Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:

- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors) and program eliminations must be reviewed and approved by the Provost and APC prior to submission to the Curriculum Committee. Significant program revisions must also undergo review and approval by the Provost. The Provost will determine if a significant proposal revision requires approval by the APC. Revisions to the General Education curriculum originate from the General Education Committee and must be reviewed and approved by the Provost.
- Completed (and signed) forms are due on the first Tuesday of every month. Submit one signed copy to the Chair of the Curriculum Committee.

1. Originator: Deborah Zbegner  
   School of Nursing  
   (570) 408-4086; deborah.zbegner@wilkes.edu

2. Proposal Title: Scholarly Review

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”).

☐ New Program. (Major or Minor Degree Programs, Certificate Programs). This requires prior review and approval by the Provost and APC.
☐ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
☐ Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
☐ General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
☐ Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
☐ Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
☐ Change in course credit or classroom hours.
☒ Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
☐ Other (Specify)
4. Indicate the number of course modification forms that apply to this proposal:

- [ ] Course Addition Form (plus syllabi)
- [ ] Course Deletion Form
- [x] Course Change Form

5. Executive Summary of Proposal.

Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or university. For incidental changes a one or two sentence explanation is adequate.

This proposal is a request to change the course name, course description, and course requirements of the Master’s level nursing course NSG 590. Currently this course is listed as Scholarly Project and this request is to change the name from Scholarly Project to Scholarly Review. This course is a requirement for the masters degree in nursing. According to the American Association of Colleges of Nursing (AACN), the organization that ensures the quality and integrity of baccalaureate and graduate nursing education programs, a research thesis is not an appropriate requirement for a professional masters degree.

The faculty in each program must determine the most appropriate capstone experience for their graduate students to complete. Whether this capstone experience is a series of specific courses and seminars, one course which, requires compilation and interpretation of information from previous courses and experience, a performance, a comprehensive examination, or a research project and thesis, the capstone experience requires a student to put into practice what has been learned in the program. (Council of Graduate Schools, 1994, p. 37)

6. Other specific information. (Not applicable for incidental changes.)

What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? What would be the effect on the curriculum of all potentially affected programs if this proposal were adopted? Include any potential effects to the curriculum of current programs, departments and courses.

All programs that grant a Masters of Science in Nursing (Nurse Practitioner, Clinical Nurse Specialist, Nurse Executive, and Nurse Educator).

7. Program Outline. (Not applicable for incidental changes).

A semester-by-semester program outline as it would appear in the bulletin for a new program or any modified program with all changes clearly indicated.
8. Signatures and Recommendations. (please date)
   - Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal
     and that adequate resources (library, faculty, technology) are available to support proposal.
   - If a potential signatory disagrees with a proposal he/she should write “I disagree with this
     proposal” and a signed statement should be attached to this submission.

Mary Ann Merlina, Ph.D., RN, University of Michigan, 2/4/13
Print Name/Title                     Signature                     Date
Department chair(s) of all potentially affected programs

Bernard Graham, Dean
Print Name/Title                     Signature                     Date
Dean(s) of any potentially affected College/School.

Susan Huttak, Registrar
Print Name                          Signature                     Date

Provost (For new programs, program elimination, significant program revisions and revisions to the
General Education curriculum).
Provost should check here _____ if this proposal is a program revision AND the significance of
the revision requires review and approval by APC prior to Curriculum Committee.

Chair, Academic Planning Committee. For new programs, program elimination, and significant
program revisions sent via the provost. Signature indicates that the proposal has been reviewed and
approved by APC.

Chair, General Education Committee. For revisions to General Education curriculum only.
(Signature indicates that the proposal has been approved by GEC).
Wilkes University Curriculum Committee
COURSE CHANGE FORM

Directions: Use this form to change information relating to an existing course. Please note, changes to course number require separate course addition/deletion forms (not this form!). Only indicate changes that are proposed (existing and proposed), other fields should be left blank.

Course Number: NSG 590
Course Title: Scholarly Review

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Scholarly Project</th>
<th>Scholarly Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Credit hours. (Indicate classroom, lab or “other” hours.)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Course Prerequisites</td>
<td>Permission of graduate faculty</td>
<td>NSG 500, 501, 502, 504, 505, 530, 533, and permission of graduate faculty</td>
</tr>
<tr>
<td>Course Description (as proposed for Bulletin)¹</td>
<td>The student, under the guidance of a selected faculty member, will critique and synthesize relevant research and literature on a clinical problem in nursing. The student will explore interrelationships between ideas in a scholarly manner. Implications for advanced practice will be addressed. Each student will present their project upon its completion.</td>
<td>In this course the student will synthesize and review issues relevant to their specialty clinical practice. This course is designed as a review of the required masters level core nursing courses and specialty focused curriculum for the advanced practice nurse. This course will provide an overview of the required core graduate nursing curriculum as well as each specific specialty concentration.</td>
</tr>
</tbody>
</table>

¹ Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.
TITLE: NSG 590: Scholarly Review

Prerequisites: NSG 500, 501, 502, 504, 505, 530, 533, and permission of graduate faculty

Credits: 3 credit hours

Course Description:

In this course the student will synthesize and review issues relevant to their specialty clinical practice. This course is designed as a review of the required masters level core nursing courses and specialty focused curriculum for advanced nursing practice. This course will provide an overview of the required core graduate nursing curriculum as well as each specific specialty concentration.

Course Outcomes:

1. Synthesize advanced knowledge of nursing and related disciplines in the development of advanced nursing practice specialty roles.
2. Evaluate applicable knowledge and concepts in nursing to deal with the complexities of a dynamic society.
3. Identify strategies that promote advanced nursing practice.
4. Apply advance nursing knowledge within the context of the advanced practice role.

Grading

Exam 1 30%
Exam 2 30%
Exam 3 30%
Online Discussion 10%
<table>
<thead>
<tr>
<th>Units</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Theoretical Foundations Nursing Research</td>
<td>Desire 2 Learn (D2L)</td>
</tr>
<tr>
<td></td>
<td>Advanced Role Development Healthcare Policy</td>
<td>D2L</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Pathophysiology for Advanced Practice</td>
<td>D2L</td>
</tr>
<tr>
<td></td>
<td>Pharmacotherapeutics for Advanced Practice</td>
<td>EXAM 1</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Advanced Health Assessment</td>
<td>D2L</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Specialty Course Curriculum/NP Track/CNS/Nurse Educ/Nurse Educator.</td>
<td>D2L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam 2</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Specialty Course Curriculum</td>
<td>D2L</td>
</tr>
<tr>
<td>Unit 8</td>
<td>Specialty Course Curriculum</td>
<td>D2L</td>
</tr>
<tr>
<td>Unit 9</td>
<td>Specialty Course Curriculum</td>
<td>D2L</td>
</tr>
<tr>
<td>Unit 10</td>
<td>Specialty Course Curriculum</td>
<td>D2L</td>
</tr>
<tr>
<td>Unit 11</td>
<td>Specialty Course Curriculum</td>
<td>D2L</td>
</tr>
<tr>
<td>Unit 12</td>
<td>Specialty Course Curriculum</td>
<td>D2L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam 3</td>
</tr>
</tbody>
</table>

**Syllabus Changes**

The course instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the course instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) in the course.
Graduate Education Course Policies

Course Expectations & Late Work Policy

All coursework will be completed and submitted when due in a manner consistent with the high expectations of a graduate level student. Late work may result in a point or grade reduction as communicated by the instructor.

Required Reference Format

All students are expected to follow the most current APA guidelines for giving credit to and citing internet and non-internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give due credit to all relevant sources, whether used as a reference or quoted directly. References will be cited within the body of the assignment, as well as on a separate reference page following APA format.

Participation and Expectations of Online Students

Students are expected to participate in online classes from the first day of each semester. A student unable to meet course requirements for a specific online course is expected to notify the instructor as soon as the student is aware of the potential conflict. The student’s grade will reflect incomplete work for the week if communication was not initiated with the faculty member. It is the discretion of the faculty member in each course to determine what concessions would be provided to the students for each unit.

- Computer hardware is setup and required software is installed
- Student has completed the Wilkes University orientation program for on-line students
- Student will notify the course instructor of any disabilities, or specialized learning needs in the first week of class or as needs arise
- Student will assume a self-motivated, independent and engaged learning role.
- Student are expected to meet course deadlines
- Student will have access to the on-line syllabus and should refer to it throughout the semester
- Student will comply with the Wilkes University Academic Integrity Policy at all times.
- Student will respects copyrighted course materials and will use them within accepted guidelines
- Student practices good Netiquette throughout each course
- Student will maintain confidentiality regarding information communicated regarding patients, employers and other students.
- Student has the responsibility to obtain course work missed due to interruption in internet service or technology failure and assignment deadlines will not be extended due to same.

Academic Integrity
Under all circumstances, students are expected to be honest in their dealings with faculty, administrative staff, and fellow students. In speaking and/or correspondence with members of the college community, students must give an accurate representation of the facts at hand. Students must submit work that fairly and accurately reflects their level of accomplishment. Any work that is not a product of the student’s own effort is considered dishonest. Students may not submit the same work for more than one course. A student may be suspended or expelled for academic dishonesty. Please refer to the Student Handbook for additional information regarding the policy on academic honesty.

**Americans with Disabilities Act**

In compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, Wilkes offers integrated educational services to assist students with disabilities to obtain a college education. Contact the Disability Services Office for more information.

**College Identification**

Students meeting face-to-face or participating in residencies on campus will need a valid Wilkes photo ID card to enter some of the college buildings. This procedure is intended to help ensure the safety of all students and college personnel at Wilkes.

**Course Technology Integration**

**Required Hardware:** To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about more specific requirements (for PCs and Macs) review Wilkes University’s Technical Support Pages on the myWilkes Portal.

**Required Software:** Please consult Wilkes University’s Technical Support Pages on the myWilkes Portal for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Word, Excel, and PowerPoint, access to either Windows Media Player or QuickTime.

**Help Desk:** For technical assistance, contact the Wilkes University Help Desk at 1-866-264-1462. Help Desk accepts calls 24 hours a day, 7 days a week.

**Wilkes Graduate Education Program Policies**

**Academic Honesty**

Academic Honesty requires students to refrain from cheating and to provide clear citations for assertions of fact, as well as for the language, ideas, and interpretations found within the works of others. Failure to formally acknowledge the work of others, including Internet resources, written material, and any assistance with class assignments, constitutes Plagiarism. Cheating and plagiarism are serious academic offenses that cannot be tolerated in a community of
scholars. Violations of academic honesty will be addressed at the programmatic and university levels and may result in a decision of course failure or program dismissal.

Academic Supports

Library Access

Wilkes offers an online library service that you can access from home. The library is available online at http://www.wilkes.edu/library. You can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. They are available at: http://www.wilkes.edu/library/articles.asp. Click on the database from which you would like to search.

Please note that if you are not on Wilkes campus, you will be asked to log in to some of the databases. Use your Wilkes e-mail username (without “@wilkes.edu”) and password to gain access.

If you do not know your username and password for your e-mail account, contact the Wilkes Help Desk directly at 1-866-264-1462. The Help Desk is available 24/7.

Those databases followed by an * require a special password, whether you are on campus or off campus. Please contact the library reference desk at 570.408.4250, for information.

Writing

The Writing Center, located in the lower level of Breiseth Hall (Room 018), is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: Extension 2753 or on-line at http://www.wilkes.edu/resources/writing.

Special Needs

Wilkes University provides disability support services (DSS) through the University College. If you have special academic or physical needs, as addressed by the American with Disabilities Act (ADA), and request special accommodations or considerations, please contact the University College and your instructors. Documentation of your disability will be requested by Wilkes in order to be considered for accommodations. Contact: Sandra Rendina 570.408.4153.