**Distance Education Course Development Form**

Use this form to propose a course that has not yet been offered via your chosen distance education modality at Suffolk.

This form has been created to ensure that the process has been adhered to in proposing a distance education (DE) course at Suffolk. Here’s how the process works:

- **To propose a course** that has never been offered via DE at Suffolk...
  - complete this DE Course Development Form.
  - All new DE courses require approval in a specific DE modality (online, hybrid, DL classroom, or telecourse) by your department/area.

- **Due dates for 2009 academic year**
  - for spring courses ⇒ by second Monday in April – April 14, 2008
  - for summer courses ⇒ by second Monday in September – September 08, 2008
  - for fall courses ⇒ by second Monday in November – November 10, 2008

*Faculty proposing a DE course must have taught that course in a traditional classroom environment prior to teaching it in a DE format.*

<table>
<thead>
<tr>
<th>1. Faculty Information</th>
<th>Susan McCabe</th>
<th>3/ 4 /08</th>
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</thead>
<tbody>
<tr>
<td>Faculty Name</td>
<td>Susan McCabe</td>
<td>3/ 4 /08</td>
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<tr>
<td>Employment Status</td>
<td>Full-time</td>
<td>3/ 4 /08</td>
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<tr>
<td>Faculty Campus</td>
<td>Ammerman</td>
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<td>Eastern</td>
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<td>Grant</td>
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<thead>
<tr>
<th>2. Proposed Course Information</th>
<th>NR 10/30 LPN to RN Transition Course</th>
<th>3/ 4 /08</th>
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<tbody>
<tr>
<td>Course Name and Number</td>
<td>NR 10/30 LPN to RN Transition Course</td>
<td>3/ 4 /08</td>
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<tr>
<td>Academic Department or Area</td>
<td>Nursing</td>
<td>3/ 4 /08</td>
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<tr>
<td>DE Modality</td>
<td>online</td>
<td>3/ 4 /08</td>
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<td></td>
<td>hybrid</td>
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<td></td>
<td>DL classroom</td>
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<td></td>
<td>telecourse</td>
<td>3/ 4 /08</td>
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<tr>
<td>Proposed CMS</td>
<td>Blackboard</td>
<td>3/ 4 /08</td>
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<td>SLN</td>
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<td></td>
<td>other: SUNY/Suffolk CMS in use at time of implementation</td>
<td>3/ 4 /08</td>
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Note to Faculty: Please keep a copy for your records and submit a copy of the first page to the Office of Instructional Technology at the time of submission to the Chair.
Rationale

1. Rationale

Briefly explain your rationale for proposing this course in your chosen DE modality. Consider integrating answers to the following questions in your response:

- Why are you proposing this course as a DE course?
- What makes this particular course well suited for this specific DE modality? That is, what are some of the unique characteristics and requirements of this DE modality and how that differs—pedagogically, philosophically, strategically and organizationally—from the traditional, on-campus environment?
- What methods are you considering for how the technology might be employed?
- What communication strategies might you use, e.g., email, threaded discussion, chat, integration of web resources, electronic instructional resources?

The Distance Education Committee in the School of Nursing has selected NR10/30, The LPN to RN transition course as an online hybrid course to progress towards its goal of integrating distance education modalities into the nursing curriculum when it best serves the goals and interests of both the students and the program.

NR 10/30 is well suited for hybrid course development because it is a portfolio assessment course that requires students to create required assessments independently. In addition, the content outline addresses key material required in the first year of the nursing program that is organized according to the program’s core components. Although our student population is experientially and academically diverse, each must achieve the same performance competencies upon completion of this course as a foundation for entry into their senior year in nursing. An online hybrid format provides an opportunity for faculty to create challenging online learning activities that are self-paced while maximizing face-to-face time with faculty to develop skills performance and application skills.

The methods and communication strategies considered in employing the technology will include self-paced learning activities, collaborative work and web-based resources. Self-paced learning will be guided by faculty-developed instructions and integrate electronic resources, interactive software, audio and video clips, interactive exercises and practice tests to master content. Students would work collaboratively online using threaded discussion as well as on-campus activities during. A course website with relevant Weblinks will be provided to reinforce content and correlate learning to its application to health care delivery. Faculty will communicate with students using both email and in online discussion. Face-to-face activities will focus on facilitating student achievement of course outcomes, coaching in improving performance core competencies.
Approval & Notification Signatures

1. Department or Area Approval

   Each department/area determines which courses are to be offered in a DE format, initiates the approval process for new DE courses, and determines how many can be offered each semester. All course development proposals must be put to a vote in your entire department/area. Indicate the total department votes for, against, and abstaining from your proposal.

   Date of Department or Area Vote

   Vote Results
   ___________________ total # of votes for
   ___________________ total # of votes against
   ___________________ total # of votes abstaining

2. Intra-Campus Department/ Discipline Notification

   Once your department has voted to approve or disapprove this course, your department chair/area supervisor should notify the chairs on the other two campuses. Attach a copy of the email or memo to the other chairs indicating that they’ve been notified.

   All DE course proposals must receive the signature of your area or department chair. He or she should sign on the line below.

   Campus Department Chair/Supervisor _______________________________ Date

   Email/Memo Notification Attached

3. Campus Technology Administrator and Campus Dean

   All DE course proposals must receive the signature of your campus technology administrator as well as your campus dean.

   Campus Technology Administrator _______________________________ Date

   Campus Dean _______________________________ Date
Technology Training and Certification

1. Faculty Development

The first time a faculty member is selected to teach a synchronous or asynchronous DE course, he or she shall receive three (3) credit hours of either release time or overload compensation the semester prior to the DE assignment for the purposes of training and/or course modification. Indicate your preference for overload pay or released time.

* Development compensation does not apply to telecourses.

Faculty Preference
- [ ] overload
- [ ] release time

2. Certification

All DE faculty must have training in and be certified for the specific modality for which they are proposing to develop a course.

CMS Platform

Date of Training Completion

Signature of Instructional Technology Dean Date

3. Assignment to DE Faculty Peer Mentor

All DE faculty teaching online and hybrid courses will be assigned to a faculty mentor.

- Assignment to a peer mentor does not apply to DL classroom courses or telecourses.

Name of DE Faculty Mentor

Date Mentor Notified
Proposal for NR10/30 LPN to RN Transition Course as a Hybrid Course

I would like to explore the possibility of offering a section of “LPN to RN Transition Course” (NR10) as a hybrid course. The School of Nursing approved the development of NR15, a required nursing course, for online development based on the assertion that many of our nursing students are proficient in using the internet and have adequate computer skills. The offering was described as a “more flexible modality” and accepted by faculty as a reasonable alternative for some of our students. Likewise, some of our students may benefit from a hybrid course that would have mandatory classroom sessions that are complemented by online resources and learning activities.

A hybrid course would provide an opportunity for students to integrate the knowledge and skills in nursing core competencies at their own pace. Students would utilize web-based references, study materials, and tutorials to independently study topics that were previously lectured on during scheduled meetings on campus. Mandatory classroom sessions would focus on enhancing collaboration and analysis through the use of case studies and practice questions in group work with faculty guidance.

I would be willing to complete the faculty development required to facilitate this change in course design with the hope of a pilot course date of spring 2009.

Respectfully submitted,
Susan McCabe
Assistant Professor of Nursing
NR 10/30 Course Information

Course Name: LPN to RN Transition Course

Sponsoring Institution & Department: Suffolk County Community College, School of Nursing

Course Number: NR10/30

Number of Credits: 3

Will Students have an option for additional credits? No

What are the course prerequisites?
Requirements for enrollment include licensure as a licensed practical nurse in a United States Jurisdiction.
BY30, BY32, PC11, EG11, SO11, EG elective

Is this course generally part of a degree program? Yes

What Program? Area of Study: Nursing

What students might be interested in this course?
Students interested in the course are those who licensed practical nurses are seeking entry into the nursing program to progress towards completion of the degree requirements for graduation as a registered profession nurse.

Have you taught this topic before? In what formats have you taught this course?
Yes, I have taught this course as a lecture-based course since its inception in 2004.

What features does this course have?

- The course would be a hybrid course that would utilize classroom time for coaching and refining Core competencies of the nursing program.
  - Requires participation in group work and electronic discussion board as well as attendance of mandatory on-campus sessions.

- Self-paced modules available online to enhance comprehension of topics generally provided in lecture format only.
  - Requires internet access, student computer resources that can run narrated PowerPoint slideshows, email address to facilitate communication with faculty

- Web-based references including audio and video clips relevant for core competencies.
  - Requires internet access using broadband or high-speed connection.

- Requires completion of portfolio assessment to pass the course.
  - Students will be required to develop a portfolio of four assignments to receive a passing grade. All requirements will mirror those requirements specified in the course syllabus for the lecture-based course.
About the Materials

What texts will you use?
Required texts purchased for LPN to RN Transition Course. A complete list of texts as of 3/08 is as follows:


What other readings/print materials?
Students will begin to develop a library of nursing references typically purchased in the first year of nursing school and required for the second year of study.

Will students need any additional software? No

What video or other media will students use? Weblinked electronic videos and media

External Resources

During the term, will the course have:
None of the criteria listed (guest experts, additional instructors, auditors, outside participants)

In development, will the course have:
None of the criteria listed (guest experts, additional instructors, auditors, outside participants)
NR 10/30 Course Profile

**Course Name:** LPN to RN Transition Course

**Developer’s Name:** Susan McCabe

**Objectives:** Upon successful completion of this course, the student should expect to have accomplished the following:

**Course Objectives:** Upon completion of this course the student will be able to:

1. Differentiate role changes necessary to transition from Licensed Practical Nurse to a student in a registered nursing program.
2. Define the scope of practice for the Registered Nurse.
3. Use therapeutic communication techniques.
4. Describe the RN responsibility in the interpretation of data acquired from assessment.
5. Establish personal goals for success as a student in an RN program incorporating concepts of time management, values clarification and critical thinking.
6. Identify the needs of the client utilizing clinical decision-making.
7. Utilize the nursing process; develop a comprehensive (multi-disciplinary) plan of care.
8. Develop a teaching-learning plan for selected clients.
9. Use group process to promote collaboration with members of the health care team.

**Narrative Description:**

Course for PNs to validate prior learning, and update /enhance the student’s knowledge. This course facilitates transition from the role of Practical Nurse to that of a student preparing for the role of Registered Nurse. Nursing process is used as the framework for critical thinking and problem solving.

The hybrid course version will integrate independent and group learning activities and utilize web-based resources to enhance understanding of the core competencies of the nursing program in preparation for entry into NR 24 and their senior year of nursing studies.

**Course Modules:**

This course will be presented in 8 modules and will incorporate the course objectives listed above.

**Module 1:**
   Professional Behaviors

**Module 2:**
   Communication

**Module 3:**
   Assessment

**Module 4:**
   Clinical Decision Making
Module 5:
   Caring Interventions
Module 6:
   Teaching/Learning
Module 7:
   Collaboration
Module 8:
   Managing Care

Learning Activities:
Students will be involved in several different types of learning activities as you progress through the course including include self-paced learning activities, collaborative work and web-based resources. Emphasis will be placed on synthesizing relevant information to achieve each core competency required by a first year nursing student.

Self-paced learning will be guided by faculty-developed instructions and integrate electronic resources, ready-to-use animations and images, audio and video clips, interactive exercises and practice tests to master content. Students would work collaboratively online using threaded discussion as well as in on-campus activities during laboratory skills practice. A course website with relevant Weblinks will be provided to reinforce content and correlate learning to its application in the health care delivery. Students will use discussion boards and electronic mail to seek guidance and clarification of material. Face-to-face activities will focus on facilitating student achievement of course outcomes, coaching in improving core competencies.

Students will be required to submit a portfolio assessment and participate in both online and classroom based learning activities. The portfolio assessment will be evaluated at the end of the course.

Methods of Evaluation:

1. Weekly online practice assignments 10%
2. Portfolio assessment 90%
3. Participation in mandatory class sessions Pass/Fail
4. Participation in electronic discussion Pass/Fail