



Bachelor of Science in **Nursing (Prelicensure)**

The prelicensure BSN degree focuses on contemporary nursing practices to build nursing skills and competencies using technology-based learning. It is structured to develop competent, BSN nurses in a program that is sustainable, scalable, and nationally relevant. The prelicensure BSN program includes a strategic partnership between the Western Governors University Nursing Program and healthcare employers who provide practice sites and clinical coaches. Graduates are prepared to function in new roles as members of healthcare teams in many settings.

The prelicensure BSN program includes the study of medical-surgical, psychiatric/mental health, pediatrics, obstetrics, and community health nursing and includes courses on evidence-based practice, research, leadership, nursing informatics, and professional nursing roles and values. Graduates are eligible to take the NCLEX-RN exam for state licensure and be prepared to seek nursing positions for military, U.S. Public Health, and VA appointments as well as assume roles in school, community, and occupational health, and other acute and non-acute care settings. BSN graduates are also prepared to enter MSN programs. This degree program includes online and distance learning plus high fidelity simulation labs and hands on clinical experiences.

*The WGU prelicensure BSN program is evidence based and developed according to *The Essentials of Baccalaureate Education for Professional Practice* from the American Association of Colleges of Nursing (2008) (see <http://www.aacn.nche.edu/Education/pdf/BaccEssentials08.pdf>). In addition, it incorporates competencies and standards from professional organizations and state regulations.*

WGU Philosophy of Nursing

We envision nursing as a caring interaction between the nurse, who is a member of an interdisciplinary team, and the patient who is a member of a family and community. This caring interaction occurs across the lifespan, from infancy through old age. Nurses identify and strengthen clients' potential to move toward health and help clients shape their environment to promote well-being. We believe that healthcare begins in the community, prior to diagnosis of illness, by promoting health and wellness through advocacy, community assessment, and preventative care. Nurses use appropriate technologies and current evidence to develop their plans of care, whether in the community, the clinic, an acute care facility, or an extended care facility. Nurses assume leadership for clinical and ethical decision-making.

We believe that the global nature of communities and healthcare delivery necessitates that nurses be able to engage with patients, families, and communities who have diverse ways of responding to their healthcare needs. We recognize that the definition of family has expanded to include a variety of different compositions and roles and is the fundamental vehicle for how clients are supported, interact with the world around them, access resources, and engage in healthcare.

We recognize that students, particularly adult learners, have preferred learning styles, bring previous experience to the learning environment, and develop competency at different paces. Learners seek to make sense of new educational experiences in light of their past and existing knowledge and then apply their new findings to real situations. Therefore, nursing education should provide opportunities where students engage in real world application to demonstrate competency in cognitive knowledge, clinical reasoning, and ethical comportment.

Understanding the Competency-Based Approach

Practically speaking, what does it mean when we say that WGU programs are competency-based? Unlike traditional universities, WGU does not award degrees based on credit hours or on a certain set of required courses. Instead, students earn their degrees by demonstrating their skills, knowledge, and understanding of important concepts through a series of carefully designed assessments.

Progress through your degree program is governed, not by classes, but by satisfactory completion of the required assessments that demonstrate your mastery of the competencies. Of course, you will need to engage in learning experiences as you brush up on competencies or develop knowledge and skills in areas in which you may be weak. For this learning and development, WGU has a rich array of learning resources in which you may engage under the direction of your mentor. You will work closely with your mentor to schedule your program for completing the assessments. (We discuss assessments in much more detail later in this guide.) You will work closely with additional faculty members as you proceed through courses of study that are designed to lead you through the content you must master in order to pass individual assessments.

The benefit of this competency-based system is that it makes it possible for people who are knowledgeable about a particular subject to make accelerated progress toward completing a WGU degree even if they lack college experience. You may have gained your skills and knowledge of a subject on the job, accumulated wisdom through years of life experience, or,

indeed, took a course on a particular subject. WGU awards a degree to you based on the skills and knowledge that you possess and can demonstrate, not the number of credits you have on your transcript.

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Progress through a degree program is governed, not by classes, but by satisfactory completion of the required assessments that demonstrate mastery of the competencies. Students engage in learning experiences as they develop competencies and have opportunity to enhance knowledge and skills in areas where more support is needed. WGU has a rich array of learning resources in which students engage under the direction of their mentors. Students work closely with their mentors as they proceed through courses of study that are designed to lead them through the content that must be mastered in order to pass individual assessments (we discuss assessments in more detail later in this guide).

Accreditation

Western Governors University is the only university in the history of American higher education to have earned accreditation from four regional accrediting commissions. WGU's accreditation was awarded by (1) the Northwest Commission on Colleges and Universities, (2) the Higher Learning Commission of the North Central Association of Colleges and Schools, (3) the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and (4) the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. The university's accreditation status is now managed by the Northwest Commission on Colleges and Universities (NWCCU). The university is also accredited by the Distance Education and Training Council (DETC), and the WGU Teachers College is accredited by the National Council for Accreditation of Teacher Education (NCATE). The nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The Health Informatics program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

WGU's Mentoring Approach

Our mentoring approach is a powerful component of the WGU educational experience. When you enroll at WGU, students will begin interacting with the mentors assigned to provide guidance through the terms and courses. Mentors take an active role and a personal interest in student success and progress. Whether by e-mail or phone, mentors are the essential "point person" for communication throughout the program. The mentor will help motivate you to work hard to complete your program. When a student has questions or concerns, the mentor team will help to resolve them.

Students and their mentor work together to help determine which areas the student should focus on to develop a personalized Degree Plan. The prelicensure program has a strictly defined set of courses, schedule and a progression plan which students must follow. This plan

has been established through the requirements of and approval by state boards of nursing. Students are assigned to a cohort and must stay on time and on track to remain in their cohort and graduate with their cohort. Each clinical course has co-requisites. This means that the theory course, clinical lab (learning labs and clinical simulation labs) and clinical course all must be taken together. If a student is not able to fulfill the passing requirements for one of the three for a given course, they must repeat all three.

Admission Requirements

Pre-nursing Enrollment

The WGU prelicensure BSN program contains the equivalent of two years of upper division nursing courses. Prior to being enrolled into the pre-nursing curriculum, students must have completed all prerequisite science and liberal arts courses required for a baccalaureate degree in nursing. Students may transfer the credits if they were completed from a regionally accredited institution of higher learning. Students must submit official, sealed transcripts of all academic work to WGU on or before the first of the month prior to the start date of the program. Generally, science prerequisites must have been completed within the past five years. State Directors of Nursing may in some cases approve courses completed longer than five years ago.

Prerequisite courses include:

- Introduction to Anatomy and Physiology
- Human Physiology
- Anatomy and Physiology Lab
- Microbiology
- Microbiology Lab
- Biochemistry

Prelicensure Nursing Enrollment Requirements

Applicants must have a minimum of a 2.5 GPA in the required nursing sciences to be considered for enrollment into the pre-nursing program. Successful completion of a nursing program admission exam is required prior to enrollment. Students enrolled into the pre-nursing curriculum must also successfully pass the foundations in nursing skills performance exam (see https://web5.wgu.edu/aap/content/foundations_of_nursing_skills.pdf) in order to be considered for admission. Enrollment in the University does not guarantee acceptance into the nursing program. Students seeking admission into nursing are required to submit and/or complete the following items:

1. Drug and background screening results which have been completed not more than 90 days prior to the term when the nursing courses begin;
2. Proof of health insurance;
3. Proof of malpractice insurance as stated in the Student Handbook;
4. Current CPR certification at the level of Health Care Provider;
5. Evidence of recent physical examination and attestation of ability to meet the essential performance standards of the prelicensure nursing program;
6. Required immunizations;

7. Interview with admissions committee comprised of two or three committee members including State Director of Nursing or designee;
8. Letter of intent;
9. WGU 1st term mentor recommendation; and
10. Letters of professional recommendation: It is strongly recommended that one letter of recommendation come from a current or former employer either on the form provided or in a letter; the second letter must come from a professional colleague and be completed on the form provided. Applicants who are current employees of clinical partners must include a letter of recommendation from the clinical partner.
11. Applicants for whom English is not their first language are required to take appropriate tests of language proficiency.

Application and acceptance into the program is based on merit and available clinical space.

Essential Performance Standards

Background: The Americans with Disabilities Act (ADA) of 1990 was instituted by Congress to prohibit discrimination against qualified individuals with disabilities. The ADA defines a qualified individual with a disability as an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individual holds or desires. In addition, the Rehabilitation Act of 1973 prohibits discrimination in admissions of a qualified person with disabilities.

ADA and the Rehabilitation Act of 1973 eligibility requirements vary depending on the type of services, activities, and functions needed in particular areas. Because the practice of nursing is an applied discipline with cognitive, sensory, affective, and motor components, students must be able to perform the functions which are necessary for the safe practice of nursing and essential to the licensing requirements for nursing. Students must be capable of meeting the following essential performance standards with or without reasonable accommodations in order to be admitted to the WGU Prelicensure nursing program:

The Performance Standards

- Ability to think critically and focus on patient care priorities in order to make clinical decisions, identify cause-and-effect relationships with clinical data, and develop nursing care plans.
- Ability to demonstrate interpersonal abilities in order to interact appropriately with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
- Ability to clearly communicate in English (both verbal and written forms) in order to communicate nursing actions, interpret client responses, initiate health teaching, document and understand nursing activities, and interact with clients, staff and faculty supervisors.
- Ability to maneuver in small spaces and move from one place to another in order to move around in clients' rooms and bathrooms, into and out of work spaces, access treatment areas, and procure needed emergency materials when indicated. While health care agencies must meet ADA physical access standards, potential clients and equipment may limit the amount of available space in which to move.

- Ability to demonstrate gross and fine motor skills sufficient to provide safe and effective nursing care in order to move and position clients in and out of bed, calibrate and use equipment, and perform patient care procedures such as IV insertion and cardiopulmonary resuscitation.
- Ability to successfully perform the following physical activities:
 - Walk 5 miles per day
 - Lift 50 pounds
 - Reach above shoulder level
 - Bend and stoop/squat
 - Grasp/grip
 - Ascend and descend stairs
- Ability to hear well enough to monitor and assess client's health needs in order to hear cries for help, alarms on equipment, emergency signals, breath and heart sounds on auscultation, and various overhead announcements and cues.
- Ability to distinguish colors and see well enough to observe and assess clients' health status and changes in condition in order to see grimacing, movement, changes in skin color, rashes, and other observed client changes or responses.
- Ability to have tactile capabilities sufficient for physical assessment such that the student can successfully perform palpation, note changes in skin temperature, perform skills related to therapeutic activities and identify by touch other changes in client condition.
- Physical and mental stamina necessary to adapt to requirements of 12-hour shift work, including:
 - Rotations on the 24-hour clock.
 - Ability to sit for long periods of time
 - Ability to stand for long periods of time

The procedure for requesting ADA accommodations is located on the University portal at this link: http://www.wgu.edu/wgu/ada_form

Connecting with Other Mentors and Fellow Students

As you proceed through your Degree Plan, you may also have direct contact with other faculty members. These communications can take a variety of forms, including participation in learning communities, office hours via the courses of study, and webinars. As a WGU student, you will have access to your own personal MyWGU Student Portal that will provide a gateway to courses of study, learning communities, and program communities where you will have interactions with faculty and other students. Courses of study and communities are specifically designed to support you as you develop competencies in preparation for your assessments through the utilization of threaded discussions, blogs, and chats that are guided by content experts. You will access your program community during the Education Without Boundaries introductory course to network with peers who are enrolled in your program and to receive continued support through professional enrichment and program-specific chats, blogs, and discussions. WGU also provides a Student Services Associate to help you and your mentor solve any special problems that may arise.

Education Without Boundaries Orientation

Education Without Boundaries (EWB) is a required orientation that focuses on acquainting the student with WGU's competency-based model, distance education, technology, and other

resources and tools available for students. You will also utilize tutorials, message boards, online chats, and other activities to connect with other students in your program. This orientation is completed before you start your first term at WGU.

Transferability of Prior College Coursework

Because WGU is a competency-based institution, it does not award degrees based on credits but on demonstration of competency. However, if you have completed college coursework at another accredited institution, you may have your transcripts evaluated and may be able to have some lower-division or co-requisite assessments cleared. The guidelines for determining what will “clear” through transfer vary based on the degree program.

The following transfer guidelines generally apply to undergraduate programs: Requirements in the domains that can be considered the degree major cannot be cleared through transfer. Furthermore, WGU does not clear any requirements based on the student's professional experience and does not perform a "resume review" or "portfolio review" that will automatically clear any degree requirements. Degree requirements and transferability rules are subject to change in order to keep the degree content relevant and current.

Continuous Enrollment, On Time Progress, and Satisfactory Academic Progress

WGU is a “continuous enrollment” institution, which means you will be automatically enrolled in each of your new terms while you are at WGU. Your terms are six months long. Longer terms and continuous enrollment allow you to focus on your studies without the hassle of unnatural breaks between the shorter terms that you would experience in a more traditional environment. At the end of every six-month term, you and your mentor will review the progress you have made and revise your Degree Plan for your next six-month term.

WGU requires that students make measurable progress toward the completion of their degree programs every term. We call this On Time Progress – denoting that you are on track and making progress toward on time graduation. As full-time students, graduate students must enroll in at least eight (8) competency units each term, and undergraduate students must enroll in at least twelve (12) competency units each term. Completing at least these minimum enrollments is essential to On Time Progress and serves as a baseline from which you may accelerate your program. We measure your progress based on the assessments you are able to pass, not on your accumulation of credit hours or course grades. Every time you pass an assessment, you are demonstrating that you have mastered skills and knowledge in your degree program. For comparison to traditional grading systems, passing an assessment means you have demonstrated competency equivalent to a “B” grade or better.

WGU has assigned competency units to each assessment so that we can track your progress through the program. A competency unit is equivalent to one semester credit of learning. Some assessments may be assigned three competency units while other assessments may be as large as six competency units.

Satisfactory Academic Progress (SAP) is particularly important for financial aid students because you must make SAP in order to maintain eligibility for financial aid. We will measure your SAP quantitatively by reviewing the number of competency units you have completed each

term. As full-time students, WGU graduate students must enroll in at least eight competency units each term, and undergraduate students must enroll in at least 12 competency units each term. In order to remain in good academic standing, you *must* complete at least 66.67% of the units you attempt – including any assessments you add to your term to accelerate your progress. Additionally, during your first term at WGU you must pass at least three competency units in order to remain eligible for financial aid. We know that SAP is complex, so please contact a Financial Aid Counselor should you have additional questions.

Assessments

Your Degree Plan will include the assessments needed to complete your program. To obtain your degree you will be required to demonstrate your skills and knowledge by completing the following assessments:

Performance Assessments contain, in most cases, multiple scored tasks such as projects, essays, and research papers. Performance assessments contain detailed instructions and rubrics for completing each task and are submitted in TaskStream, an online project management and grading tool.

Objective Assessments are designed to evaluate your knowledge and skills in a domain of knowledge. Most objective assessments include multiple-choice items, multiple-selection items, matching, short answer, drag-and-drop, and point-and-click item types, as well as case study and video-based items.

Learning Lab and Simulations are designed to evaluate your knowledge and skills related to patient care in simulated clinical environments. Lab and simulation assessments are completed by Clinical Lab Clinical Learning Labs are designed to teach you knowledge and skills related to patient care in simulated clinical environments. Your learning in the clinical learning lab is evaluated through assessments conducted by learning lab instructors.

Clinical Intensives are designed to evaluate clinical performance in actual clinical settings according to nine key behaviors. Clinical Instructors complete clinical assessments.

As previously mentioned, we have assigned competency units (CUs) to each assessment in order to measure your academic progress. A standard plan for the program for a student who has no transfer units would look similar to the one below.

The prelicensure nursing program is a sequential program, meaning you must complete the clinical courses in a specific order. For example, you cannot work on Caring Arts and Science Across the Lifespan Part II (known as CASAL II) until you have successfully completed the requirements of CASAL I, which includes required assignments, assessments, clinical learning labs and a clinical intensive.

The standard path below lists the required competencies. Prelicensure students must have completed all liberal arts and science prerequisites prior to being considered for admission into the nursing program.

STANDARD PATH FOR BACHELOR OF SCIENCE IN NURSING (PRELICENSURE)

CODE	ASSESSMENTS	CUs	TERM
AGC1	Foundations of College Mathematics	3	1
BBC1	Communications Foundations	2	1
GMC1	Introduction to Anatomy and Physiology	3	1
GMT1	Human Physiology	3	1
ALT1	Anatomy and Physiology Laboratory	2	1
LAE1	Language and Communication: Essay	2	1
IWC1	Literature, Arts and the Humanities	2	2
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	2
QBT1	Language and Communication: Research	3	2
MBC1	Clinical Microbiology	3	2
MLT1	Clinical Microbiology Laboratory	1	2
LUT1	Language and Communication: Presentation	2	2
QLC1	Quantitative Literacy: College Algebra, Measurement, and Geometry	3	2
QMC1	Quantitative Literacy: Statistics, Probability, and Problem Solving	3	3
GLC1	Behavioral Science Survey	6	3
GLT1	Issues in Behavioral Science	3	3
GRT1	Biochemistry	3	3
ACT1	Introduction to Nursing Arts and Science	2	4
ABA1	Introduction to Nursing Clinical Skills	1	4
ASV1	Nutrition	3	4
GZT1	Organizational Systems: Safety and Regulation	1	4
AUV1	3-2-1 Calc	1	4
AAC1	Pharmacology	2	4
NVT2	Professional Roles and Values	3	4
CAV1	Caring Arts and Science Across the Lifespan Part I	4	5
AEA1	Caring Arts and Science Across the Lifespan Part I Clinical Skills	1	5
AFA1	Caring Arts and Science Across the Lifespan Part I Clinical	1	5
CFT1	Caring Arts and Science Across the Lifespan Part II	4	5
AGA1	Caring Arts and Science Across the Lifespan Part II Clinical Skills	1	5
AHA1	Caring Arts and Science Across the Lifespan Part II Clinical	1	5
KOT1	Organizational Systems and Quality Leadership	4	5
CBV1	Chronic Care	4	6
BEA1	Chronic Care Clinical Simulation	1	6
BFA1	Chronic Care Clinical	1	6
CDV1	Care of the Developing Family	3	6
AKA1	Care of the Developing Family Clinical and Simulation	1.5	6
CEV1	Nursing Care of Children	3	6
ALA1	Nursing Care of Children Clinical and Simulation	1.5	6
EBT1	Evidence Based Practice and Applied Nursing Research	3	7
CLT1	Critical Care Nursing	4	7

CEA1	Critical Care Nursing Clinical Simulation	1	7
CFA1	Critical Care Nursing Clinical	1	7
NUT1	Nursing Informatics	2	7
PMV1	Psych/Mental Health	3	7
DAT1	Psych/Mental Health Clinical	2	7
GPC1	Community Health Theory	3	8
GPT1	Community Health Practice	3	8
CZT1	Community Health Clinical	2	8
CFV1	Nursing Role Transition	2	8
DBT1	Nursing Clinical Practicum	4	8

This program is designed to be completed in eight terms. Program completion may take longer depending upon on time progression through the clinical degree requirements. The Degree Plan will include greater detail about the courses of study, including the assessments and their associated standard learning resources. The last term, particularly the last three months of the term, requires almost a full-time commitment since it includes 180 hours of clinical time plus a comprehensive NCLEX review for the licensing exam. Students are advised to begin preparing and saving for the last term from the beginning of the program.

General Expectations

The study of nursing is a very challenging endeavor requiring competencies in cognitive knowledge related to nursing practices and clinical reasoning in the delivery of patient care. We are committed to assisting you to achieve these competencies in your journey toward becoming a professional nurse dedicated to providing safe, high quality nursing care.

Your mentors, directors, and staff at WGU expect that you will demonstrate professional conduct and behaviors in both clinical and non-clinical settings. You are therefore expected to learn and adhere to professional standards of practice; be aware of your own personal values and show respect for others regardless of differing values and opinions.

We also hold for ourselves, a parallel expectation that you will be provided the resources necessary for the achievement of the nursing program competencies. You can expect us to treat you with respect and dignity. We know when the dignity of the student is affirmed, the learning environment will be conducive for the best learning outcomes, and students in return, are more likely to affirm the dignity of patients entrusted to your care, and colleagues with whom you practice.

Clear, effective, and appropriate communication with patients and families as well as peers, mentors, professional health care members and others is an important component of professional demeanor and behaviors. Students are expected to demonstrate integrity, honesty, a caring attitude and respectful approach in interactions with others. Students must embrace the values essential to the profession of nursing, work in collaboration with others and commit to being prepared physically, emotionally and academically in the clinical setting.

Your *WGU Nursing Student Handbook* provides specific guidance on policies related to professional nursing behaviors in addition to policies and procedures about admission and progression. You are expected to read and understand policies relevant to the University and

the nursing program. You will be held responsible and accountable for the information in the handbook.

You are expected to be self-directed and take an active role in your learning. Expect to spend a minimum of 25 –30 hours per week completing assignments and activities related to your course of study; the weekly time requirements will increase to 35-40 hours during Term 4 and may require adjustment to your work schedule. This requirement is described in further details below.

TIP FOR SUCCESS: Practice professions like teaching and nursing require extensive practice hours and this is more intensive during the last term. Students should prepare to take a leave from their employment during the last term of the program. This requires early planning, saving and financial aid considerations. Mentors can help students to plan and access other resources. This additional time investment during the last term is critical for students to successfully pass the RN licensing exam.

The program schedule is very specific and while your time for study and preparation is completely flexible, the dates for labs and clinicals are fixed and not changeable. Therefore it is essential that you stay on task and on time with all required assignments so you can progress with your cohort to labs and on to clinicals. If you do not meet the required timeframes, you will not be able to progress with your group, you will fall out of your assigned cohort and will have to wait until the next time that particular lab and clinical is offered in your area. If there is space available at that time and you are in good academic standing, you may be allowed to join a later cohort to complete labs and clinicals where you left off. Re-entry is not guaranteed.

TIP FOR SUCCESS: Students who have completed required assignments have been successful in advancing to clinical learning labs and clinical intensives; students who miss important deadlines ‘fall off’ their cohort and have had their progression modified which means completion of the program may be delayed a year or longer depending on available clinical space.

You are expected to attend and participate in required webinars designed to assist you with challenging concepts in the COS. Ample advanced notice of these webinars will be provided to help you plan accordingly.

TIP FOR SUCCESS: Our profile of the most successful students has shown that students who routinely attend webinars are more likely to stay on track with program requirements and more likely to pass competency exams the first time.

Learning Resources

You will work with your mentor to select the various learning resources needed to prepare for the required assessments. In most cases, the learning materials you will use are independent learning resources such as textbooks, e-learning modules, study guides, simulations, virtual labs, and tutorials. WGU works with dozens of educational providers, including enterprises,

publishers, training companies, and higher educational institutions to give you high quality and effective instruction that matches the competencies that you are developing. The cost of many learning resources is included in your tuition, and you can enroll directly in those through your Degree Plan as your mentor has scheduled them. Some resources (e.g. the iTouch units and associated software and an occasional textbook) are not covered by your tuition, and you will need to cover those costs separately. WGU offers most textbooks as e-texts and the costs are covered in the per term resource fee. This minimizes additional costs students must assume for textbooks. For the occasional text not available electronically, WGU has excellent bookstore and library arrangements to help you obtain the needed learning resources.

Areas of Study Within the Bachelor of Science in Nursing Program (Prelicensure)

The WGU Bachelor of Science in Nursing (Prelicensure) program is based on best practices for effective learning, and national standards. Graduates are encouraged to expand their knowledge and skills in areas of research, theory, community concepts, healthcare policy, therapeutic interventions, and current trends.

The following section includes the larger domains of knowledge, which are then followed by the subject-specific subdomains of knowledge, their associated assessments (including the four-character code that is used to identify the assessment), and the sample learning resources that have recently been used to help students gain the competencies needed to pass the assessments. Your specific learning resources and level of instructional support will vary based on the individual competencies you bring to the program and your confidence in developing the knowledge, skills, and abilities required in each area of the degree. Please note that the learning resources included in the following sections are *sample resources* that will vary based on your own Degree Plan and the resources current at the time you enroll in the program. The Degree Plan and learning resources are dynamic, so you need to review your Degree Plan and seek the advice of your mentor regarding the resources before you purchase them.

Undergraduate Domains

Prelicensure Nursing Students must have completed all liberal arts and science prerequisites prior to enrollment into the pre-nursing curriculum.

Foundations

Focuses on application of grammatical standards, reading skills, basic numeracy and calculation skills, basic algebra skills, basic geometry principles, and basic data and probability skills.

Language and Communication

Content focuses on collegiate reading skills, basic information retrieval skills, writing skills, and speaking and writing skills.

Literature, Arts, and the Humanities

Content focuses on content, concepts, terminology, methodology, models, and issues within and across the disciplines of the humanities.

Science Content

Focuses on content, concepts, terminology, conventions, methodology, models, and issues of the disciplines in the sciences.

Social Science Content

Focuses on content, concepts, terminology, conventions, methodology, models, and issues of the disciplines in the social sciences, such as psychology, human growth and development, anthropology, and sociology.

Quantitative Literacy

Content includes numeracy, algebraic concepts, geometry, measurement, statistics and probability, mathematical reasoning, and mathematical problem solving.

BSRN Content Domains and Term requirements

Term specific expectations are provided below in more detail. Use this information to assist in the organization and effective management of your time and resources as you complete the nursing program. Each COS carries a number of assignments organized in such a way as to build your knowledge base regarding the content areas. Approximately half way through the content, you will receive a progress report to assist you in understanding your remaining tasks and keeping you on track with the timeline for the course. As mentioned before, your mentor will meet with you on a regular basis and will hold weekly webinars to assist you with understanding your remaining tasks and keep you on track with the course timeline. In addition, your mentor will be available by phone and email to answer any questions you may have.

Pre-nursing Curriculum Term Expectations

Courses of Study (COS) required in this term include:

1. Introduction to Nursing Arts and Science (ACT1) – 8 weeks
2. Introduction to Nursing Clinical Skills (ABA1) – 17 hours
3. Nutrition (ASV1) – 6 weeks (if not transferred)
4. Organizational Systems: Safety and Regulation (GZT1) – 1 week
5. 3-2-1 Calc (AUV1) – 6 weeks
6. Pharmacology (AAC1) – 6 weeks
7. Professional Roles and Values (NVT2) – 6 weeks

Each COS has its own requirements for obtaining a pass on the Degree Plan:

Introduction to Nursing Arts and Science (ACT1 = 2 competency units) requires the successful completion of two summative tasks in order to receive credit for the course.

Introduction to Nursing Clinical Skills (ABA1 = 1 competency unit) – This is an admission requirement which must be completed prior to applying for admission into the nursing program.

Nutrition (ASV1 = 3 competency units) has an assessment exam that must be successfully completed to demonstrate competency in the COS.

Pharmacology and 3-2-1 Calc (AAC1 and AUV1 = 3 competency units) both have assessment exams that must be successfully completed to demonstrate competency in the COS.

Professional Roles and Values (NVT2 = 3 competency units) – This non-clinical COS explores various professional roles and values and issues relevant to nursing and nursing practice. There are three required summative tasks that are submitted through TaskStream and must be successfully passed for progression.

Successful completion of a Foundations Skills Assessment is one requirement for admission. Immediately after enrollment, you will attend a two-day, learning lab to prepare you for the assessment. During the lab, you will learn basic, foundational nursing skills, such as patient hygiene, vital signs and patient transfer. You will be tested on these skills the following week. You must pass this assessment in order to be considered for admission. Additional admission requirements include a formal interview with the nursing admissions committee, and a recommendation for admission from your first term mentor. It is critical that you work closely with your mentor to assure that all admission requirements are met and/or submitted in a timely fashion. In an effort to create a successful first term, you will speak weekly with your mentor at mutually agreed upon times and days. During those conversations, you can ask questions and get one-on-one assistance from your mentor. Your mentor, in turn, will determine your progress throughout the course, and document that progress in your Degree Plan. Weekly webinars will also be available to you so that you can keep in touch with other students and ask questions related to course content.

Within 8 weeks prior to the end of the pre-nursing term, you will need to make application to be accepted into the nursing program. Materials and requirements, including deadlines, for the application process will be provided during the term. You will be notified of acceptance into the nursing program during the pre-nursing curriculum term.

First Term Expectations

Courses of Study (COS) expected to be completed in the first term include:

1. Caring Arts and Science Across the Lifespan Part I (CAV1) – 8 weeks
2. Caring Arts and Science Across the Lifespan I Clinical Skills (AEA1) - 33 hours
3. Caring Arts and Science Across the Lifespan I Clinical (AFA1) – 60 hours
4. Caring Arts and Science Across the Lifespan Part II (CFT1) – 8 weeks
5. Caring Arts and Science Across the Lifespan Part II Clinical Skills (AGA1) - 33 hours
6. Caring Arts and Science Across the Lifespan Part II Clinical (AHA1) – 60 hours
7. Organizational Systems and Quality Leadership (KOT1) – 8 weeks

Caring Arts and Science Across the Lifespan Part I (CAV1, known as CASAL I = 4 competency units) – Completion of an ATI exam with a score at Level 2 proficiency determines successful completion of the COS. Mentor recommendation and being current in the COS are required in order to progress to the clinical intensive.

Caring Arts and Science Across the Lifespan Part I Clinical Skills (AEA1 = 1 competency unit) –. Demonstration of competency is a result of successfully passing performance-based skills assessment in the clinical learning lab. Passing this assessment is required to progress to

the clinical portion of CASAL I. This assessment must be passed on the first attempt. Retakes are not available on or after the testing day.

Caring Arts and Science Across the Lifespan Part I Clinical (AFA1 = 1 competency unit) – consists of 60 hours of clinicals, where the student works with a clinical coach, following the coaches exact schedule as determined by the University scheduling and matching department (coaches are not allowed to set schedules with students). **The student typically works five, 12-hour shifts to complete the 60 hour requirement. The shifts must be completed within the designated two-week window. Demonstrated competency in the clinical key behaviors is required to pass this assessment.**

Caring Arts and Science Across the Lifespan Part II (CFT1, AGA1 and AHA1, known as CASAL II = 6 competency units) – This set of three courses of study are co-requisites meaning students must pass all three in consecutive order to obtain the 6 competency units and progress to subsequent courses of study. Each of the clinical courses of study in the program has co-requisites that include clinical learning lab and clinical intensive or both".

Caring Arts and Science Across the Lifespan Part II (CFT1 = 4 competency units) didactic (theory) builds on concepts presented in CASAL I and requires the achievement of two summative tasks for successful completion. Mentor recommendation and being current in the COS are required in order to progress to the clinical intensive.

Caring Arts and Science Across the Lifespan Part II Clinical Skills (AGA1 = 1 competency unit) consists of five 8-hour clinical learning lab days designed to teach and evaluate nursing skills and simulated nursing care prior to attending clinical intensive. The assessment for these labs must be passed the first time. Retakes are not available on or after the testing day.

TIP FOR SUCCESS: Students who view the skills videos, review the skills checklists and complete the simulation preparation questions prior to attending lab have demonstrated success in passing the lab assessment for this course the first time

Caring Arts and Science Across the Lifespan Part II Clinical (AHA1 = 1 competency unit) consists of 60 hours of clinicals, where the student works with a clinical coach, following the coaches exact schedule as determined by the University scheduling and matching department (coaches are not allowed to set schedules with students). **The student typically works five, 12-hour shifts to complete the 60 hour requirement. The shifts must be completed within the designated two-week window. Demonstrated competency in the clinical key behaviors is required to pass this assessment.**

Organizational Systems and Quality Leadership (KOT1 = 4 competency units) – This non-clinical course of study focuses on leadership, national quality initiatives and quality improvement, patient safety issues, patient-centered care, and healthcare financing. Your mentor will meet with you on a weekly basis at a designated time, provide weekly webinars to assist you through the course, and be available by telephone and email. You should also check your WGU email on a daily basis so that you do not miss important announcements related to clinical learning labs and clinical intensives that are sent to your WGU e-mail.

TIP FOR SUCCESS: *Students who maintain their regular meeting schedule with their mentor have had proven success in this program.*

Second Term Expectations

Courses of Study (COS) expected to be completed in the second term include:

1. Chronic Care (CBV1) – 12 weeks
2. Chronic Care Clinical Simulation (BEA1) – 48 hours
3. Chronic Care Clinical (BFA1) – 60 hours
4. Care of the Developing Family (CDV1) – 5 weeks
5. Care of the Developing Family Clinical and Simulation (AKA1) – 63 hours
6. Nursing Care of Children (CEV1) – 5 weeks
7. Nursing Care of Children Clinical and Simulation (ALA1) – 63 hours

Chronic Care (CBV1, BEA1 and BFA1 = 6 competency units) – *The set of three courses of study are co-requisites meaning students must pass all three in consecutive order to obtain the 6 competency units and progress. Each of the clinical courses in the program has co-requisites that include clinical learning lab and clinical intensive or both.*

Chronic Care (CBV1 = 4 competency units) – *The didactic portion of the chronic course of study explores the nursing care of patients with chronic care diseases such as diabetes. The course of study culminates with an ATI objective, standardized examination that must be passed at a proficiency level of 2. Chronic Care also has required assignments that must be completed on time in order to be allowed to progress to the clinical learning lab.*

Chronic Care Clinical Simulation (BEA1, Learning Lab = 1 competency unit) for the Chronic Care course of study consists of five days of learning how to apply nursing knowledge through simulated patient care followed by an assessment conducted through simulation on the sixth day. *This assessment must be passed the first time. Retakes are not available on or after the day of testing.*

Chronic Care Clinical (BFA1 = 1 competency unit) consists of 60 hours of clinicals, where the student works with a clinical coach, following the coaches exact schedule as determined by the University scheduling and matching department (coaches are not allowed to set schedules with students). **The student typically works five, 12-hour shifts to complete the 60 hour requirement. The shifts must be completed within the designated two-week window. Demonstrated competency in the clinical key behaviors is required to pass this assessment.**

TIP FOR SUCCESS: *Students who complete all pre-lab activities have demonstrated success in passing the lab assessment the first time.*

Care of the Developing Family (CDV1 and AKA1 = 4.5 competency units), and **Nursing Care of Children** (CEV1 and ALA1 = 4.5 competency units): *Students will be enrolled in Care of the Developing Family (known as Obstetrics) and Nursing Care of Children (known as Pediatrics) during this term. The clinical learning labs and clinical intensives for both courses are separate. There are no lab assessments for these courses. However, both courses require you to*

successfully pass an ATI exam to determine your competency. You must pass the ATI exam for both courses at a level 2 or higher for program progression. Each of these courses also contains required assignments that must be completed before you can be scheduled for lab.

Third Term Expectations

Courses of Study (COS) expected to be completed in the third term include:

1. Evidenced Based Practice and Applied Nursing Research (EBT1) – 6 weeks
2. Critical Care Nursing (CLT1) - 10 weeks
3. Critical Care Nursing Clinical Simulation (CEA1) - 48 hours
4. Critical Care Nursing Clinical (CFA1)– 60 hours
5. Nursing Informatics (NUT1) – 4 weeks
6. Psych/Mental Health (PMV1) – 7 weeks
7. Psych/Mental Health Clinical (DAT1) – 90 hours

In addition to the clinical courses of study, you will also be enrolled in two non-clinical courses of study: Evidenced Based Practice and Nursing Informatics. Although you have the entire term to work through these non-clinical COS, it is crucial that you use an effective time management plan to ensure that the assignments, lab, clinical responsibilities for both clinical and non-clinical courses are met on a timely basis.

Evidence Based Practice and Applied Nursing Research (EBT1 = 3 competency units) – The course of study focuses on the research process, and analyzing research studies. As a bachelors prepared nurse, it is important to identify quality, unbiased research studies. Implementing interventions from these types of studies helps improve patient outcomes.

Critical Care Nursing (CLT1, CEA1 and CFA1 = 6 competency units) – The second half of Term 3 consists of Critical Care Nursing. . Critical Care clinical learning labs consists of five days of learning how to apply nursing knowledge through simulated patient care followed by an assessment conducted through simulation on the sixth day. This assessment must be passed the first time. Retakes are not available on or after the day of testing. In addition, the course consists of 60 clinical hours and two summative assessments in Taskstream to assess your competency

Nursing Informatics (NUT1 = 2 competency units) – This non-clinical COS explores the use of informatics in nursing. There are 2 required summative tasks that are submitted to Taskstream

Psych/ Mental Health (PMV1 and DAT1 = 5 competency units) – This didactic course of study with 90 clinical hours addresses common and intense psychiatric diagnoses and interventions.

Fourth Term Expectations

Courses of Study (COS) expected to be completed in the fourth term include:

1. Community Health Theory (GPC1) – 8 weeks
2. Community Health Practice (GPT1) – 10 weeks
3. Community Health Clinical (CZT1) – 90 hours
4. Nursing Role Transition (CFV1) – 12 weeks

5. Nursing Clinical Practicum (DBT1) - 180 hours

Following successful completion of your third term coursework, you will then progress to the final term COS as noted above. Community Health requires 90 hours of clinicals. The didactic portion can be completed concurrently. During the last 3 months of the term, you will be deeply involved with Role Transitions, in which you will complete a thorough preparatory review for your NCLEX-RN examination. Two webinars covering each body system will be offered each week. These webinars are critically important in your preparation and review for NCLEX.

Community Health Theory, Practice and Clinical (GPC1, GPT1 and CZT1 = 8 competency units) – *Community Health courses of study focus on developing competencies in the care of communities and populations. 90 clinical hours are required in approved clinical agencies.*

Nursing Role Transitions (CFV1 = 2 competency units) – *This course of study provides an NCLEX-RN assessment; intensive NCLEX-RN review and study plan development to prepare for the national licensing exam.*

Nursing Clinical Practicum (DBT1 = 4 competency units): *This intensive clinical practicum requires students to work fulltime with a preceptor for four weeks (minimum of 180 clinical hours). This intensive clinical is taken concurrently with the Role Transitions Course to provide students with the optimal synthesis experience to assist them with NCLEX preparation.*

Coursework and clinicals during the fourth term are extremely intense, and if at all possible, you are encouraged NOT to work during the Role Transitions and Nursing Clinical Practicum portion of this term (last 3 months) and to reduce your work hours during the entire term.

If you are employed full-time, consider taking vacation time or a Leave of Absence (LOA) during the Role Transitions Course of Study and the Nursing Clinical Practicum. The Role Transitions Course requires 25-30 hours of study per week, as well as two (2) NCLEX review webinars each week for 12 weeks. The final Nursing Clinical Practicum requires that you complete fifteen 12-hour shifts during a five-week period. This practicum focuses on preparing students to transition to the role of professional nursing and eventually assuming a full workload under the guidance of a preceptor.

You should plan to talk with your mentor every 1 to 2 weeks during this time. It will be important to maintain good communication so that you stay on top of final semester assignments and requirements in order to meet graduation and NCLEX application deadlines. Missing telephone appointments places you at increased risk of missing important information that may delay completion of your nursing program.

Important announcements are sent to your WGU e-mail, so checking your email every day is a good habit to incorporate into your schedule.

TIP FOR SUCCESS: Students who establish a routine, comprehensive NCLEX study plan and schedule have proven to be more successful in passing the national licensing exam.

Need More Information? WGU Student Services

WGU has a Student Services team dedicated exclusively to helping students achieve their academic goals. The Student Services Office is available during extended hours to assist students with general questions and administrative or accessibility issues. The Student Services team members help students resolve issues, listen to student issues and concerns, and make recommendations for improving policy and practice based on student feedback. The Student Services team provides a formal means by which students can express their views, and those views in turn inform the decisions we make.

Student Services team members also assist students with unresolved concerns to find equitable resolutions. To contact the Student Services team, please feel free to call **(866) 903-0110** or email **studentservices@wgu.edu**. We are available **Monday through Friday, 6 AM to 12 AM and Saturday and Sunday, 10 AM to 7 PM, MT.**

If you have inquiries or concerns that require technical support, please contact the WGU IT Service Desk. The IT Service Desk is available **Monday through Friday, 6 AM to 12 AM and Saturday and Sunday, 10 AM to 7 PM, MT.** To contact the IT Service Desk, please call 1-877-HELP-WGU (877-435-7948) and select option 2 or email **servicedesk@wgu.edu**.

For the most current information regarding WGU support services, please visit the “Help” tab on the Student Portal at **<http://my.wgu.edu>**.