GRADUATE COUNCIL: NEW COURSE PROPOSAL

Originating Unit: Nursing

Type of action: ☑ New course   ☐ Full online course**

Semester and year course will take effect: Fall 2025

New course title: Nursing Research Proposal Development

Appropriate computer abbreviation (30 spaces or less): Nrsg Research Proposal

Course instructional methodology: Web

course component types: ugradcouncil.tcu.edu/forms/Course Component Types.pdf

New course number: NPHD 80132

Prerequisites for new course: *include an attachment if additional space is needed*

NPHD 8XXX2 Implementation Science ; HCHS 80213 Quantitative & Qualitative Methods, HCHS 70913 Qualitative Methods & Design

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View > Show/Hide > Navigations Panes > Attachments

Description of new course (catalog copy): *include an attachment if additional space is needed*

This course provides the student an opportunity to demonstrate a comprehensive understanding of the research process through design of a robust research project that will contribute to evidence-based practice and the advancement of nursing science.

Fully Online Courses**

All online courses, and /or distance learning offerings must meet State Compliance regulations as defined by specific state legislation. TCU Distance Learning is any for-credit instruction provided to a TCU student outside the State of Texas. This includes internships, clinical, video conferencing, online, or any other delivery format that crosses state lines. Contact the Koehler Center for Teaching Excellence for guidelines. Include a letter of support from the Koehler Center with this proposal.

Supporting evidence or justification: (For a new course, attach proposed syllabus, including course objectives, course outline, and representative bibliography.)

Describe the intended outcomes of the course and how they will be assessed: *include an attachment if additional space is needed*
see attached syllabi

| Click here to attach a file |

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Additional resources required:

Faculty: n/a

Space: n/a

Equipment: n/a

Library: n/a

Financial Aid: n/a

Other:

Change in teaching load: n/a

Does this change affect any other units of the University? ☐ Yes ☑ No
If yes, submit supporting statement signed by chair of affected unit.

If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.

Chair of Originating Unit:

Name: Suzy Lockwood

Unit: Nursing

Signature: Dr. Suzy Lockwood

Digitally signed by Dr. Suzy Lockwood
Date: 2024.02.05 18:39:40 -06'00'

NPHD 80132 Nursing Research Proposal Development

Instructor Name:
Semester and Year:
Number of Credits: 2
Class Location:
Class Meeting Day(s) & Time(s*): Asynchronous*
Office Location:
Office Hours: *[If you will use virtual office hours, indicate this and instruct students how to access.]*
Telephone:
Email:
Response Time: *[If a student has contacted you with a question or a concern, how soon do you reply to these queries? Does this differ on weekends / holidays?]*

Final Exam Date & Other Important Dates

There is no final examination for this course. The Dissertation Proposal Defense must be completed by XX/XX/XX unless otherwise negotiated.

Course Description

This course provides the student an opportunity to demonstrate a comprehensive understanding of the research process through design of a robust research project that will contribute to evidence-based practice and the advancement of nursing science.

Learning Outcomes

By the end of this course, students will:
1. Create a well-structured research proposal, including the articulation of research aims, objectives, hypotheses, and a detailed research plan.
2. Communicate research proposals effectively, both in written form and through persuasive oral presentations.
3. Demonstrate skills in planning for data analysis, interpretation, and reporting, including statistical or qualitative analysis techniques commonly used in nursing research.
4. Understand the ethical principles and regulations governing research involving human subjects and develop strategies to ensure research compliance.

Prerequisites / Program or Major Connections

NPHD 80112; NPHD 80122; HCHS 80213; HCHS 80223

Required Texts / Materials

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. ISBN: 978-1496351296

Jacobsen, K.H. (2021). *Introduction to health research methods: A practical guide* (3rd ed.). Jones & Bartlett. ISBN-13: 978-1284197563

Polit, D.F. & Beck, C.T. (2021). *Nursing research: Generating and assessing evidence for nursing practice* (11th ed.). Wolters-Kluwer. ISBN-13: 978-1975110642

Additional/Supplementary Resources

No additional resources are required. However, the student may identify valuable resources the learner wishes to acquire during the dissertation proposal development.

Teaching Philosophy

One aspect of learning is the interactive process between student and faculty. Faculty offer guidance and feedback through a dialogue process. That is, students are expected to maintain communication with faculty regarding all aspects of the dissertation experience.

Instructional Methods

The teaching strategies for this course are mentoring and experiential learning as the student completes the dissertation proposal and participates in various activities to disseminate information regarding the dissertation.

Course Policies and Requirements

Assignments
Successful proposal defense of the student's dissertation (with approved Chapters I-III and PowerPoint Presentation) and submission of TCU IRB application are required to successfully progress dissertation

Grading Rubric Chapters I – III

- **Clarity and Coherence:** Each section must be clearly written and logically organized.
- **Depth and Rigor:** The content should demonstrate a deep understanding of the subject.
- **Originality:** Original thought and critical thinking should be evident throughout.
- **Compliance with Guidelines:** Adherence to specific academic and formatting guidelines.

Chapter	Section	Criteria	Exceeds Expectations (5 points)	Meets Expectations (4 points)	Below Expectations (1-2 points)	Unacceptable (0 points)	Total
Chapter 1: Introduction	Background of the Study	Clarity, relevance, and depth of the topic introduction	Demonstrates excellent clarity, relevance, and depth of the topic introduction	Demonstrates good clarity, relevance, and depth of the topic introduction	Demonstrates fair clarity, relevance, and depth of the topic introduction	Demonstrates no or little clarity, relevance, and depth of the topic introduction	/5
	Statement of the Problem	Clear definition and significance of the research problem	Demonstrates an excellent definition and significance of the research problem	Demonstrates a good definition and significance of the research problem	Demonstrates a fair definition and significance of the research problem	Demonstrates no or little definition and significance of the research problem	/5
	Purpose of the Study	Explicit statement of the study's purpose	Demonstrates an excellent explicit statement of the study's purpose	Demonstrates a good explicit statement of the study's purpose	Demonstrates a fair explicit statement of the study's purpose	Demonstrates no or little explicit statement of the study's purpose	/5
	Research Questions	Specificity and relevance of research questions	Demonstrates excellent specificity and relevance of research questions	Demonstrates fair specificity and relevance of research questions	Demonstrates good specificity and relevance of research questions	Demonstrates no or little specificity and relevance of research questions	/5
	Significance of the Study	Explanation of the study's importance and implications	Demonstrates an excellent explanation of the study's importance and implications	Demonstrates a good explanation of the study's importance and implications	Demonstrates a fair explanation of the study's importance and implications	Demonstrates little or no explanation of the study's importance and implications	/5
Chapter 2: Literature Review	Scope of Review	Breadth and depth of literature reviewed	Demonstrates an excellent breadth and depth of literature reviewed	Demonstrates a good breadth and depth of literature reviewed	Demonstrates a fair breadth and depth of literature reviewed	Demonstrates little or no breadth and depth of literature reviewed	/5
	Theoretical Framework	Appropriateness and application of theoretical framework	Demonstrates an excellent appropriateness and application of theoretical framework	Demonstrates a good appropriateness and application of theoretical framework	Demonstrates a fair appropriateness and application	Demonstrates little or no appropriateness and application	/5
	Critical Analysis	Critical evaluation and synthesis	Demonstrates an excellent critical evaluation and	Demonstrates a good critical evaluation and	Demonstrates a fair critical evaluation and	Demonstrates little or no critical evaluation and	/5

Chapter	Section	Criteria	Exceeds Expectations (5 points)	Meets Expectations (4 points)	Below Expectations (1-2 points)	Unacceptable (0 points)	Total
		of the literature	synthesis of the literature	synthesis of the literature	synthesis of the literature	synthesis of the literature	
	Gap Identification	Identification of research gaps and their significance	Demonstrates an excellent identification of research gaps and their significance	Demonstrates a good identification of research gaps and their significance	Demonstrates a fair identification of research gaps and their significance	Demonstrates little to no identification of research gaps and their significance	/5
Chapter 3: Methodology	Research Design	Suitability and justification of the research design	Demonstrates an excellent suitability and justification of the research design	Demonstrates a fair suitability and justification of the research design	Demonstrates a good suitability and justification of the research design	Demonstrates little to no suitability and justification of the research design	/5
	Data Collection Methods	Appropriateness and detailed description of methods	Demonstrates an excellent appropriateness and detailed description of methods	Demonstrates a good appropriateness and detailed description of methods	Demonstrates a fair appropriateness and detailed description of methods	Demonstrates little to no appropriateness and detailed description of methods	/5
	Data Analysis Plan	Clarity and relevance of the proposed analysis plan	Demonstrates excellent clarity and relevance of the proposed analysis plan	Demonstrates good clarity and relevance of the proposed analysis plan	Demonstrates fair clarity and relevance of the proposed analysis plan	Demonstrates little to no clarity and relevance of the proposed analysis plan	/5
	Ethical Considerations	Discussion of ethics and steps taken to address them	Demonstrates an excellent discussion of ethics and steps taken to address them	Demonstrates a good discussion of ethics and steps taken to address them	Demonstrates a fair discussion of ethics and steps taken to address them	Demonstrates little to no discussion of ethics and steps taken to address them	/5
Overall Assessment Total							/65

In order to pass the course, students must achieve 80% (52/65) or better on the Chapters I - III and the student must achieve *Meets Expectations* (4) or higher in every category.
Grading scale:
90 – 100 = A
80 – 89.4 = B
70 – 79.4 = C
Below 70 = F

Grading Rubric PowerPoint of Proposal Defense

- **Consistency:** The style, color scheme, and font should be consistent throughout the presentation.
- **Brevity:** Information on slides should be concise and to the point, avoiding overcrowding.
- **Alignment with Proposal Goals:** The content of the slides should align closely with the aims and objectives of the proposal.

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (1-2 points)	Unsatisfactory (0 points)	Total
Content Accuracy	Content is accurate and covers all relevant aspects of the proposal.	Content is mostly accurate with minor omissions.	Content is generally accurate but has notable omissions.	Content has several inaccuracies or missing elements.	Content is inaccurate or mostly missing.	/5
Organization and Flow	Slides are logically organized, flow smoothly, and enhance the understanding of the proposal.	Slides are well-organized with a few minor issues in flow.	Organization is clear, but the flow could be smoother.	Organization and flow are confusing and disjointed.	Lacks coherent organization and flow.	/5
Visual Design and Clarity	Slides are visually appealing, with a clear and professional design. Text and graphics are balanced.	Slides are visually good but could be more engaging or professional.	Slides are clear but lack visual appeal or design elements.	Slides are cluttered, overly simplistic, or unprofessional.	Slides are poorly designed and hard to follow.	/5
Relevance of Graphics	Graphics and images are highly relevant and enhance the comprehension of the content.	Graphics are relevant with minor discrepancies in enhancing content.	Some graphics are relevant but do not significantly aid in understanding.	Graphics are somewhat irrelevant or distract from the content.	Graphics are irrelevant or absent.	/5
Use of Data and Evidence	Data and evidence are used effectively to support the proposal.	Data and evidence are used well with minor areas for improvement.	Data and evidence are used, but not as effectively as possible.	Limited or ineffective use of data and evidence.	Data and evidence are not used or are irrelevant.	/5
Slide Readability	Text is easy to read, with appropriate font size and no spelling/grammatical errors.	Text is mostly easy to read with minor errors or size issues.	Text is readable but could be improved for clarity or size.	Text is difficult to read due to size, errors, or style.	Text is unreadable or mostly contains errors.	/5
Overall Assessment Total						/35

Grading Rubric Proposal Defense

Presentation Format:

- **Duration:** The presentation should be no longer than [60 minutes], followed by a question-and-answer session.
- **Content:** Your slides should cover the following key areas:
    - Introduction and Background
    - Statement of the Problem
    - Literature Review
    - Methodology
    - Expected Outcomes/Significance of the Study
- **Visuals:** Use visuals such as charts, graphs, and images to enhance your presentation. Ensure that the slides are not text-heavy.

Criteria	Exceeds Expectations (5 points)	Meets Expectations (4 points)	Below Expectations (1-2 points)	Unacceptable (0 points)	Total
Student demonstrates ability to state a problem clearly and well-conceptualized	Demonstrates an excellent ability describe research problem.	Demonstrates a good ability to describe research problem.	Demonstrates a fair ability describe research problem.	Demonstrates no or little ability to describe research problem.	/5
Student demonstrates ability to integrate relevant literature.	Demonstrates an excellent understanding of relevant literature.	Demonstrates a good understanding of relevant literature.	Demonstrates a fair understanding of relevant literature.	Demonstrates no or little understanding of relevant literature.	/5
Student demonstrates knowledge of appropriate research strategies and methods.	Demonstrates an excellent knowledge of research and methods.	Demonstrates a good knowledge of research and methods.	Demonstrates a fair knowledge of research and methods.	Demonstrates no or little knowledge of research and methods.	/5
Student demonstrates ability to orally present problem, objectives, approach and plan for dissertation research.	Demonstrates an excellent ability to present orally the proposed dissertation research.	Demonstrates a good ability to present orally the proposed dissertation research.	Demonstrates a fair ability to present orally the proposed dissertation research.	Demonstrates no or little ability to present orally the proposed dissertation research.	/5
Student demonstrates ability to respond to questions about dissertation research.	Demonstrates excellent ability to respond to questions about proposed dissertation research.	Demonstrates good ability to respond to questions about proposed dissertation research.	Demonstrates fair ability to respond to questions about proposed dissertation research.	Demonstrates no or little ability to respond to questions about proposed dissertation research.	/5

Overall Assessment Total					/25

In order to pass the course, students must achieve 80% (20/25) or better on the proposal defense and the student must achieve *Meets Expectations* (4) or higher in every category.
Grading scale:
90 – 100 = A
80 – 89.99 = B
70 – 79.99 = C
Below 70 = F

TCU IRB Submission

As part of this course, each student is required to prepare and submit a complete application to the TCU IRB for the approval of their research project. This submission is crucial for ensuring that your research complies with ethical standards and institutional regulations.

This assignment will be graded on a **completion basis**. This means that your grade will be determined by the thoroughness and completeness of your submission, rather than the outcome (i.e., approval or disapproval) of the TCU IRB review. To receive a full completion grade, your submission must include all required components and adhere to the specified guidelines.

Grading Rubric Chapter IV (initial development)

- **Consistency with Methodology:** The findings should align with the methodology outlined in previous chapters.
- **Accuracy:** Data presented must be accurate and verifiable.
- **Critical Analysis:** The chapter should demonstrate critical analysis of the findings.

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (1-2 points)	Unsatisfactory (0 points)	Total
Presentation of Findings	Findings are presented in a clear, detailed, and organized manner.	Findings are well-presented with minor clarity issues.	Findings are adequately presented but lack detail or organization.	Presentation of findings is unclear or poorly organized.	Findings are not presented or are incomprehensible.	/5
Use of Data and Analysis	Data is analyzed comprehensively and insightfully.	Data analysis is solid with minor areas for improvement.	Data analysis is adequate but lacks depth or insight.	Data analysis is superficial or flawed.	Data analysis is missing, incorrect, or grossly flawed.	/5

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (1-2 points)	Unsatisfactory (0 points)	Total
Visual Representation	Graphs, tables, and figures are used effectively to enhance understanding.	Visuals are good but could be more effective or clearer.	Visuals are adequate but not fully effective.	Poor or inappropriate use of visuals.	Visuals are absent or irrelevant.	/5
Interpretation of Results	Interpretation is insightful, comprehensive, and clearly linked to research questions.	Interpretation is sound with minor gaps or issues.	Interpretation is adequate but lacks depth or clarity.	Interpretation is weak, unclear, or flawed.	No interpretation or grossly incorrect.	/5
Relevance to Hypotheses or Research Questions	Directly and effectively addresses all hypotheses or research questions.	Mostly addresses hypotheses or questions with minor omissions.	Adequately addresses some hypotheses or questions.	Inadequate or partial address of hypotheses or questions.	Fails to address hypotheses or research questions.	/5
Discussion of Limitations	Limitations are thoroughly discussed with implications for results.	Good discussion of limitations with minor omissions.	Adequate discussion of limitations, but more detail needed.	Limited or superficial discussion of limitations.	No discussion of limitations.	/5
Overall Assessment Total						/30

Grading
Final Grade Elements / Grade Breakdown:

Outcome(s)	Assignments, Exams/Quizzes, Presentations, etc.	Percent
1, 2, 3	Complete Chapters I, II, III	15%
1, 2, 3	PowerPoint Presentation for Proposal Defense	15%
1, 2, 3, 4	Dissertation Proposal Defense	40%
4	IRB Submission for TCU (complete/incomplete)	20%
1, 2, 3	Chapter IV Development	10%

Grading Scales
Successful completion of this course requires completion of all assignments as approved by your Major Advisor and/or course faculty. Students must follow the published schedule. Strict adherence to the schedule facilitates adequate and expected progress with and completion of dissertation activities. Failure to meet published deadlines will result in no credit being awarded and will require repeat of the course. Students may be aware of their progress by referring to the Gradebook and via communication with their Major Advisor and/or course faculty throughout the semester.

Grade	Score	Grade	Score
A	94–100	C+	77–79.99
A-	90–93.99	C	74–76.99
B+	87–89.99	F	73.99 or below Failure
B	84–86.99		
B-	80–83.99		

Late Work
Students must meet published deadlines or face receipt of no credit for the course. If issues arise that impedes meeting published deadlines, students must visit with the faculty to avoid possible loss of credit.

Grading Concerns
If you have any questions or concerns about your experiences in this course, the first step is to communicate these questions or concerns directly with the person(s) involved. Your instructor is your primary contact for any questions or concerns that arise with this course. The chain of communication for this course is:
- Your instructor; if the situation is unresolved, consult with
- The Program Director/Coordinator; if the situation is unresolved, consult with
- The Director, Graduate Nursing; if the situation is unresolved, consult with
- The Associate Dean for Nursing and Nurse Anesthesia.

Participation / Engagement (Attendance)
Active communication/interaction with faculty is required during the course of the project. This is defined as timely responses to the professor's emails (within 24-48 hours), resubmission of modified drafts for which feedback has been provided, and ongoing engagement with the dissertation development, PowerPoint, proposal defense, and submissions of other required activities in accordance with the published schedule.

Class Norms & Netiquette
All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read the basic information about netiquette (http://www.albion.com/netiquette/).
Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. Please review the relevant sections of the Student Handbook (https://deanofstudents.tcu.edu/student-handbook/) for TCU's network and computing policies and communication guidelines.

TCU Syllabus Policies & Resources

Please use this **link** or scan the QR code with a mobile device camera to access policies and resources including support for TCU students, student access and accommodation, anti-discrimination and Title IX information, and other important information.

Course Schedule

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated.

Date	Topic	Assigned Content	Learning Activity
Week 1	Research Process	Refer to required texts	Complete Chapters I, II, III Update on Dissertation Progression
Week 2	Research Process	Refer to required texts	Complete Chapters I, II, III Update on Dissertation Progression
Week 3	Research Process	Refer to required texts	Chapters I, II, III (Due this week)
Week 4	Research Process	Refer to required texts	First Draft of Dissertation Proposal and PowerPoint Due
Week 5	Research Process	Refer to required texts	Continue to update Dissertation Proposal and PowerPoint
Week 6	Research Process	Refer to required texts	Continue to update Dissertation Proposal and PowerPoint
Week 7	Research Process	Refer to required texts	Continue to update Dissertation Proposal and PowerPoint
Week 8	Research Process	Refer to required texts	Second Draft of Dissertation Proposal and PowerPoint Due
Week 9	Research Process	Refer to required texts	Research Process, Document Development Update on Dissertation Progression

Date	Topic	Assigned Content	Learning Activity
Week 10	Research Process	Refer to required texts	Dissertation Proposal Defense
Week 11	Research Process	Refer to required texts	Dissertation Proposal Defense
Week 12	Research Process, IRB	Refer to required texts	Chapter IV Development TCU IRB Submission
Week 13	Research Process, IRB	Refer to required texts	Chapter IV Development TCU IRB Submission
Week 14	Research Process, IRB	Refer to required texts	Chapter IV Development TCU IRB Submission
Week 15	Research Process, IRB	Refer to required texts	Chapter IV Development Due TCU IRB Submission (must complete this week)
Week 16	Wrap Up		Complete all course work

Student Perception of Teaching (SPOT)

Towards the end of the term you will receive an email asking to complete your SPOT for this course. I appreciate your thoughtful and reflective feedback to help make this course successful for future students. You can fill out the SPOT by clicking on the link in the email or in TCU Online when SPOTs open.

TCU Mission Statement

The mission of Texas Christian University, a private comprehensive university, is to educate individuals to think and act as ethical leaders and responsible citizens in the global community through research and creative activities, scholarship, service, and programs of teaching and learning offered through the doctoral level.

TCU Nursing Vision Statement
To advance the health of all.

TCU Nursing Mission Statement
To lead nursing education, practice, and scholarship.