Faculty expressed concern about their knowledge of current standards in preparation for curriculum revision. Faculty survey results indicated the need for more knowledge about:

- Essentials of baccalaureate education for professional nursing practice (AACN, 2008)
- Core competencies in quality and safety for pre-licensure nursing students (QSEN, 2007)
- Standards of best practice: Simulation (INACSL, 2015)
- Core competencies for interprofessional practice: Report of an expert panel (IPEC, 2011)

**Learning Outcomes**
1. Demonstrate increased knowledge about national standards.
2. Apply national standards to curriculum.
3. Articulate the rationale behind decisions to change curriculum.
4. Report increased confidence in making informed decisions about the curriculum.
5. Demonstrate empowerment for making informed decisions about changes in curriculum (long-term goal)

**Methods**

Context: Faculty preparing for a revision of the BSN and ABSN curriculum were provided faculty development modules. Groups targeted for pilot module were curriculum task force members, executive committee members, and course coordinators.

Interventions included:
- Online modules for CNE credit
- Reading and listening activities
- Active learning questions
- Application questions

**Measures**
- Pre/posttest knowledge assessment
- Analysis of answers to application questions
- Self-report of confidence in applying new knowledge
- Increased engagement in the planning process (long-term goal)

**Results**
- Pilot module data collection in progress.
- Analysis will compare pre/posttest scores & responses to application questions.
- Trends in self-confidence will be tracked using self-report at the end of each module.
- Engagement in curriculum planning process will be tracked by participation (meetings, surveys, faculty forums) & contributions to revisions.

**Discussion**
- Pilot module results will be used to modify subsequent modules to attain project aims.
- Faculty development results in greater understanding among faculty of program objectives and course placement (Keating, 2015).
- Faculty development can result in transfer of evidence-based teaching strategies to one’s teaching practice – the project goal (Ignatavicius & Chang, 2016).

References and results available separately.