

# Washburn University

## School of Nursing



Online RN-BSN

Curriculum Revision Proposal

2013-2014

# Washburn University School of Nursing

*Online RN to BSN Curriculum*

*Revision Program Proposal*

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**Washburn University  
School of Nursing**

*Online RN to BSN Curriculum Revision Program Proposal*  
Planned Implementation Fall 2014

**Major Curriculum Change Request**

Date: \_\_\_\_\_

Name of Program: Online RN to BSN Completion Program

Program Administrators: Dr. Monica Scheibmeir, PhD, ARNP, FAANP  
Dean – School of Nursing  
Jeanne Catanzaro, EdD<sup>(c)</sup>, RN  
Program Director

Parent Institution: Washburn University

Level of the Program  
for which change is  
being requested: Undergraduate Bachelor of Science in Nursing

Briefly describe the  
change being requested: A comprehensive revision of the current on-ground  
RN to BSN program to a fully online delivery model.

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**Action Taken**

Academic Affairs Subcommittee Review      November 4, 2013

Date

Faculty Senate Review      \_\_\_\_\_

Date

General Faculty      \_\_\_\_\_

Date

# **Washburn University School of Nursing**

## ***RN-BSN Online Curriculum Revision Proposal***

### **Introduction**

Professional nursing is the largest health related occupation with over 3.1 million registered nurses in the United States (American Association of Colleges of Nursing [AACN], 2010). With the approaching implementation of the Affordable Care Act, healthcare is rapidly changing to meet the projected coverage of millions of Americans previously uninsured (Jarzemsky, 2012). According to the U.S. Department of Labor Statistics, the employment of registered nurses is expected to grow 26 percent from 2010 to 2020, faster than the average for all other occupations (Bureau of Labor Statistics, 2012). The trend data suggests that if educational capacity were expanded to meet the demand of expected growth, predicted nursing shortages could be significantly reduced (AACN, 2010).

The American Nurses Association (ANA) and the AACN support the Bachelor of Science (BSN) degree as the entry level for professional nursing practice (Benner, Sutphen, Leonard, & Day, 2010). Although there is still much discussion regarding entry to practice, it is clear the first degree most often obtained is the Associate Degree in Nursing (ADN). This is best supported by the National Council of State Boards of Nursing (NCSBN) 2012 NCLEX statistics. Of the 150,266 first-time, U.S. educated candidates for licensure, 84,517 (89.32%) graduated from ADN programs as of December, 2012 (NCSBN, 2012).

The Institute of Medicine (IOM, 2010) in the *Future of Nursing* report has recommended that 80 percent of RNs in the workforce be baccalaureate prepared by 2020. The IOM (2010) further posited over the past decade about growing evidence supporting the educational preparation of nurses at the baccalaureate level and the relationship to improve client outcomes. Despite the call for advancing associate and diploma level education as well as the many available RN to BSN programs, few institutions are offering true “seamless access” with a curriculum actually designed for the experienced RN (IOM, p. 12, 2010; McEwen, White, Pullis, & Krawtz, 2012).

The current literature cites a variety of barriers which preclude nurses from pursuing a BSN degree (McEwen et al., 2012). Most frequently mentioned barriers include:

- geographic location
- employment obligations
- family responsibilities
- cost of tuition
- technology anxiety
- fear of the ability to successfully manage course expectations
- the lack of differentiation of the RN-BSN student from the prelicensure BSN student (McEwen et al., 2012).

Providing an online RN to BSN program eliminates each of these issues by affording flexibility to nurses who might otherwise not continue their education. To counteract these barriers, the RN-BSN program must provide the experienced RN adult learner with a curriculum which builds on his or her current level of knowledge, provides meaningful learning experiences, rigor, and flexibility with attention to his or her career aspirations. Additionally a required student

orientation program, the provision of essential student services, as well as a plan for retention will assist students to successfully complete an online baccalaureate degree.

### **Mission of the School of Nursing**

- ❖ Washburn University School of Nursing emphasizes excellence in teaching that prepares students to value life-long learning as professional nurses who embrace principles of evidence-based practice.
- ❖ Washburn University graduates collaborate with communities applying ethical leadership, critical thinking, and technological skills to design caring, innovative health solutions for diverse populations.

### **Mission of Washburn University**

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community.

The mission of the School of Nursing is aligned with the broader mission of the university. The emphasis on student enrichment, life-long learning, quality academic programs, and a focus on innovation provided the backdrop for the proposed online RN-BSN curricular changes.

### **End of Program Outcomes**

At the completion of the nursing program, the new graduate:

1. Apply principles of leadership to deliver quality patient care in complex systems.
2. Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in the planning, implementation, and evaluation of patient care.
3. Demonstrate skill in using patient care technologies, information systems, and communication devices to support quality nursing practice.
4. Practice strategies to change local and global health policy by influencing sociocultural, economic, legal, and political systems.
5. Integrate interprofessional communication patterns into nursing practice.
6. Participate with community partners in clinical prevention and population-focused interventions that are timely, effective, safe, efficient, equitable, and patient-centered.
7. Incorporate professional values in formulation of ethical comportment and personal accountability for nursing practice.
8. Integrate knowledge, skills, and attitudes necessary for baccalaureate generalist nursing practice.

(Revised Spring 2013)

## Curriculum Revision Rationale

The tenth annual report on the state of online learning in U.S. higher education clearly indicates online learning continues to grow at a significantly faster rate than overall higher education enrollment (Allen & Seaman, 2013). The most recent statistics indicate almost **7 million** students were taking online courses in the 2011/2012 academic year (Allen & Seaman, 2013). Of the reporting educational institutions, 69 percent indicated online education is a vital component of the overall strategic plan. In terms of program discipline, healthcare related professions have demonstrated a steady growth in online enrollment and are expected to continue to do so (Allen & Seaman, 2011).

With the expected trends in nursing, the need for developing opportunities for associate degree and diploma nurses to complete a BSN is paramount. According to the AACN (2012), 77 percent of employers have indicated a strong preference for the BSN in their current hiring practices and those institutions with Magnet status require the BSN degree. The enrollment in BSN completion programs has increased 288 percent over the past nine years and this trend is expected to continue (AACN, 2012).

In 2008, the AACN published the *Essentials of Baccalaureate Education for Professional Nursing Practice* (Essentials). The Essentials evolved from the Institute of Medicine (IOM) recommendations for core knowledge required of healthcare professionals and Quality and Safety Education for Nurses (QSEN). The new standards in the Essentials emphasize nine outcomes as the support for baccalaureate education. The nine Essentials include:

- A liberal education as the foundation for practice.
- Provision of high quality healthcare through skills and knowledge in leadership, quality improvement, and client safety.
- Professional practice is based on interpretation of current evidence and research.
- Comprehension of financial and regulatory healthcare policies within the healthcare system.
- Provision of professional collaboration and communication with the healthcare team to deliver safe, quality client care.
- Health promotion and disease prevention.
- Integrity, dignity, autonomy, altruism, and social justice are central to the profession of nursing.
- Preparation for generalist practice with populations across the lifespan and healthcare environments.

In summary, the proposed RN to BSN program is developed on the foundation of the AACN Baccalaureate Essentials inclusive of the recommended provision for practice experiences. The RN-BSN program is based upon the principles of adult learning with consideration for affordable tuition, flexible plans of study, support services to assist with retention, and meaningful real world learning grounded in experience. The subject matter of the RN-BSN program relates to professionalism, quality improvement, evidence-based practice, informatics, and leadership. The Washburn University RN-BSN program will be the exemplar of what all RN-BSN programs should look like.

## Program Admission Requirements

Successful completion of the online application package inclusive of the following requirements is necessary for admission:

- Washburn University application
- Washburn University School of Nursing RN-BSN application
- Graduate of an approved/accredited associate degree or diploma nursing program.
- Official transcripts from each higher education institution attended.
- Minimum cumulative GPA of 2.5 on a 4.0 scale.
- Copy of current active, unencumbered, valid license as an RN in the practicing state(s).
- Two letters of recommendation from professional or academic individuals.
- Background Check.
- Employment Verification.
- Current resume.
- Completion of all required prerequisite courses with a grade of C or better.
- International students must have a TOEFL score of 550 (paper) or 213 (computer) with **no** subscore under 50. TOEFL test takers *after September 24, 2005*, who take the revised TOEFL will be admitted with a speaking sub-score of 23, writing sub-score of 20, and reading and listening scores of 21 or higher, and a combined score of 85 or higher.
- Documentation of health clearance requirements.\*\*
- Documentation of health insurance coverage.\*\*
- Documentation of liability insurance coverage.\*\*
- Copy of current certification in Healthcare Provider CPR including adult, child, infant CPR with AED. Computer generated courses are not acceptable.\*

*(\*\* These four documents are required for practicum courses only. Student must provide this information **prior** to beginning practicum rotations or will not be allowed to progress further.)*

Potential candidates must complete all parts of the application to be considered. Applications may be submitted per the following **closing** dates:

- **April 1<sup>st</sup>** for fall I session admission
- **September 1<sup>st</sup>** for spring I session admission

## Program Requirements

### I. General Education Requirements:

The credit hours to be transferred for general education requirements will be determined by the review of student transcripts.

- A. Humanities: **9** credit hours in **two** subject areas  
(3 credit hours from Music, Art, or Theatre)

English  
Philosophy  
Religion  
Music  
Art  
Mass Media  
Modern Foreign Language  
Theatre  
Communication

- B. Social Sciences: **9** credit hours

General Psychology (3)  
General Sociology (3)  
Elective (3)

- C. Natural Sciences and Mathematics: **23** credit hours

Introduction to Biology (4-5)  
Human Anatomy (4)  
Human Physiology (4)  
General Chemistry (4-5)  
Microbiology (4)  
Statistics (3)

### II. Supporting Courses: **6** credit hours

Nutrition (3)  
Human Development (3)

### III. University Requirements: **9** credit hours

Freshman Composition – EN101 (3)  
Junior Composition – EN300 (3)  
College Math – MA112 or Algebra – MA116 (3)

### IV. Unrestricted Electives: **4** credit hours

### V. Nursing Major Courses and Correlates: **30** credit hours

### VI. Associate Degree Nursing Transfer Credit: **31-37** credit hours

**Nursing Major Requirements: 28** credit hours

**NU305 Applied Pharmacology for RNs. (3 hrs.)**

This course builds on previously learned knowledge of anatomy, physiology, chemistry, and genetics. The course introduces concepts of pharmacologic therapy for collaborative nursing practice. Selected medication categories are studied with emphasis on nursing responsibility, accountability, and safety. Case study based critical thinking exercises further focuses learning on lifespan issues, patient assessment, and therapeutic response.

**NU317 Health Assessment for RNs I. (2 hrs.)**

This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease in patients across the life span. This course expands existing skills and knowledge processes of health assessment to include: interviewing, history-taking, and physical assessment. Dominant models, theories, and perspectives are used to explain health behavior and considered in relation to evidence-based health promotion and health education strategies. Students are also expected to identify and apply pathophysiological principles to selected health issues across the lifespan. Incorporated throughout the course is the importance of communication and collaboration across culturally diverse urban populations.

**NU319 Health Assessment for RNs II. (2 hrs.)**

This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease in patients across the life span. This course expands existing skills and knowledge processes of health assessment to include: interviewing, history-taking, and physical assessment. Dominant models, theories, and perspectives are used to explain health behavior and considered in relation to evidence-based health promotion and health education strategies. Students are also expected to identify and apply pathophysiological principles to selected health issues across the lifespan. Incorporated throughout the course is the importance of communication and collaboration across culturally diverse urban populations.

Prerequisite NU317 Health Assessment for RNs I

**NU321 Professional Transformation (1 hr.)**

Introduction to professional nursing expectations. Learning to establish therapeutic relationships as the foundation of professional nursing practice and personal accountability. The communication theory of TEAMSTEPPS will be incorporated throughout the course. The value of self-care and reflection in relation to professional transformation is also explored.

**NU323 Pathophysiology I. (2 hrs.)**

This course focuses on the basic concepts of the pathological factors that influence the disease process. Emphasis is on understanding the disruptive mechanisms that impact normal cell function and the physiological responses to the disease process. Risk factors and disease prevention are discussed to provide a foundation for health promotion, risk reduction, and disease management.

Prerequisite or taken concurrently NU317 Health Assessment for RNs I

### **NU327 Pathophysiology II. (2 hrs.)**

This course presents the pathophysiology of the most common alterations according to body system. The course focuses on the pathophysiology and clinical manifestations of the most common diseases of a specific organ system. Risk factors and disease prevention are discussed to provide a foundation for health promotion, risk reduction, and disease management.

Prerequisite NU323 Pathophysiology I

Prerequisite or taken concurrently NU319 Health Assessment for RNs II

### **NU329 Introduction to Nursing Informatics (2 hrs.)**

This course provides a systematic application of information and computer technology to related nursing practice. Emphasis is on integrating nursing practice systems and information technology. Examination of the evolution, future, and role of nursing informatics is discussed.

### **NU341 Evidence-based Nursing (2 hrs.)**

This course emphasizes appraisal of research studies as the foundation for evidence-based nursing practice.

### **NU451 Leadership, Management, & Health Policy (2 hrs.)**

Leadership skills that emphasize ethical and critical decision-making, initiating and maintaining effective working relationships, communication and collaboration within interprofessional healthcare teams, care coordination, delegation, and developing conflict resolution strategies. A basic understanding of complex systems and the impact of power, politics, policy, and regulatory guidelines to these systems.

### **NU463 Quality & Safety in Healthcare (2 hrs.)**

System leadership, quality improvement, and safety concepts are presented to promote high quality nursing practice in healthcare settings. Emphasis is placed on the application of evidence-based knowledge from the contemporary sciences and communication with interprofessional healthcare team members.

### **NU467 Clinical Prevention & Population Health Management/Practicum (4 hrs.)**

This population focused nursing course will use the ecological model to explore the determinants of health of aggregates, communities, and populations. Emphasis on public health science and epidemiology principles will guide students in the identification of the social, cultural, environmental, and legislative issues within complex community systems. During the practicum, students will examine clinical prevention and health promotion strategies for effectiveness, efficiency and equity, work collaboratively with other health care professionals to identify resources and strategies that contribute to the population overall health status.

### **NU495 Leadership Capstone Seminar/Practicum (4 hrs.)**

Students will integrate all previous theoretical and clinical learning in a role not experienced within his/her current job. Clinical experience consolidates leadership skills to practice coordination and delegation of care. Seminars assist the student to process the clinical experience and focus on ethical, leadership, management, and practice issues.

**Online Program Requirements:** 2 credit hours

**NU103 Power Up: Success for Online Learners (1 hr.)**

This course focuses on preparing students to for success in the online learning environment. Designed to introduce the student to the Washburn University learning management system and procedures for navigating, available support services, time management skills, strategies for learning online, netiquette, and self-assessment of learning styles. Students will validate computer literacy and confirm they have the proper technology to work within online courses.

**IS172 Advanced Research Strategies for RNs (1 hr.)**

Designed to introduce and improve advanced research strategies for nursing majors. Students will focus on and create artifacts related to nursing research.

**Articulation Plan**

Washburn University's RN-BSN program is in compliance with the Kansas Statewide Nursing Articulation Plan. Associate degree and diploma graduates of accredited programs may articulate into the program having met all prerequisite requirements. Prospective students *may* receive up to 37 hours of credit from completion of his/her nursing program. All other courses will be subject to evaluation of transcripts for transfer credit.

Kansas Nursing Articulation Model:

Associate Degree or Diploma Graduates to the Bachelor of Science in Nursing Degree (BSN).

Articulation Criteria:

- Must meet program admission requirements
- Must be a graduate of a Kansas program
- Must validate previous nursing information when required through the NCLEX-RN, by testing, escrow, or portfolio according to the program policy.

Variables:	0-5 years after graduation	6-10 years after graduation	More than 10 years after graduation
Nursing credits:	No validation required if holds current RN license. No work experience required.	No validation required if holds current RN license. College may require 1000 hours nursing work experience during last three years.	Validation required. Current RN license required. College may require 1000 hours nursing work experience during the last three years.
Non-nursing credits:	May be transferred from colleges subject to BSN program policies.	May be transferred from colleges subject to BSN program policies.	May be transferred from colleges subject to BSN program policies.
<b>Out-of-State graduates:</b> (regardless of time since graduation)	Nursing credits: Evaluated individually by the admitting BSN program. Non-nursing credits: Transferred according to BSN program policies.		

WASHBURN UNIVERSITY  
RN-BSN COMPLETION PROGRAM  
**Program Options**

**Full-time Plan of Study**

**PRE-FALL SESSION** – 4 weeks

NU103 Power Up: Success for Online Learners 1 hr.

*(Online RN-BSN Orientation)*

**FALL I SESSION** – 8 weeks

NU305 Applied Pharmacology for RNs. 3 hrs. (Other elective if transfer pharmacology)

NU321 Professional Transformation 1 hr.

IS172 Advanced Research Strategies in Nursing 1 hr.

**FALL II SESSION** – 8 weeks

NU317 Health Assessment for RNs I. 2 hrs.

NU323 Pathophysiology I. 2 hrs.

NU329 Introduction to Nursing Informatics 2 hrs.

***(Four week break)***

**SPRING I SESSION** – 8 weeks

NU319 Health Assessment for RNs II. 2 hrs.

NU327 Pathophysiology II. 2 hrs.

NU341 Evidence-based Nursing 2 hrs.

**SPRING II SESSION** – 8 weeks

NU451 Leadership, Management, & Health Policy 2 hrs.

NU467 Clinical Prevention & Population Health Management/Practicum 4 hrs.

**SUMMER SESSION** – 8 weeks

NU463 Quality & Safety in Healthcare 2 hrs.

NU495 Leadership Capstone Seminar/Clinical Practicum 4 hrs.

Total of 30 hours in 44 weeks including orientation

***Program completion in less than 12 months***

WASHBURN UNIVERSITY  
RN-BSN Completion Program

<b>Full-time Plan of Study</b>					
<b>PRE-FALL SESSION</b>		<b>FALL SESSION I</b>		<b>FALL SESSION II</b>	
Course	Credits	Course	Credits	Course	Credits
NU103 Power Up: Success for Online Learners	1	NU305 Applied Pharmacology for RNs	3	NU317 Health Assessment for RNs I	2
		NU321 Professional Transformation	1	NU323 Pathophysiology I	2
		IS172 Advanced Research Strategies in Nursing	1	NU329 Introduction to Nursing Informatics	2
<i>Four week break between Fall &amp; Spring</i>					
<b>SPRING SESSION I</b>		<b>SPRING SESSION II</b>		<b>SUMMER SESSION</b>	
Course	Credits	Course	Credits	Course	Credits
NU319 Health Assessment for RNs II	2	NU451 Leadership, Management & Health Policy	2	NU463 Quality & Safety in Healthcare	2
NU327 Pathophysiology II	2	NU467 Clinical Prevention & Population Health Management (Practicum)	4	NU495 Leadership Capstone Seminar (Practicum)	4
NU341 Evidence-based Nursing	2				

WASHBURN UNIVERSITY  
RN-BSN COMPLETION PROGRAM  
**Program Options**  
**Part-time Plan of Study**

**PRE-FALL SESSION** – 2-4 weeks

NU103 Power Up: Success for Online Learners 1 hr.

*(Online RN-BSN Orientation)*

**FALL I SESSION** – 8 weeks

NU305 Applied Pharmacology for RNs. 3 hrs. (Other elective if transfer pharmacology)

NU321 Professional Transformation 1 hr.

IS172 Advanced Research Strategies in Nursing 1 hr.

**FALL II SESSION** – 8 weeks

NU317 Health Assessment for RNs I. 2 hrs.

NU323 Pathophysiology I. 2 hrs.

*(Four week break)*

**SPRING I SESSION** – 8 weeks

NU319 Health Assessment for RNs II. 2 hrs.

NU327 Pathophysiology II. 2 hrs.

**SPRING II SESSION** – 8 weeks

NU329 Introduction to Nursing Informatics 2 hrs.

NU341 Evidence-based Nursing 2 hrs.

**SUMMER SESSION** – 8 weeks

NU451 Leadership, Management, & Health Policy 2 hrs.

**FALL I SESSION** – 8 weeks

NU463 Quality & Safety in Healthcare 2 hrs.

**FALL II SESSION** – 8 weeks

NU467 Clinical Prevention & Population Health Management/Practicum 4 hrs.

*(Four week break)*

**SPRING I SESSION** – 8 weeks

NU495 Leadership Capstone Seminar/ Practicum 4 hrs.

Total of 30 hours in 76 weeks including orientation

***Program completion in less than 20 months***

WASHBURN UNIVERSITY  
RN-BSN Completion Program

<b>Part-time Plan of Study</b>							
<b>PRE-FALL SESSION</b>		<b>FALL SESSION I</b>		<b>FALL SESSION II</b>			
<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>
NU103 Power Up: Success for Online Learners	1	NU305 Applied Pharmacology for RNs	3	NU317 Health Assessment for RNs I	2	<i>Four week break</i>	
		NU321 Professional Transformation	1	NU323 Pathophysiology I	2		
		IS172 Advanced Research Strategies in Nursing	1				
<b>SPRING SESSION I</b>		<b>SPRING SESSION II</b>		<b>SUMMER SESSION</b>			
<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>
NU319 Health Assessment for RNs II	2	NU329 Introduction to Nursing Informatics	2	NU451 Leadership, Management & Health Policy	2	<i>Remainder of summer</i>	
NU327 Pathophysiology II	2	NU341 Evidence-based Research	2				
<b>FALL SESSION I</b>		<b>FALL SESSION II</b>				<b>SPRING SESSION I</b>	
<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>
NU463 Quality & Safety in Healthcare	2	NU467 Clinical Prevention & Population Health Management (Practicum)	4	<i>Four week break</i>		NU495 Leadership Capstone Seminar (Practicum)	4

**Admission Packet**  
Information Introduction Letter

Dear Prospective RN Student:

Thank you for your interest in the Washburn University School of Nursing RN-BSN online program. Our innovative curriculum is designed to assist you in building on the knowledge and skills you have acquired as an RN through your previous education and work experience. Courses revolve around essential areas such as leadership, quality improvement, client safety, and professional role development. Our philosophy is based on the goal of continued life-long learning with the belief students and faculty are partners in the educational process. The Washburn RN-BSN program will provide you with the opportunity to enrich your effectiveness as a professional nurse and prepare you for leadership roles in the job market.

Why Washburn? Because we are an affordable, flexible, and innovative online program designed for the working RN taught by highly qualified, caring faculty. Apply to Washburn! We provide students a place to realize their dreams!

If you have further questions about the Washburn University RN to BSN program, please feel free to contact me at [jeanne.catanzaro@washburn.edu](mailto:jeanne.catanzaro@washburn.edu), or the School of Nursing at 913.723.1032 or visit our website at [www.washburn.edu](http://www.washburn.edu). It is an exciting time in nursing. I hope you will consider Washburn University to complete your baccalaureate degree. I look forward to hearing from you.

Sincerely,

*Jeanne Catanzaro*

Jeanne Catanzaro, EdD<sup>(c)</sup>, RN  
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Fax: 785-670-1032

**WASHBURN UNIVERSITY  
SCHOOL OF NURSING  
RN-BSN ONLINE PROGRAM**

**Application Checklist**

Please submit the following items:

1. \_\_\_ A completed ***online*** undergraduate degree seeking application to Washburn University if not already enrolled at Washburn University.
2. \_\_\_ A completed ***online*** application to the Washburn University School of Nursing.
3. \_\_\_ Two (2) Reference Statements from current or past employers, faculty, or professional peers.
4. \_\_\_ Official transcripts sent to the School of Nursing.
5. \_\_\_ Clean copy of current active, unencumbered licensure in practicing state.
6. \_\_\_ Current resume.
7. \_\_\_ For students with English as a second language, submission of TOEFL scores.

**WASHBURN UNIVERSITY  
SCHOOL OF NURSING**

1700 SW College Avenue, Topeka, KS. 66621-1117  
785.670.1525  
785.670.1032 (Fax)

RN-BSN Online Program  
Application for Admission

Date of Application: \_\_\_\_\_, 20\_\_\_\_  Fall admission  Spring admission  
(Submission Guidelines: April 1 deadline for fall session September 1 deadline for spring session)

I will be attending courses:  Full time (6 hrs./8 session)  Part time (4 hrs./8 session)

Name: \_\_\_\_\_  
Last First Middle Maiden/Former

Permanent Address:  
Street/City/State/Zip \_\_\_\_\_

Current Address:  
Street/City/State/Zip \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Email Address: \_\_\_\_\_ Social Security: \_\_\_\_\_

Name of current employer: \_\_\_\_\_

Employer City/State/Zip: \_\_\_\_\_ Hrs. Worked/Week: \_\_\_\_\_  
**Required: A copy of your current resume must be submitted with this application.**

RN License Number: \_\_\_\_\_ State: \_\_\_\_\_ Expiration Date: \_\_\_\_\_  
**Required: A legible copy of your RN License must be submitted with this application.**

If have not taken the NCLEX, please note expected date to sit: \_\_\_\_\_  
**Required: Submission of proof of licensure prior to beginning nursing coursework.**

Education:     Associate Degree     Diploma    Date Degree Conferred: \_\_\_\_\_

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Institution Name	City and State	Dates Attended
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**Required: Send official transcripts from all colleges and universities previously attended. Washburn University School of Nursing RN-BSN Program, 1700 SW College Avenue, Topeka, Kansas 66621**

References:

Provide 2 Student Reference Statements using the reference forms provided from employers, previous faculty, or professional peers.

Please let us know how you learned about Washburn University's RN-BSN program ?

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(Please be specific)

All qualified applicants for admission will receive consideration without regard to race, color, age, sex, religion, sexual orientation, gender identity, national origin or handicap. The University is an equal opportunity institution.

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THIS SECTION TO BE COMPLETED IN THE PRESENCE OF A NOTARY PUBLIC

State of \_\_\_\_\_ County of \_\_\_\_\_

Being duly sworn, I state the forgoing statements in this application are true and accurate. I am aware that my false, misleading or incomplete statements made on this application could be grounds for non-admission to, or later dismissal from, the nursing program.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

(Applicant's Signature)

Subscribed and sworn to before me this \_\_\_\_\_ date of \_\_\_\_\_ 20 \_\_\_\_\_

---

Notary Public

(Seal)

WASHBURN UNIVERSITY  
SCHOOL OF NURSING  
**RN-BSN Program**  
Reference Directions

**For the Prospective Student:**

Please print your name:

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Last	First	Middle	Maiden/Former
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The Family Educational Rights and Privacy Act and its amendments guarantee students access to their educational records. Students may, however, waive their right to access to references. The choice of the prospective student regarding this reference is to be indicated below.

Please circle your response:

**I do**    **I do not**    to waive my right to inspect the contents of the following reference.

Signature \_\_\_\_\_

Please request reference statements from two persons who have recent knowledge regarding your qualifications and experience. On the first page of each reference form, complete your name and forward to the name of the reference chosen. Request each reference to complete and return to you in a sealed envelope and sign the back over the envelope seal. Return these two unopened reference letters together with the application packet. Opened reference letters will not be accepted. References must not come from a relative. References are to be obtained from an employer, previous faculty, or professional peer.

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**For the Reference:**

The above named prospective student is applying for admission to the RN-BSN online program at Washburn University, Topeka, Kansas, and has provided your name as a reference.

On the Prospective Student Reference form, please give a candid assessment of this applicant regarding suitability for the above program on the form provided. If preferred, a separate letter may be attached to this form. Once completed, please seal in an envelope and sign across the seal. Return to applicant to include in submission of application packet.

WASHBURN UNIVERSITY  
 SCHOOL OF NURSING  
**RN-BSN Program**  
 Prospective Student Reference

1. How long and in what capacity have you know the applicant?

Dates: \_\_\_\_\_ Relationship: \_\_\_\_\_

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2. Please indicate the applicant's ability:

	Excellent	Very Good	Average	Below Average	Unable to Rank
Intellectual capacity					
Self-reliance, motivation					
Stress capability					
Maturity					
Critical thinking					
Writing skill					
Verbal skill					
Collaborative skill					
Cultural sensitivity					
Organizational skill					
Creativity					
Growth Potential					

3. Candidate Recommendation:

- Highly Recommend
- Recommend
- Recommend with Reservation
- Not Recommend

4. Summary Comments:

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Signature \_\_\_\_\_ Date \_\_\_\_\_

Name (print or type) \_\_\_\_\_ Phone \_\_\_\_\_

Email \_\_\_\_\_ Organization \_\_\_\_\_

Address \_\_\_\_\_

WASHBURN UNIVERSITY – SCHOOL OF NURSING  
1700 SW College, Topeka, Kansas 66621

**PRE-PRACTICUM MEDICAL ASSESSMENT**

Name of student \_\_\_\_\_  
Last First Middle

Date of birth: \_\_\_\_\_ Weight: \_\_\_\_\_ Height: \_\_\_\_\_

**A. Medical history of family, reference to chronic illness, mental or nervous disorders:**

\_\_\_\_\_  
\_\_\_\_\_

**B. Medical history of applicant: (completed by applicant prior to exam)**

1. Any hoarseness, frequent cough, or shortness of breath on moderate exertion? \_\_\_\_\_

\_\_\_\_\_

2. History of tuberculosis or treatment for TB? \_\_\_\_\_ Type: \_\_\_\_\_

3. Neurologic (epilepsy, headaches, etc.) \_\_\_\_\_

Treatment, if any: \_\_\_\_\_

4. Psychiatric history (emotional problems, etc.) \_\_\_\_\_

5. Heart problems: \_\_\_\_\_

6. Hay fever, asthma, eczema, or other allergic reaction including drug reactions: \_\_\_\_\_

\_\_\_\_\_

7. Childhood diseases: \_\_\_\_\_

\_\_\_\_\_

8. Other diseases: \_\_\_\_\_

\_\_\_\_\_

9. Surgeries & Hospitalizations: \_\_\_\_\_

\_\_\_\_\_

10. Prescribed and over the counter medications: \_\_\_\_\_

\_\_\_\_\_

**C. Immunizations**

Tetanus/diphtheria toxoid (Td) /Tdap / Pertussis (circle one) date:  
\_\_\_\_\_

MMR, 2 doses verified by provider: Yes/No If No, Titer: date \_\_\_\_\_

Mumps IgG \_\_\_\_\_, Rubeola IgG \_\_\_\_\_, Rubella screen \_\_\_\_\_

Hepatitis B vac: #1 date \_\_\_\_\_, #2 date \_\_\_\_\_, #3 date \_\_\_\_\_, Or titer, date \_\_\_\_\_

Chooses to waive Hepatitis vaccination: (signature) \_\_\_\_\_

Varicella vaccination: Titer date \_\_\_\_\_, unless immune – Date of illness? \_\_\_\_\_

Vaccination date: \_\_\_\_\_

**INFLUENZA: Date of most recent flu shot: \_\_\_\_\_**

**D. Screening**

Color blindness \_\_\_\_\_

Tuberculosis: TB skin test (PPD) #1 date \_\_\_\_\_ Result:  
\_\_\_\_\_

TB skin test (PPD) #2 date \_\_\_\_\_ Result: \_\_\_\_\_

Chest x-ray (if indicated) date \_\_\_\_\_ Result: \_\_\_\_\_

**E. Physical Examination**

Vital signs: \_\_\_\_\_

Eyes: \_\_\_\_\_

Ears: \_\_\_\_\_

Nose: \_\_\_\_\_

Throat (adenoids/tonsils): \_\_\_\_\_ Sinuses: \_\_\_\_\_

Thyroid: \_\_\_\_\_

Skin: \_\_\_\_\_

Lungs: \_\_\_\_\_

Heart: \_\_\_\_\_

Abdomen: \_\_\_\_\_

Any disabilities:  Yes  No State nature: \_\_\_\_\_

\_\_\_\_\_

**F. Laboratory tests, per provider's order**

\_\_\_\_\_

\_\_\_\_\_

Provider's signature: \_\_\_\_\_

Provider's name (please print or type): \_\_\_\_\_

Address: \_\_\_\_\_

Date: \_\_\_\_\_ Phone: \_\_\_\_\_

Washburn University School of Nursing  
**Petition for Leave of Absence**  
**RN to BSN Program**

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Student Name	Date
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Current Address, City, State, Zipcode

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WU Email	Home Phone	Cell Phone
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**Request for Leave of Absence (LOA)**

Session(s) requesting leave \_\_\_\_\_ Return date \_\_\_\_\_

Will this LOA occur between any clinical courses  Yes  No

If yes which ones? \_\_\_\_\_

When you return, which program option do you plan to enter  Full-time  Part-time

Reason for LOA \_\_\_\_\_

(Please attach an additional sheet if necessary)

**LOA Considerations**

- ✓ If you are receiving Financial Aid, have you met with that office and discussed LOA?
- ✓ Is your account up to date with the Cashier's Office?
- ✓ If you are an International student, have you met with that office and discussed LOA?
- ✓

**Please Note:**

**Are you aware that this change in your plan of study will result in a postponement of clinical courses and that future clinical placement will be on a space available basis?**

Yes  No

**CURRENT TRANSCRIPT MUST BE ATTACHED TO THIS FORM**

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Student Signature	Date Petition Signed
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Director Signature for Approval	Date
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Date Reviewed by APC	Date Letter Sent to Student
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## Marketing Program

Many schools of nursing have not felt a great need to “market” their programs due to the fact there are more students turned away than are admitted due to limitations of space as well as shortage of faculty. Even though this supply/demand issue continues in the profession, in recent years there appears to be a shift in this theory based on the increase in competition. This is certainly the case with online education and specifically RN-BSN programs.

Education is a service which is geared primarily to the consumer market. The question becomes “Who are our customers and what benefits do they seek?” For the RN-BSN online program to be successful designing a marketing program necessitates answering these questions:

- ✓ How can we build our competitive position in the marketplace?
- ✓ What will be the entry strategy?
- ✓ What tools will best reach the prospective student?

The marketing approach must be comprised of several activities: a) the product, b) the price, c) the distribution, and e) the promotion (Nicolescu, 2009)

- ❖ The product relates to the services offered in relation to the consumer expectations. This is often seen as the image of the institution. The product is the online RN-BSN program and from that needs to come selling the quality of the program supported by the Washburn University reputation and recognizable brand name.
- ❖ The price relates to the tuition amount inclusive of scholarships, financial aid options, and payment terms. There must be a quality/price relationship where the consumer perceives value.
- ❖ Distribution refers to how the product is made available to the consumer. This would include accessibility. A totally online program will require technology in terms of bandwidth and most importantly technology support for the consumer.
- ❖ Promotion relates to the means of communication between the institution and the consumer. This includes advertising, publicity, public relations, and selling the program to the community.

The use of digital marketing has become the main strategy educational institutions are using to reach prospective students. The proposed program is entirely online therefore essential marketing tools will include the Washburn University School of Nursing website and social media sites such as Facebook and Twitter. Strategic marketing points will include:

- Flexible program geared to the experienced, working RN.
- No on-campus requirement as courses are entirely online.
- Full-time and part-time program options.
- Affordable tuition with no hidden fees.
- Maximum credit awarded for completed RN licensure coursework.
- Guided by adult learning principles.
- Students partner with highly qualified, caring faculty.



## The new reality for the nursing profession? Baccalaureate education does matter!

The Institute of Medicine recommends 80% of the nursing workforce have a bachelor's degree by the year 2020.

### **Why?**

Because research has confirmed the educational preparation of nurses at the baccalaureate level is directly related to improved quality patient care outcomes.

### **Why Washburn?**

Because we are an affordable, flexible, and innovative online program designed specifically for the experienced working RN!

### **Apply to Washburn!**

We provide students with opportunities to realize their dreams!

***Real world learning...right now!***



Contact Jeanne Catanzaro, Program Director at **913-723-1031**

Email: **RNBSN@washburn.edu**

Apply online: **www.washburn.edu/sonu**

## Recruitment Program

According to Brown, Kuhn, and Miner (2012) recruitment strategies should be geared to increasing the understanding of baccalaureate pedagogy as well as the opportunities for career advancement by pursuing a BSN degree. Efforts stressing the importance of a highly educated workforce including topics such as evidence-based knowledge to improve practice, quality and safety, leadership, as well as the reinforcement of life-long learning to remain current in practice (Brown et al., 2012). The recruitment plan for the RN-BSN program will include the following:

- ✓ Meeting with hospital and clinical agencies to discuss partnering in effort to increase the number of BSN nurses employed.
- ✓ Meeting with nursing administrators of associate degree programs to discuss program advantages.
- ✓ Development of recruitment materials with explicit information about the program. Include digital materials as well as social media.
- ✓ Target AD RN's and AD senior students through advertised webinars, career fairs, advertising in state board of nursing newsletters, and bulk/blast emails.
- ✓ Develop program announcement on Washburn University website home page with link to RN-BSN program page.
- ✓ Create admission packet for download with the option to have information packet mailed to prospective student.
- ✓ Develop and enable script to garner leads from prospective students who visit RN-BSN Washburn website.
- ✓ Establish follow-up policy and procedure on leads from email, phone, referral, or website inquiry.
- ✓ Design and implement webinars about RN-BSN program using Adobe Connect software.
- ✓ Design a public Facebook page for WUSON RN-BSN program.
- ✓ Enable application/admission process through Facebook site.
- ✓ Utilize advertising on Facebook as a recruitment opportunity.
- ✓ Determine how analytics can assist with recruitment efforts.
- ✓ Meet with current marketing company to determine other ways of reaching prospective students.

## **Program Assessment**

### **Quality Matters Program (QMP)**

Washburn University's RN-BSN program is committed to excellence in online education. As such the implementation of the Quality Matters Program (QMP) is a priority with the goal of systematically building and evaluating online courses based on the rigorous, research-based standards. The QMP certification assures that the components of the RN-BSN online courses promote learner engagement as well as providing learners with the tools and information necessary to be successful (Maryland Online, 2010, <http://www.qmprogram.org>). Additionally few online nursing programs have moved forward with assuring quality of online coursework. At this time there are no RN-BSN programs in the State of Kansas with this designation. This will be a worthy certification and will be beneficial in marketing the overall program.

### **University and School of Nursing Assessment**

The Washburn University School of Nursing values assessment of its programs. The SON actively participates in the university wide assessment program. The RN to BSN program will be review each course to determine whether content related to the end of program outcomes is being taught and/or assessed. Assessment measures will be identified and reported to the SON assessment committee and then to the university assessment committee on the school's annual report each June. Information gained will be used to further enhance student learning.

## **Program Administration**

### **Director RN-BSN Program**

The Director of the RN-BSN Program is responsible for the implementation of the RN to BSN Program. The Director will also oversee curriculum development, strategic planning, student recruitment and advising, course scheduling, and clinical placements. This is a 12 month appointment and reports directly to the Dean of the School of Nursing.

Principle duties and responsibilities:

- Coordinate the overall operations of the RN to BSN program.
- Identifies, selects, and contracts with faculty to teach online.
- Assists in the development and oversees faculty development.
- Identifies, selects, advises, and provides orientation to prospective students.
- Assists with the development and evaluation of RN to BSN courses, class schedules, and instruction.
- Collects and evaluates data to track student progression and to improve performance outcomes of the RN to BSN program.
- Assists with the coordination procedures for collection of required data for accreditation of program.
- Coordinates all student inquiries from all sources, manages a database to track prospective students, and communication campaigns for the purpose of meeting enrollment goals.
- Provides academic advisement and general information to prospective and currently enrolled students.
- Represents the RN-BSN program in relation to committees and projects as assigned by the Dean.

Qualifications:

- Required: Graduate degree in nursing.
- Preferred: Doctoral degree in nursing or related field.
- Active and unencumbered professional nursing license.
- A minimum of three years online teaching experience.
- Computer literate.
- Ability to effectively present information in group settings.
- Ability to write reports and business correspondence.
- Ability to work effectively with students, faculty, staff, and administrators.
- Attention to detail and high degree of organizational skill.

## Instructional Designer

The Instructional Designer will report to the Program Director. This position will design and revise all online courses for the School of Nursing in conjunction with content experts and relevant staff. This position will work 10 hours per week maximum until program enrollment determines the need for additional hours.

### Principle duties and responsibilities:

- Works with program director and content experts to develop online courses according to the vision and philosophy of student learning at Washburn University.
- Development and application of online templates to ensure quality control and consistency.
- Assists program director with implementation and continued review of course quality using the Quality Matters standards.
- Assists program director and content experts to design visual and multimedia for online courses.
- Assists with the integration of new technology where appropriate.
- Continually learn and apply new instructional or course development technologies for online instruction.
- Assists in the development and implementation of best practices in course design and delivery.
- Assists program director to design and implement faculty development related to online learning and instructional pedagogies.
- Remains current with new trends and developments in his/her field of expertise.
- Performs other duties as assigned.

### Qualifications:

- Master's degree in instructional design, instructional or educational technology, or related field, or demonstrated evidence of extensive professional work as an instructional designer.
- A minimum of 3-5 years of instructional design experience in distance education.
- Excellent verbal and written communication skills.
- Excellent interpersonal skills.
- Evidence of creativity and knowledge of educational pedagogy.
- Attention to detail and high degree of organizational skill.
- Proficient with web applications and learning management systems.
- Ability to learn or knowledge of software to create online course components.
- Ability to work well with others in a team oriented environment.
- Ability to adapt to change and work in a fast-paced environment.
- Ability to negotiate and influence others in a positive manner.
- Experience and/or certification with Quality Matters preferred.
- Experience teaching online at the college level highly preferred.

## Faculty

Contractual, term-by-term, non-tenured teaching appointment in an online BSN articulation program. Position reports to the Director of the RN-BSN program. This position provides faculty with the opportunity to work in a professional learning community in which faculty contribute to and engage in instructional best practice for adult learners.

### Principle duties and responsibilities:

- Provide a learning environment which supports student success.
- Teaching synchronous and asynchronous courses as assigned by the program director based on teaching experience.
- Demonstrate content expertise in subject area.
- Maintains program determined virtual office hours per week for each class.
- Ensures timely management and response to electronic correspondence from students and administration.
- Facilitate engaging individual and group instructional activities.
- Respond to student questions and concerns within 24 hours or less.
- Works with program director to address student concerns.
- Motivate students to actively participate in all aspects of coursework.
- Apply sufficient, consistent rigor in grading student assignments, giving substantive feedback and critical evaluation within one week of the assignment due date.
- Utilizes communication opportunities via weekly announcements and emails.
- Maintains and submits accurate and timely reports for student grades and progress.
- Delivers mid-term and final grades to the program director according to the academic calendar.
- Attends online department faculty meetings.
- Engages in evaluation of the course and of own teaching performance.
- Maintains favorable course evaluations.
- Successfully completes an online faculty orientation program.
- Additional duties may be assigned by the program director.
- 

### Qualifications:

- Required: Graduate degree in nursing.
- Preferred: Doctoral degree in nursing or related field.
- Active and unencumbered professional nursing license
- Minimum of two years online teaching experience.
- Exceptional computer skills and previous experience with learning management systems.
- Knowledge and skill with Microsoft Office and Adobe Connect software.

## Faculty Development

All faculty recruited to teach in the RN to BSN online program must complete a four week online orientation regardless of previous experience as a part of the employment process. Certification training is synchronous and asynchronous web-based program. Each prospective faculty member will be expected to complete all requirements by their respective due dates and to actively and substantively engage in classroom discussion on four days during the week and one weekend day.

The certification course is composed of four modules. This education is designed to allow Washburn University to evaluate prospective candidate's ability to effectively facilitate an online course from both content and process standpoint. Successfully completing the orientation program is considered the final step in the employment process, however, an actual teaching assignment is based on a needs assessment and completion does not guarantee said assignment.

Following successful completion of orientation, certification, and availability of a course assignment, the faculty member will be notified of assignment of a single course. Faculty member will have 48 hours to accept offer. Upon acceptance, faculty will be placed in a mentorship discussion forum and have access to a mentor during this course. After teaching an initial course successfully with positive evaluations, faculty may teach up to 2 courses during an 8 week session. Blodgett's (2008) research related to faculty development needs indicates the need for ongoing training in course management systems, online teaching pedagogy, university specific support services for students, as well as instructional design knowledge.

In addition to required orientation training, all faculty will be expected to participate in two faculty development workshops per year related to online teaching and learning. These will be available through the web and each faculty member will be notified of their availability. With Mabee Library's recent subscription to Magna Commons, the use of this resource will be more than adequate for faculty development without additional cost to the school of nursing.

## Program Support Services

Crawley (2012) noted student support services are created for the purpose of completing academic goals successfully. Services provided to on-ground students must be available in an online delivery method for distance education programs so online students have the same opportunities to meet their educational goals. Online services delivered through the university website allow students to find information quickly by creating a one-stop virtual student services center (Crawley, 2012). Research indicates this method is preferred by students, cost-effective to the institution, and is being used by many online programs in the U.S. (Crawley, 2012).

According to Crawley & Fetzner (2013) students want and need support services available 24/7/367. The one stop shop format has proven to be the most beneficial for students seeking online programs and has a clear impact on retention (Crawley & Fetzner, 2013). The availability of services to online and on-ground students is beneficial for the entire organization as clearly students who take online class may also be enrolled in on-ground or hybrid coursework.

Crawley (2012) outlines support services with the framework developed by the Western Interstate Commission for Higher Education (WICHE) part of the U.S. Department of Education. WICHE organizes 31 support services into five suites outlined as follows:

- **Administrative Core:** The administrative suite includes financial aid, class schedules, course/program/university catalog(s), admissions, student accounts, student records, and registration.
- **Academic Services:** The academic services include advising, technical support, counseling, the bookstore, retention services, tutoring, library, developmental education services, disability services, and assessment and testing.
- **Communications Services:** The communications suite includes student-student communications, staff-to-faculty communications, faculty-to-student communications, faculty-staff communications, and institution-to-student communications.
- **Personal Services:** The personal services suite includes orientation, counseling, career services, wellness services, placement services, financial planning, and ethical and legal services.
- **Student Communities:** Includes student activities and student population segments.

Certainly not all of these support services are required at each university or program. Research has indicated students have preferences for the types of services provided, however, the delivery mode appears to be the important piece. Crawley & Fetzner (2012) noted online program services offered in a self-service model is the delivery method of choice. An advantage to the student is the increased availability which does not require assistance from an advisor or faculty member (Crawley, 2012). This proves to be a cost-effective method overall, however requires planning on the design of the programs website for required information and tutorials (Crawley, 2012).

The research related to support services for online students indicates the quality provided has a direct impact on retention. Britto & Rush (2013) review proven retention strategies based on research from online program evaluations. Specific strategies that have demonstrated success are the following:

- Online assessment of student readiness: Britto & Rush (2013) noted that having students take this type of assessment provides them with feedback on readiness through identifying the student's strengths and weaknesses. Although there are many assessment tools available for this purpose, many do not give the student feedback with a plan to improve weak areas. Britto & Rush (2013) researched 2,887 students over a year using *Smartermeasure* Learning Readiness software ([www.readi.info](http://www.readi.info)). Results indicated a positive relationship between poor success in online coursework and a low score on the readiness indicator. Additionally the software enables tracking student's scores by ID.
- Online student orientation: Informing students of technical skills, required hardware and software, how to use the learning management system, netiquette, as well as what services are available to them is critical for a proper start in online coursework (Britto & Rush, 2013). Research indicates this type of start directly impacts student success (Crawley, 2012).
- Technical support/Help desk: Critical to student success in online education is the provision of adequate technical assistance. Providing technical support via phone, email, and chat is essential as a support resource. Unfortunately what is not indicated in the research literature is the impact of the hours of technical support on student success (Britto & Rush, 2013).

In reviewing other Kansas RN-BSN programs it would appear there is a lack of visibility of technical support for online students via the institutional website. In each case, the search feature had to be utilized to access information. Once located, a limited amount of information was provided. For example an email or phone number, however, few had hours of operation clearly listed. If hours of operation were available, there was no direction for off hour's assistance. Several programs offered online 'ticket' system availability requiring the student to enter their email address. If the student did not have access, this means of getting support is not feasible.

Crawley (2012) noted the delivery of technical assistance to students is a clear indication of the quality of online programs. Educational institutions which offer online students accessible, efficient, and effective technical support impact not only the student's online experience, but their overall success (Crawley, 2012). Crawley (2012) recommends the following elements on program websites to support online learners:

- ✓ Requirements for hardware and software.
- ✓ The ability to test computer to determine if meets requirements.
- ✓ Clear guidelines regarding the scope of service, times of operation, delivery options, and usual response time for each option.
- ✓ Easy activation and access to email accounts.
- ✓ Clear online instructional tutorials to assist students with hardware, software, and learning management systems.
- ✓ Technology alerts to provide students when any system is down and time frame expected for return of service. This communication should be provided through the website, email, text message, and/or social media site.

- ✓ Provide a Frequently Ask Questions (FAQs) categorized by topic.
- ✓ Capability that allows the support person, with permission, to control student's computer to troubleshoot.
- ✓ A link in each course on the learning management system to access technical support.

The availability of instructional tutorials that are easily understood and accessibility have demonstrated a reduction in the amount of time students spend with help desk personnel (Crawley, 2012). The University of Washington developed online technical tutorials for the entire university student body. Students accessing the site following implementation logged an average of 31,304 sessions each day which was a 50% increase over the previous year and reduced help desk support by 25% (Crawley, 2012). Programs which provide support to students in a combination of help desk service and online accessible tutorials increase the student's success by eliminating technology type barriers which directly impacts retention (Crawley, 2012).

As the RN-BSN program expands, evaluation of student services will be necessary. The goal for the program with regard to support services will be to provide online students with services in order to support success and retention rates. Three initiatives will be considered for addition in the future: Early alert assistance for at-risk students, online advising, and online tutoring.

Currently Washburn offers approximately 200 online course sections per semester (T. Peterson, personal communication, March 4, 2013). The addition of future services would be beneficial to all online students on campus which will be a more cost-effective way to implement. These initiatives will be evaluated once the new learning management system is implemented as there may be options for determining at-risk students through the analytics package.

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