view a recorded student presentation and provide structured feedback using a model created by the instructor via VoiceThread or another video program and upload that video peer review. Faculty reviews all VoiceThreads and provides substantive feedback to class. Approximately 1 hour.</p> | <ul style="list-style-type: none"> • 3.5 hours of reading • 3 hours of peer review • 30 minutes of writing on the discussion board (at least one post and three responses to other students per week) |