

Title: Conversion of a Master of Science in Nursing Program to a Blended Learning Venue

NGLC Grant Preproposal Summary

For a full copy of the proposal please contact:

M. A. Schultz PhD MBA MSN RN (mschult2@calstatela.edu)

Assistant Professor, CSULA School of Nursing

Abstract

Strong evidence exists in the literature that blended learning formats are successful in increasing enrollments, decreasing distance education attrition and achieving stated educational objectives for undergraduate and graduate nursing education. The proposed project will reduce barriers to educational progression and increase enrollment capacity for two Master of Science in Nursing (MSN) programs at the California State University, Los Angeles (CSULA) School of Nursing through adoption of a Blended Learning model. A third (proposed) program, the Doctor of Nursing Practice (DNP) program, will be further revised in the same venue. Specifically, the graduate options in both Nursing Administration and Nursing Education will collaborate to develop interoperable content modules to be used in both programs and, potentially, in the DNP program—a consortium effort with California State University, Fullerton's (CSUF) School of Nursing.

Garrison and Vaughan's (2008) Community of Inquiry (CoI Model) will be used to guide the integration of F2F with online instructional strategy for success in student connectedness and learning, factors known to be features of successful online environments. As online learning modules are developed, then shared, across programs *and* across campuses, scaling of educational efforts will be obtained largely through faculty efficiencies and productivity. Four gatekeeper courses are targeted to be converted to the online venue. Enrollment may double within one year and triple within two years with time-to-completion and graduation rates projected to remain constant. There is unlimited potential for the production of novice managers and new educators statewide in a high-demand occupational program in which previous large-scale efforts to appreciably increase the numbers of each have resulted in a rate of production that is flat.

Project Team

PI: Dr. Mary Anne Schultz, Assistant Professor, CSULA School of Nursing, email: mschult2@calstatela.edu

Co-PI: Ms. Jane Hook, Faculty, CSULA School of Nursing, email: jhook@exchange@calstatela.edu

Co-PI: Dr. MaryAnne Garon, Associate Professor, CSUF School of Nursing, email: mgaron@FULLERTON.edu

Participating Institutions

California State University, Los Angeles, School of Nursing, Los Angeles, California
Dr. Mary Anne Schultz, Nursing Administration Option Coordinator
email: mschult2@calstatela.edu

California State University, Los Angeles, School of Nursing, Los Angeles, California
Dr. Ming Wang, Nursing Education Option Coordinator
email: mwang6@calstatela.edu

California State University, Fullerton, School of Nursing, Fullerton, California
Dr. MaryAnne Garon, Nursing Administration Program Coordinator
email: mgaron@fullerton.edu

Works Cited

- ¹ Aiken, L. H., Clarke, S. P., Cheung, R., Sloane, D. M. & Silber, J. (2003). Educational levels of hospital nurses and surgical patient mortality *Journal of the American Medical Association*, 290, pp. 1617-1623.
- ² CALIFORNIA NURSE WORKFORCE INITIATIVE, Early Process Report: Implementation of Project Initiatives, July 8, 2004. Retrieved November 7, 2010.
- ³ CALIFORNIA POLICY OPTIONS: SUPPLYING CALIFORNIA'S NEED FOR NURSES http://www.spa.ucla.edu/calpolicy/files05/PolicyOptions_NursingPaper_v2edit.pdf. Retrieved November 19, 2010.
- ⁴ Governor Schwarzenegger Announces \$90 million California Nurse Education Initiative <http://gov.ca.gov/index.php?/photos/2119/> April 13, 2005. Retrieved November 19, 2010
- ⁵ Garrison, D. R. & Vaughan, N. D. (2008). *Blended Learning in Higher Education: Framework, Principles and Guidelines*. San Francisco: Jossey-Bass.
- ⁶ Curran, C.R. (2008) Faculty development initiatives for the integration of informatics competencies and point-of-care technologies in undergraduate nursing education. *Nursing Clinics of North America*, 43, pp. 523-533.
- ⁷ Ouimette, N. (2008). *Community of Inquiry as a Foundation for Academic Success: A Study of Social, Teaching and Cognitive Presence in Undergraduate Nursing Hybrid Courses*. A dissertation from Hardin-Simmons University.