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# **graduate COMMITTEE curriculum PROPOSAL FORM**

## A. Cover page (rover over text for more instructions- please delete red instructions)

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| --- | --- | --- | --- | --- | --- | --- |
| A.1[. Course](#_acknowledge) | **NURS 509: Professional Project Seminar** | | | | |  |
| [Replacing](#Ifapplicable) |  | | | | |  |
| Academic Unit | | School of Nursing | | | | | |  |
| A.2. [Proposal type](#type) | Course: | revision | | | | | |  |
| A.3. [Originator](#Originator) | Justin DiLibero | | [Home department](#home_dept) | | Graduate Nursing | |
| A.4. [Rationale](#Rationale)  Additional Information for [new programs](#type) | NURS 509 is currently listed as a 1 credit course. This does not reflect the expected workload of students or faculty. The proposed change is to increase the credit load from 1 to 3 credits to more accurately reflect the workload of the class.  This revision will also allow for revisions to the course format, allowing for the incorporation of infrastructure and support to improve the student and faculty experience and optimize outcomes. These changes include enhancements to the blackboard sight, course assignments and rubrics.  Currently the course design involves the assignment of 6 student per faculty. Each faculty member is responsible for supporting each student in the development of the project proposal. Students then begin working with an individual project advisor in NURS 692 and 693. The faculty for 509 is often not the expert in the student’s area of interest for the MSN project, and it is difficult for one faculty member to effectively guide 6 students in the design and development of a proposal of the scope and quality expected for masters level nursing scholarship. As a consequence this format leads to challenges when students move on to 692 to work with their project advisor as students often require significant revisions to their proposal that would have been addressed if the project advisor had been involved in the initial proposal development. This leads to inefficiency in the process and frustration of both students and project advisors.  The proposed revision will allow for a course lead to be responsible for the overall course design (syllabi, blackboard, rubric, etc) and facilitation of project seminars which will involve the entire class. Students will be paired with their project advisor immediately in NURS 509, allowing for the more individualized guidance and support required in the proposal development stage. These changes will also facilitate the implementation of group projects  This proposal is part of a broader proposal intended to improve the overall MSN project to improve student and faculty satisfaction, student learning outcomes, overall program quality and the financial bottom line. | | | | | |
| A.5. [Student impact](#student_impact) | When considered in context of a separate program-level proposal to improve the MSN project and remove NURS 512, these changes will have a net neutral impact on the total credit load. These changes are further expected to optimize student satisfaction and student learning outcomes and are expected to have a positive impact on student recruitment as our current masters project requirements are often a deterrent. | | | | | |
| A.6. [Impact on other programs](#impact) | None | | | | | |
| A.7. [Resource impact](#Resource) | [Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.): | None | | | | |
|  | [Library:](#library) | None | | | | |
|  | [Technology](#technology) | None | | | | |
|  | [Facilities](#facilities): | None | | | | |
| A.8. [Semester effective](#Semester_effective) | Fall 2022 | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | | |
| A.10 [Changes to the website](#Signature_2) | None | | | | | |

## B. NEW OR REVISED COURSES

|  | Old ([for revisions only](#Revisions)) ONLY include information that is being revised, otherwise leave blank | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.3. [Course title](file:///C:\Users\Justin\Downloads\GraduateCommitteeProposalForm%20update%201_%202022%20(3).docx#title) | Professional Project Seminar | EBP for ANP Seminar I |
| B.4. [Course description](#description) | Students develop plans for a comprehensive project in the form of research, program design, or grant preparation. Planning includes literature review and exploration of resources | This course develops skills for the effective translation of evidence into practice in the students intended advanced nursing practice role to optimize health outcomes. |
| B.8. [Credit hours](#credits) | 1 | 3 |
| B.9. [Justify differences if any](#differences) | NURS 509 is currently listed as a 1 credit course. This does not reflect the expected workload of students or faculty. The proposed change is to increase the credit load from 1 to 3 credits to more accurately reflect the workload of the class. | |

| B.16. [Course learning outcomes](#outcomes): List each outcome in a separate row | [Professional organization standard(s)](#standards), if relevant | [How will each outcome be measured?](#measured) |
| --- | --- | --- |
| Complete a comprehensive review of the literature specific to the identified area of interest |  |  |
| Critically evaluate, synthesize, and summarize the relevant literature |  |  |
| Synthesize knowledge derived from the review of the literature to construct a refined, clearly articulated problem statement |  |  |
| Synthesize knowledge derived from the review of the literature to construct a refined, clearly articulated focus for the project |  |  |
| .  Complete a project plan that includes consideration of:   * Scientific background for practice (Essential I: Background for Practice from Sciences & Humanities) * Systems/organizational issues (Essential II: Organizational & Systems Leadership) * Quality, safety, and cost (Essential III: Quality Improvement & Safety) * Evidence-based practice (Essential IV: Translating and Integrating Scholarship into Practice) * Innovative healthcare technologies and informatics (Essential V: Informatics   & Healthcare Technologies)   * Healthcare policy/advocacy implications (Essential VI: Healthcare Policy & Advocacy) * Interprofessional/collaborative practice (Essential VII Interprofessional Collaboration for Improving Patient & Population Health Outcomes) * Clinical prevention and population health (Essential VIII: Clinical Prevention & Population Health Outcomes) * Essential IX:  Master’s-Level Nursing Practice * Diversity, social, and ethical issues (MSN Program Goal: Cultural   Sensitivity and Diversity; Ethics)  Relevance to APRN role and specialty (MSN Program Goal: Advanced Practice Role) |  |  |

| B.17. [Topical outline](#outline): Please do not include a full syllabus |
| --- |
| 1. Overview of the masters project 2. Project process and course sequence 3. The literature review    1. Sources of evidence    2. Critically appraising the evidence    3. Synthesizing and summarizing the evidence 4. Establishing the background and significance 5. Establishing the problem 6. Determining the purpose 7. Identifying outcome measures 8. Ethical considerations |
|  |

##### D.1. Approvals:

##### Required from department chairs, program directors, and deans from the academic unit originating the proposal.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Patricia Molloy | MSN Program Director |  | 3/29/22 |
| Justin DiLibero | Chair of Graduate Nursing | Justin DiLibero | 3/26/2022 |
| Carolynn Masters | Dean of the School of Nursing | Carolynn Masters | 3/30/22 |