


You Don't Need a Rocket Ship to Launch a New Online Program

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VISION
We change the life of one to care for the lives of many.

ABOUT US
Single Purpose Nursing College


- LPN/LVN to ADN Bridge
- Associate Degree in Nursing
- Bachelor of Science in Nursing
- 3 - Year Bachelor Degree
- RN to BSN Degree
- Master of Science in Nursing
- Total Enrollment = 6500+

Locations


- Cincinnati, OH
- Hazard, KY
- Louisville, KY
- San Antonio, TX
- Tampa Bay, FL
- Online



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Overview




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Program Development



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Assembling the Team




- College-wide MSN Program Development Workgroup
- Comprised of Doctorally-Prepared Faculty who Volunteered to Serve

Purpose:
To develop a Master of Science in Nursing (MSN) program that is innovative, reflective of contemporary practice and established standards for master's/post master's programs, including advanced practice/specialty competencies, role-specific professional standards and guidelines, and clearly articulated end-of-program student learning outcomes which will guide the development of the curriculum.

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Responsibilities
Establishing the Need/Rationale


- National, regional, and state workforce data**
 - Professional organization data
 - Bureau of Labor Statistics
- Review of the literature**
- Stakeholder feedback**
 - Professional Advisory Committees
 - Student and alumni survey results



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Responsibilities
Establishing Foundational Policies


- Admissions requirements
- Evaluating, awarding, and accepting **credit**
- **Completion requirements** for the new program
 - The number of credits which must be earned
 - The number of credits to be earned in the major or area of concentration
 - Other requirements which students must meet in order to receive a degree.



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Responsibilities
Determining the Curriculum

- **Identify Program Outcomes**
 - Completion
 - Satisfaction
 - Student
 - Graduate
 - Placement
- **Determine criteria used to measure identified outcomes**
 - Completion - 150% of the published program length
 - Satisfaction
 - Student – 75% (via Exit Survey)
 - Graduate – 75% (via Survey administered 1 year post-graduation)
- **Identify Program Student Learning Outcomes**
 - Based on established competencies
 - Core and Specialty PSLOs




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Responsibilities
Determining the Curriculum

Program Student Learning Outcomes Drive:

- Identification of Courses
- Identification of Know, Do, Value Statements
- Creation of Course Descriptions
- Establishment of Course Student Learning Outcomes
- Determination of Course Assessments



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Responsibilities
Library/Learning Collections

- Reviewed entire library collection to identify gaps
- Recommended additional library resources




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Administrative Responsibilities
Identifying the Faculty and Requisite Support

Institutional plans for using existing faculty and plans for additional faculty.




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Administrative Responsibilities
Establishing Necessary Student Support

- Orientation
- Student Resource Center
- Disability Services
- Personal Counseling
- Library Services
- Online Learning Management System - Canvas™
- Online Communication Portal
- Grammarly
- Smarthinking
- Staff Garden
- Turnitin




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Instructional Equipment and Support

Learning Management System

Canvas:

- Computer
- Mobile Apps

Faculty Training & Orientation

- Canvas Technical Training
- Six Week Training Course
- First Term Teaching Mentorship

Instructional Design Support

Dedicated team of Instructional Designers and Media Developers

Online Library

- Online Library Integrated into Canvas
- Librarian Ticket Support

Lecture Capture System

Screencast-O-Matic:

- Integration with Canvas
- Full Editing Suite of Tools
- Easy to Use

Technical Support

- Canvas 24/7 (Phone, Chat, Ticket, Knowledge Base)
- Internal Ticket System

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Financial Resources

Budgeted Positions

- Program Director
- Faculty
- Admissions
- Student Success Liaisons
- Registrar
- Bursar

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Budgeted Resources

- Library
- Course Development
- Honorariums
- Consultant
- 24/7 Email Support

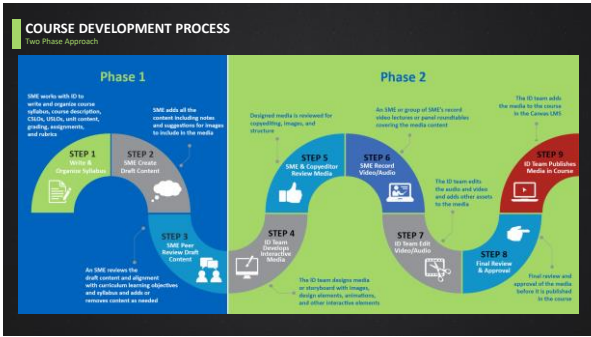
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Course Development Process and Exemplars



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Working with Subject Matter Experts (SMEs)

Just-in-Time Training Model

- Introduction to SME Training Course
- Overview of Course Media Development Process
- Step 1: Write and Organize Syllabus & Outcomes
- Step 2: Create Draft Content Reference Power Point Presentations
- Step 3: Review Draft Content (Reference Power Point Presentations)
- Step 4: Work with ID team to Develop Interactive Learning Media
- Step 5: Review ID Developed Media
- Step 6: Record Video Presentations
- Step 7: Complete Final Review of Media Before It is Published in Canvas Course

Step 2: Create Draft Content Reference Power Point Presentations

Overview & Checklist

- Value Introduction to Creating Reference Power Point Presentations
- Checklist: Developing Faculty Reference Power Point

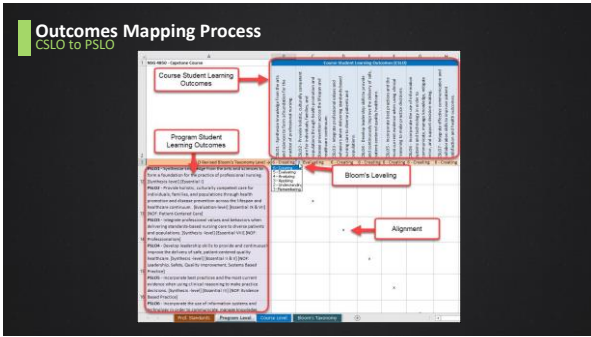
Examples

- Example Faculty Reference Power Point

References

- APA Style for PowerPoint Presentations Quick Guide.pdf
- Reference: Websites for Medical and Technical Images
- Value: Search SMART Images
- Reference: Copyright Guidelines
- Copyright and Fair Use Presentation PDF
- Copyright and Fair Use Presentation
- Reference: Use of Bullets Guidelines

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Outcomes Mapping Process

USLO to PSLO

USLO	Course Student Learning Outcomes	Assessments	Course Media (Presentations)
USLO 1: Apply the principles of systems theory to healthcare organizations.	1.1.1 - Apply the principles of systems theory to healthcare organizations.	1.1.1 - Apply the principles of systems theory to healthcare organizations.	1.1.1 - Apply the principles of systems theory to healthcare organizations.
USLO 2: Analyze the effectiveness of healthcare organizations.	2.1 - Analyze the effectiveness of healthcare organizations.	2.1 - Analyze the effectiveness of healthcare organizations.	2.1 - Analyze the effectiveness of healthcare organizations.
USLO 3: Apply the principles of healthcare delivery systems.	3.1 - Apply the principles of healthcare delivery systems.	3.1 - Apply the principles of healthcare delivery systems.	3.1 - Apply the principles of healthcare delivery systems.
USLO 4: Apply the principles of healthcare delivery systems.	4.1 - Apply the principles of healthcare delivery systems.	4.1 - Apply the principles of healthcare delivery systems.	4.1 - Apply the principles of healthcare delivery systems.
USLO 5: Apply the principles of healthcare delivery systems.	5.1 - Apply the principles of healthcare delivery systems.	5.1 - Apply the principles of healthcare delivery systems.	5.1 - Apply the principles of healthcare delivery systems.

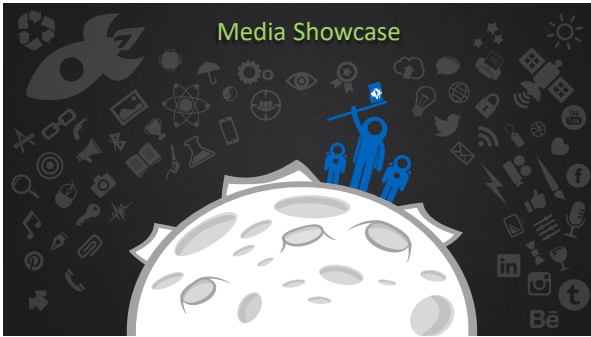
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Outcomes Mapping Process

Bloom's Checker


USLO	Course Student Learning Outcomes	Assessments	Course Media (Presentations)	Bloom's Leveling
USLO 1: Apply the principles of systems theory to healthcare organizations.	1.1.1 - Apply the principles of systems theory to healthcare organizations.	1.1.1 - Apply the principles of systems theory to healthcare organizations.	1.1.1 - Apply the principles of systems theory to healthcare organizations.	1.1.1 - Apply the principles of systems theory to healthcare organizations.
USLO 2: Analyze the effectiveness of healthcare organizations.	2.1 - Analyze the effectiveness of healthcare organizations.	2.1 - Analyze the effectiveness of healthcare organizations.	2.1 - Analyze the effectiveness of healthcare organizations.	2.1 - Analyze the effectiveness of healthcare organizations.
USLO 3: Apply the principles of healthcare delivery systems.	3.1 - Apply the principles of healthcare delivery systems.	3.1 - Apply the principles of healthcare delivery systems.	3.1 - Apply the principles of healthcare delivery systems.	3.1 - Apply the principles of healthcare delivery systems.
USLO 4: Apply the principles of healthcare delivery systems.	4.1 - Apply the principles of healthcare delivery systems.	4.1 - Apply the principles of healthcare delivery systems.	4.1 - Apply the principles of healthcare delivery systems.	4.1 - Apply the principles of healthcare delivery systems.
USLO 5: Apply the principles of healthcare delivery systems.	5.1 - Apply the principles of healthcare delivery systems.	5.1 - Apply the principles of healthcare delivery systems.	5.1 - Apply the principles of healthcare delivery systems.	5.1 - Apply the principles of healthcare delivery systems.

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Media Showcase
Explainer Video



Usage:

- Short and basic concepts
- Visual concepts
- Process explanations


Considerations:

- Created in Powtoons
- Requires graphic design expertise
- Low budget/limited skills options - PowerPoint, Adobe Spark, Powtoon, vyond, Microsoft Sway

Course: NSG6050 - Assessment and Evaluation of Learning

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Media Showcase
Explainer Video



Usage:

- Short and basic concepts
- Visual concepts
- Process explanations


Considerations:

- Created in Adobe Character Animator
- Requires graphic design expertise
- Low budget/limited skills options - PowerPoint, Adobe Spark, Powtoon, vyond, Microsoft Sway

Course: NSG6050 - Assessment and Evaluation of Learning

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Media Showcase
Interviews & Roundtables



Usage:

- Compelling storytelling
- Expert and special speakers
- Provide multiple viewpoints

Considerations:

- Equipment - web conferencing software, webcam, and computer
- Video editing software recommended (not required)
- Possible honorarium fee
- Low budget/limited skills option - Skype, Google Hangouts, Zoom Basic (40-minute limit, etc.)

Course: NSG5000 - Advanced Role Identity, Development, and Transition

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Media Showcase

Interactive Exercise



Usage:

- Interactive exercises (simulation, drag & drop, ordering, M/C, select all that apply, hotspots, etc)
- Practice and reinforcement of knowledge
- Multiple attempts to master
- Created in Articulate Storyline

Considerations:

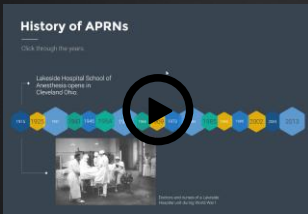
- More time consuming to create
- Requires advanced skills for non-template modules
- Low budget/limited skills option - Studystack (flash cards), PowerPoint, many others

Course: NSGS400 - Clinical Concepts I – Advanced Physical Assessment, Physiology/Pathophysiology, and Pharmacology

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Media Showcase

Interactive Exercise



Usage:

- Interactive exercises (simulation, drag & drop, ordering, M/C, select all that apply, hotspots, etc)
- Practice and reinforcement of knowledge
- Multiple attempts to master
- Created in Articulate Storyline

Considerations:

- More time consuming to create
- Requires advanced skills for non-template modules
- Low budget/limited skills option - Studystack (flash cards), PowerPoint, many others

Course: NSGS500 - Advanced Role Identity, Development, and Transition

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Media Showcase

Interactive Exercise



Usage:

- Interactive exercises (simulation, drag & drop, ordering, M/C, select all that apply, hotspots, etc)
- Practice and reinforcement of knowledge
- Multiple attempts to master
- Created in Articulate Storyline

Considerations:

- More time consuming to create
- Requires advanced skills for non-template modules
- Low budget/limited skills option - Studystack (flash cards), PowerPoint, many others

Course: NSGS600 - Assessment and Evaluation of Learning

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Media Showcase

Gamification



Usage:

- Interactive exercises
- Fun and engaging
- Created in Articulate Storyline
- Multiple attempts to master content

Considerations:

- More time consuming to create
- Requires advanced skills for non-template modules
- Low budget/limited skills option - StudyStack (flash cards), Socratic Kahoot, PowerPoint, many others

Course: NSGS450 - Clinical Concepts II - Advanced Physical Assessment, Physiology/Pathophysiology, & Pharmacology

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Media Showcase

Branching Scenario/Interactive Case Study



Usage:

- The outcome changes based upon choices student makes
- Facilitates critical thinking
- Simulation:
 - Multiple attempts to master content
 - Safe practice place

Considerations:

- More time consuming to create
- Requires advanced skills for non-template modules
- Low budget/limited skills option - Rise, PowerPoint, many others

Course: NSGS200 - Transforming Nursing through Collaboration and Innovation

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Media Showcase

Media Case Study for Discussion Boards



Usage:

- Compelling storytelling
- An alternate take on discussion board prompts
- Provide multiple viewpoints and debate


Considerations:

- More time consuming to create
- Requires advanced skills for non-template modules
- Low budget/limited skills option - Rise, PowerPoint, many others

Course: NSGS400 - Clinical Concepts I - Advanced Physical Assessment, Physiology/Pathophysiology, and Pharmacology

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Media Showcase
Lecture Capture



Usage:

- Faculty presentations
- Simulate classroom experience
- Embedded quizzing allows for knowledge checks and formative assessments
- Incorporate faculty feedback in video

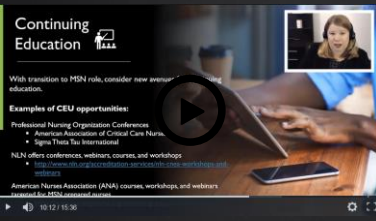
Considerations:

- Equipment/software varies (Camtasia Studio, Panopto, Yuja, Echo360, Techsmith Relay, Media Sites, and others)
- Video editing software recommended (not required)

Course: NSG5000 - Advanced Role Identity, Development, and Transition

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Media Showcase
Lecture Capture with Embedded Knowledge Checks



Usage:

- Faculty presentations
- Simulate classroom experience
- Embedded quizzing allows for knowledge checks and formative assessments
- Incorporate faculty feedback in video


Considerations:

- Equipment/software varies (Camtasia Studio, Panopto, Yuja, Echo360, Techsmith Relay, Media Sites, and others)
- Video editing software recommended (not required)

Course: Course: NSG5000 - Advanced Role Identity, Development, and Transition

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Media Showcase
Responsive Design



Usage:

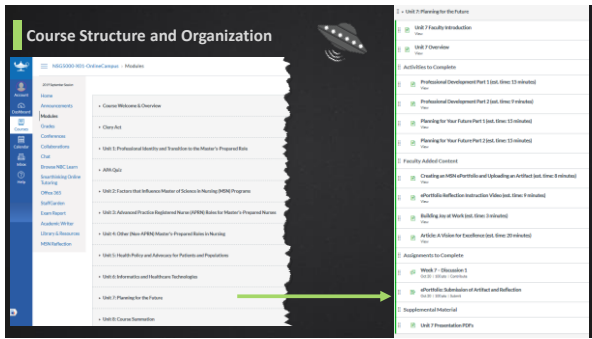
- Adaptive player (computer, mobile, tablet)
- Interactive tools built (Drag-n-drop, ordering, M/C, T/F, select all that apply)
- Embed video, Storyline, or any other embed code
- Fast to create and easy use
- Created in Articulate Rise

Considerations:

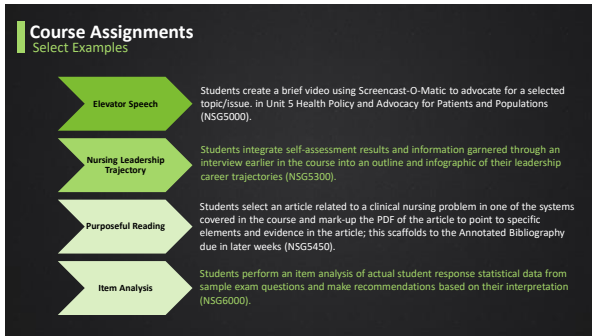
- Have to purchase Articulate 360 subscription
- Low budget/limited skills option - Microsoft Sway

Course: Multiple Courses

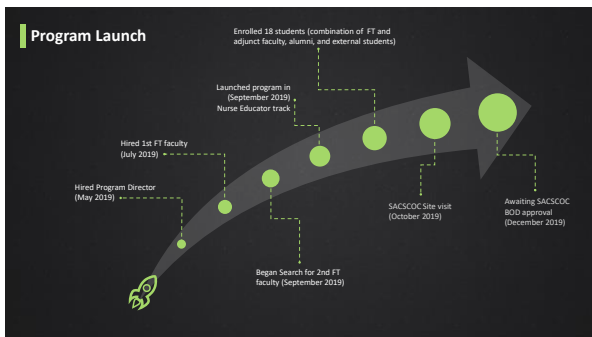
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Southern Association of Colleges and Schools Commission on Colleges. (2017). *The principles of accreditation: Foundations for quality enhancement*. Retrieved from <http://sacscoc.org/pdf/2018PrinciplesOfAcrcditation.pdf>

Southern Association of Colleges and Schools Commission on Colleges. (2018). *Resource manual for the principles of accreditation: Foundations for quality enhancement* (3rd ed.). Retrieved from <http://www.sacscoc.org/pdf/2018%20POA%20Resource%20Manual.pdf>

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